CHAPTER 5

FACULTY
STANDARDS 10 AND 6
CHAPTER 5

FACULTY
STANDARDS 10 AND 6

Central to achieving the strategic mission of “providing a high-quality comprehensive education based on the liberal arts” is the recruitment, retention and development of a first-class faculty.

GOAL #1: ENHANCING ACADEMIC EXCELLENCE
(Ramapo College Strategic Plan, p 8)

The College will implement a sustainable program of faculty development designed to enhance the quality of teaching and learning, and increase opportunities for faculty scholarship.

STANDARD 10: FACULTY

The institution’s instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

STANDARD 6: INTEGRITY

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

THE CONTEXT

Ramapo College faculty members constitute a diverse and committed group of individuals who are fully engaged in supporting the mission of the college. The faculty has grown significantly since the last self-study, when it numbered 155. In the fall 2008 semester, 211 faculty members were employed at the college. Of these, 31.8% were full professors, 28.9% were associate professors, 35.5% were assistant professors and 3.8% were librarians (2008 Institutional Profile). Additionally, 62.9% of faculty members were tenured (Excellence and Accountability Report, 2009).

Over the past several years the college has been faced with the challenges related to the retirement of founding faculty members. Since 2004, nineteen faculty members have retired. As a result, the need to attract new faculty members and support them in fulfilling the college’s mission has become an important initiative on campus. In 2003 the administration, aiming to remain competitive with the institutions that Ramapo benchmarks against, committed to adding five full-time, tenure-track faculty each year in addition to those hired to replace retirees. Over the last five years, the college has hired fifty-six new, full-time, tenure-track faculty members to replace retired faculty and to support the growth of our programs. As Figure 1 illustrates, in just the last five years the faculty has grown nearly 10%. Furthermore, adjunct numbers have remained relatively stable.
FIGURE 1
FACULTY BY RANK [1]

<table>
<thead>
<tr>
<th></th>
<th>FALL 2004</th>
<th>FALL 2005</th>
<th>FALL 2006</th>
<th>FALL 2007</th>
<th>FALL 2008</th>
<th>Percent '04 to '08</th>
<th>Percent '07 to '08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>67</td>
<td>34.7%</td>
<td>67</td>
<td>33.3%</td>
<td>70</td>
<td>34.0%</td>
<td>67</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>58</td>
<td>30.1%</td>
<td>57</td>
<td>28.4%</td>
<td>57</td>
<td>27.7%</td>
<td>60</td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>59</td>
<td>30.6%</td>
<td>68</td>
<td>33.8%</td>
<td>70</td>
<td>34.0%</td>
<td>70</td>
</tr>
<tr>
<td>Librarian</td>
<td>9</td>
<td>4.7%</td>
<td>9</td>
<td>4.5%</td>
<td>9</td>
<td>4.4%</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>201</td>
<td>100%</td>
<td>206</td>
<td>100%</td>
<td>211</td>
<td>9.3%</td>
<td></td>
</tr>
</tbody>
</table>

[1] Includes both tenured and non-tenured faculty. Includes Deans, but does not include faculty serving in administrative positions. Excludes full-time substitutes hired to replace faculty on paid leave or sabbatical.

Source: 2008 Institutional Profile

Underlying all search, hiring, and retention procedures is the goal of academic excellence. First and foremost, the college seeks faculty members who are excellent teachers and scholars. At present, 93% of the full-time faculty members have a terminal degree in their fields; 76% have doctoral degrees and 17% have terminal master’s degrees (Analysis of Faculty Profiles in the 2008–09 College Catalog). A survey of faculty members (N= 99) clearly indicates that, as a whole, the faculty are very productive. The survey (March 2009) asked faculty members to report the number of scholarly works they produced over the last five years. (The results are displayed in Figure 2.)
FIGURE 2
REPORTED NUMBER OF SCHOLARLY WORKS ACCOMPLISHED BY FACULTY BETWEEN 2004 AND MARCH 2009 (N= 99)

<table>
<thead>
<tr>
<th>Type of Scholarship</th>
<th>Number of Faculty Reporting Each</th>
<th>Percent of Faculty Reporting Each</th>
<th>Total Number of Individual Pieces Authored</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Type of Work</td>
<td>Type of Work</td>
<td></td>
</tr>
<tr>
<td>Articles</td>
<td>64</td>
<td>64.6</td>
<td>249</td>
</tr>
<tr>
<td>Book Chapters</td>
<td>27</td>
<td>27.3</td>
<td>54</td>
</tr>
<tr>
<td>Books</td>
<td>13</td>
<td>13.1</td>
<td>13</td>
</tr>
<tr>
<td>Book Reviews</td>
<td>36</td>
<td>36.4</td>
<td>82</td>
</tr>
<tr>
<td>Journalistic Pieces</td>
<td>12</td>
<td>12.1</td>
<td>107</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>9</td>
<td>9.1</td>
<td>7</td>
</tr>
<tr>
<td>Plays/Scripts</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Conference Presentations</td>
<td>77</td>
<td>77.8</td>
<td>515</td>
</tr>
<tr>
<td>Consulting</td>
<td>39</td>
<td>39.4</td>
<td>444</td>
</tr>
<tr>
<td>External Grants</td>
<td>26</td>
<td>26.3</td>
<td>61</td>
</tr>
<tr>
<td>Degrees Earned</td>
<td>9</td>
<td>9.1</td>
<td>10</td>
</tr>
<tr>
<td>Visual Arts Exhibitions</td>
<td>9</td>
<td>9.1</td>
<td>49</td>
</tr>
<tr>
<td>Music</td>
<td>3</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>Theater</td>
<td>5</td>
<td>5</td>
<td>44</td>
</tr>
<tr>
<td>Film Productions</td>
<td>5</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td>Film Exhibitions</td>
<td>4</td>
<td>4</td>
<td>46</td>
</tr>
<tr>
<td>Other</td>
<td>32</td>
<td>32.3</td>
<td>160</td>
</tr>
</tbody>
</table>

Source: March 2009 Faculty Survey Data

Teaching excellence is an important objective at Ramapo. Small class sizes facilitate the mentoring of students and provide them with a more engaging atmosphere. Survey data collected by the Office of Institutional Research and Planning indicates that compared to other colleges, Ramapo students report enriching learning experiences and support from faculty (2008 NSSE data, available on the college’s Web site and in the Resource Room). In the 2008 Graduating Senior Survey (available on the college’s Web site and in the Resource Room), 89% of students reported having received high-quality instruction at the college and 90.4% described the courses in their majors as high quality. In addition, 89.3% of seniors reported that their Ramapo education helped them grow culturally, socially, and ethically.

INCLUSIVE EXCELLENCE

“Inclusive Excellence is a strategy for enhancing diversity. It moves beyond numerical diversity to the creation of a systemic presence of diversity and its associated elements. It is the complex processes by which equity and excellence in all aspects of the College community are furthered” (Addendum #1 to the Strategic Plan). Diversity, broadly defined, among the faculty and staff has long been a goal at Ramapo College. The college also complies
with the New Jersey State Policy Prohibiting Discrimination in the Workplace, which provides every current or prospective employee the right to a work environment free from discrimination or harassment.

Given the college’s mission and strategic plan, the most relevant forms of faculty diversity to enhance student learning and create a welcoming intellectual atmosphere include the dimensions of gender, race/ethnicity, international experience, applied experience, disability, sexual orientation, and forms of scholarship related to diversity and cross-cultural understanding. Some aspects of inclusiveness are easily measured; others are confidential and have not been systematically measured (e.g., disability, sexual orientation). In striving for inclusive excellence, the college has achieved mixed success. The college actively seeks to increase diversity and eliminate discrimination in hiring, and the 2006 Campus Climate Survey Summary indicated that the majority of faculty (76%) said they had observed fair hiring practices. Nonetheless, 24% of the 176 faculty respondents reported observing some discriminatory hiring incidents.

A look at the demographic data reported in the 2008 Institutional Profile reflects the changes in faculty gender and ethnicity demographics since 2004, during which time the faculty grew from 193 to 211 members. Gender proportions have changed from 43% female and 57% male in 2004 to 46.4% female and 53.6% male in 2008. There is also a considerable age range among the faculty, as seen in Figure 3.

FIGURE 3

![Distribution of Faculty by Age](image)

Source: Human Resources

In the area of ethnicity, challenges still remain (see Figure 4). As these data reveal, the college has made little progress in increasing its representation of ethnic minority faculty. A large majority of faculty members (79.1%) are White, Non-Hispanic, and the college has no reported American Indian members on the faculty.
International visiting scholars help to diversify the faculty at the college. Each year, Ramapo hosts Fulbright scholars in addition to exchange scholars from around the globe. These scholars are provided with housing on campus and are able to register for courses offered at the college while they serve as faculty members. Figure 5 illustrates the number of international scholars who have taught at Ramapo since fall 2002.

**FIGURE 5**  
INTERNATIONAL SCHOLARS ON CAMPUS FALL 2002-SPRING 2009

<table>
<thead>
<tr>
<th>Time Period</th>
<th># of Scholars</th>
<th>Countries Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2002- Spring 2003</td>
<td>2</td>
<td>Russia, China</td>
</tr>
<tr>
<td>July, 2003 – November, 2003</td>
<td>1</td>
<td>Russia</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>2</td>
<td>Russia (2)</td>
</tr>
<tr>
<td>Fall 2003- Spring 2004</td>
<td>1</td>
<td>China</td>
</tr>
<tr>
<td>Fall 2004- Spring 2005</td>
<td>3</td>
<td>China (2), Russia</td>
</tr>
<tr>
<td>Fall 2005- Spring 2006</td>
<td>5</td>
<td>Russia, China, France, Spain (2)</td>
</tr>
<tr>
<td>Summer 2006</td>
<td>1</td>
<td>Ghana</td>
</tr>
<tr>
<td>Fall 2006-Spring 2007</td>
<td>6</td>
<td>Argentina, Spain, France, Morocco, China, Russia</td>
</tr>
<tr>
<td>Summer 2007</td>
<td>1</td>
<td>Ghana</td>
</tr>
<tr>
<td>Fall 2007- Spring 2008</td>
<td>3</td>
<td>China, Russia, Morocco</td>
</tr>
<tr>
<td>Summer 2008</td>
<td>1</td>
<td>Ghana</td>
</tr>
<tr>
<td>Fall 2008- Spring 2009</td>
<td>6</td>
<td>China, Italy (2), Russia, Egypt, France</td>
</tr>
</tbody>
</table>

*Source: Cahill Center Reports*
In addition to the international scholars, many faculty members at Ramapo bring to the classroom their international and intercultural experience and scholarship. A survey conducted in March 2009 by the study group showed that a large percentage of faculty scholarship focuses on intercultural and international issues. In the survey, twenty-seven of the ninety-nine respondents (27.3%) reported international expertise and 41 (41.4%) reported intercultural expertise. Moreover, of the ninety-nine faculty respondents, 36 (36.4%) reported fluency in at least one second language and 41 (41.4%) said they had lived in other countries for a significant period of time. As a group, faculty members reported fluency in seventeen languages and reported having lived in thirty-two countries for a significant period of time.

With respect to those aspects of diversity that are not easily measured, it should be noted that faculty members with disabilities requesting accommodations are provided such upon request. For example, the registrar has provided classrooms with specialized equipment, classrooms in quiet areas, and classrooms near reserved parking spaces for faculty members with disabilities. As our campus was designed to be barrier-free, there is less of a need than at other colleges for our faculty to request disability-related accommodations, since they are already in common practice. The college also strives to provide a welcoming and supportive environment for faculty members across lines of gender identity and sexual/affectional orientation.

ADJUNCT FACULTY

In 2008, adjunct faculty taught one-third of Ramapo’s course sections (Office of Institutional Research). Figure 6 presents data related to the adjuncts at the college. The adjunct rate increase in 2008 is, in part, related to a change in sabbatical policy that enabled more faculty members to take leaves (see discussion later in this chapter).

FIGURE 6
ADJUNCT FACULTY 2004-2008

<table>
<thead>
<tr>
<th></th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>2004 to 08</th>
<th>2007 to 08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sections Taught by Adjuncts [3]</td>
<td>318</td>
<td>310</td>
<td>223</td>
<td>233</td>
<td>283</td>
<td>-11.0%</td>
<td>21.5%</td>
</tr>
<tr>
<td>Total Sections [3]</td>
<td>948</td>
<td>965</td>
<td>800</td>
<td>803</td>
<td>850</td>
<td>-10.3%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Percent Sections Taught by Adjuncts</td>
<td>33.5%</td>
<td>32.1%</td>
<td>27.9%</td>
<td>29.0%</td>
<td>33.3%</td>
<td>-0.7%</td>
<td>14.7%</td>
</tr>
<tr>
<td>Credit Hours Taught by Adjuncts</td>
<td>1,015</td>
<td>972</td>
<td>901</td>
<td>932</td>
<td>1,133</td>
<td>11.6%</td>
<td>21.6%</td>
</tr>
<tr>
<td>Total Teaching Credit Hours</td>
<td>3,090</td>
<td>3,124</td>
<td>3,208</td>
<td>3,212</td>
<td>3,410</td>
<td>10.4%</td>
<td>6.2%</td>
</tr>
<tr>
<td>Percent Teaching Credit Hours Taught by Adjuncts</td>
<td>32.8%</td>
<td>31.1%</td>
<td>28.1%</td>
<td>29.0%</td>
<td>33.2%</td>
<td>1.2%</td>
<td>14.5%</td>
</tr>
</tbody>
</table>

[1] Excludes faculty overloads, professional staff who teach, and Visiting Scholars.
[2] A change in policy allowed for more sabbatical leaves
[3] Excludes independent studies, co-ops, internships without weekly class meetings, sections with 0 beginning enrollment, National Student Exchange sections, and sections offered to students abroad.

Source: 2008 Institutional Profile
The policies and procedures for appointing, supervising, and reviewing Ramapo College's adjunct faculty members are the same as those for full-time faculty. But for adjunct faculty these procedures are implemented at the unit level. Students evaluate adjuncts using the same procedures they use when evaluating full-time faculty. Peers and the specific convener also evaluate the teaching effectiveness of adjuncts on an annual basis. Compensation for adjuncts is standard based on the AFT Current Agreement. To improve communication with adjuncts, the Employee Relations Office is developing a Handbook for Adjunct Faculty. In addition, in collaboration with the AFT, the Office of the Provost sponsors an adjunct orientation session at the start of each semester.

FACULTY SELECTION (Integrity)

Ramapo's new Curriculum Enhancement Plan took effect in the fall of 2006. The plan involved converting to our current unit system and redefining the faculty workload as comprising 6 teaching units. This change has improved the college's ability to recruit better academically credentialed faculty.

Through its recruitment and hiring practices, the college seeks to enhance the diversity of its faculty. The guidelines for faculty search procedures suggest that the institution cast a wide net through publication, advertising, and sharing information with other institutions regarding vacancies. The Office of Affirmative Action and Workplace Compliance works with search committees toward that goal. (See Search Procedures for Faculty and Unclassified Staff on the Human Resources Web site.)

The Office of Affirmative Action trains all search committee chairs, who then serve as monitors for their search to ensure that the committee procedures embrace inclusiveness and avoid any discriminatory actions. The wording of advertisements, the methods used, and the crafting of position descriptions are designed to increase the breadth of the pool of applicants. Recruitment for faculty positions includes such methods as posting on listservs within the disciplines and within specialized disciplinary groups, networking with relevant graduate programs and professional organizations, recruitment at relevant conferences, and published advertisements in a wide array of publications and Web sites (Chronicle of Higher Education, Diverse Issues in Higher Education, Hispanic Outlook, Star-Ledger, New York Times, HigherEdJobs.com, and Ramapo.edu). The college also recruits at the Southern Regional Education Board Teaching and Mentoring Conference each October, which provides training for 500 minority scholars from around the nation. The college supports international faculty in terms of their residency requirements for working in the United States. For example, currently the college is sponsoring seven international (H-1B) faculty members.

PERSONNEL PROCEDURES AND FACULTY EVALUATION (Integrity)

Ramapo's policies and procedures for personnel action and faculty evaluation are intended to promote the development of faculty members and to provide them with opportunities to reflect on their development over time. These policies represent the college’s commitment to attaining and maintaining excellence. The inclusion of the entire Ramapo community—students, colleagues, deans, tenure and promotion committees—reveals an institution committed to fostering each faculty member’s growth. Information gathered from faculty evaluations is used to promote continued growth and to make determinations about reappointment, tenure, and promotion.

The procedures for personnel action and evaluation are clearly defined in Section 5 of the Faculty Handbook, “Criteria for Appointment, Reappointment, Promotion and Reappointment with Tenure.” According to these criteria, personnel action and the evaluation of faculty members are based on an assessment of performance in four areas: 1) effective teaching, 2) scholarly achievement, 3) contribution to college and community, and 4) fulfillment of professional responsibilities. The Faculty Handbook provides faculty members with a more detailed description of criteria and the evidence required.

Prior to tenure, faculty members are evaluated annually by the Unit Personnel Committee, Unit Council, dean, and provost. After tenure is granted, faculty members are reviewed every five years through the Career Development process.

The procedures for evaluating teaching effectiveness reflect a commitment to gather a broad scope of information, which reflects a more objective evaluation of teaching effectiveness. Prior to tenure, teaching effectiveness is
evaluated using five sources of information. These sources include student opinions, peer observations of teaching, dean observations of teaching, a self-evaluation, and a thorough review of teaching documents during the re-appointment, tenure, and promotion processes.

Scholarship is also broadly defined in the Faculty Handbook so as to encompass multiple forms of scholarly work. This may include publications; presenting a paper or chairing a session before professional organizations, conferences, and seminars, including Ramapo College forums; exhibits, compositions, performances, and exhibitions in the fine arts and other creative work; effective contribution to professional organizations; obtaining grants and other funding; application of scholarly expertise to teaching and learning; application of scholarly expertise to community problems and projects; application of scholarly expertise in private consulting; course and program development; and completion of additional degrees where relevant to the candidate’s teaching and scholarly expertise.

Contribution to the college is required for reappointment, tenure, and promotion. Contribution to the community is strongly encouraged and strongly considered in all personnel action. Service at the college is expected at all levels: All-College, Unit, and Convening Group. Examples of service include advising student groups and membership in committees or task forces that address the needs of the college and its programs. These service requirements reveal the college's commitment to engage faculty members in the development of the institution.

Professional responsibility requirements are defined according to the standards of the American Association of University Professors (AAUP) as published in the AAUP Statement of Professional Ethics. It is expected that all faculty members will abide by these standards throughout their tenure and in all faculty practices. These procedures are designed to ensure that policies related to faculty are applied in an equitable manner for both tenure track and non-tenure track full-time faculty. The college has a specific policy addressing the fair application of policies “Ramapo College of New Jersey Policy Prohibiting Discrimination in the Workplace” and there is extensive faculty representation on all committees that work on personnel actions. In addition, there are many mechanisms in place to inform faculty members of these procedures and to promote equitable application of them in all personnel matters.

The process of informing faculty members of these procedures begins in orientation, which is offered to all new faculty members through the Provost’s Office. Orientation involves several meetings over the course of a semester. It covers information such as affirmative action, grading, technology, reappointment, grants, and advising. This orientation is supplemented at the unit and convening group levels with information and support related to expectations in all four areas of evaluation. The Faculty Resource Center, in conjunction with the Employee Relations Office, offers various information sessions on topics related to reappointment, tenure, promotion, and career development.

The Faculty Handbook, available online, serves as a supplement to the AFT Master Agreement and contains locally negotiated terms and conditions for faculty. The Faculty Handbook and the Master Contract are given to all faculty members when they are initially appointed and as revisions or updates are available.

Faculty members are also encouraged to review the information available in the Employee Handbook, which is also available online. This handbook is a summary compilation of information contained in several independent sources, which include the policies and regulations of Ramapo College's Board of Trustees and administrative rules and regulations. The handbook seeks to provide a compact reference on topics of interest to the faculty and staff. It is not intended to give complete and detailed information about all of the college’s policies and procedures. Its function is to serve as a guide to administrative and academic regulations, procedures and obligations as they now apply at the college. The Faculty Assembly also serves to inform faculty of new and/or revised policies and procedures.

In cases where faculty members believe that procedures are not implemented in an equitable manner, faculty members may choose to use various supports available to them. In matters that involve grievance, discipline, or dismissal, faculty members may seek guidance or support from the union’s grievance officers and/or the Employee Relations and Ethics Officer. The Affirmative Action Office receives, investigates, and adjudicates complaints regarding discrimination or sexual harassment in compliance with state and federal laws.
In 2008 the college created the position of Ombudsperson. The ombudsperson provides impartial services to all members of the college community. The position is separate from management and serves as a buffer between management and employees by advising them of their rights and the various policies that might apply to their particular case. The ombudsperson also provides mediation services. Those services are confidential with limitations as the complaints approach more serious situations, such as employment discrimination. The ombudsperson reports directly to the president and advises him on issues related to the culture of the college or other context variables that may become problematic.

When cases cannot be resolved by the ombudsperson, faculty members may choose to move forward to a formal grievance, which is processed by the Employee Relations Office. The role of the union is to represent the interest of faculty in these proceedings and to provide services as outlined by the current contract. It is important to note that since 2004 only one complaint has been carried through the entire grievance process. All other complaints have been successfully resolved without the necessity of a formal grievance process.

FACULTY DEVELOPMENT

Over the past several years, Ramapo College has enacted many methods of encouraging faculty development. The new strategic plan asserts this initiative in goal 1.3: The College will implement a sustainable program of faculty development designed to enhance the quality of teaching and learning, and increase opportunities for faculty scholarship.

The policies, programs, and funding opportunities that support faculty development are described in the subsections that follow.

RE-APPOINTMENT, TENURE AND PROMOTION CRITERIA THAT EMPHASIZE FACULTY GROWTH

Faculty growth and development are expectations for achieving reappointment and tenure (see previous section on Personnel Procedures). The criteria in the Faculty Handbook emphasize professional growth in the areas of service, teaching excellence, and scholarship. As such, the approach to faculty evaluation at Ramapo is developmental, and potential areas of deficit are identified and addressed early in the faculty member’s career. Consequently, since 2005, all faculty members who have applied for tenure have been successful.

FLEX UNIT

Beginning in the fall of 2006, and as a result of the Curriculum Enhancement Plan and the conversion to the unit system, the annual faculty workload was redefined as comprising 6 teaching units (3.6 credits each) and 1 “flex unit” (2.4 credits). The flex unit represents non-teaching duties that are within the general workload, and formalize the expectation for consistent scholarly activity. Specific scholarship and/or service activities that fulfill the flex unit requirement are proposed by each individual faculty member and are reviewed by the convening group on an annual basis. The proposed activities are then submitted to the Unit Dean for approval. Proposed flex unit activities and responsibilities must further the goals and objectives of the unit and convening group and be consistent with the mission of the college (Unit Plan/Curriculum Enhancement Plan Memorandum of Agreement).

CAREER DEVELOPMENT

The Career Development Program at the college is intended to enhance the natural dedication of individual faculty members and librarians (who have concurrent academic rank and tenure) to pursue a vigorous course of continuing professional development subsequent to receiving tenure at the college. Every five years, tenured faculty members and librarians shall engage in an in-depth self-study to determine how they may best advance their professional growth. Faculty members and librarians shall undergo an assessment review after being tenured for five years and shall be subject to review only once in each succeeding five-year period.

As part of this process, faculty are required to engage in intensive self-assessment that includes an assessment of
their contributions to the college, including contributions to the direction and mission of the unit, school, and college over the last five years and their intentions for future contributions. In addition, faculty members are required to conduct an assessment of their teaching effectiveness and to submit a statement of their own professional objectives and how they might best be achieved. Lastly, this process includes an assessment of professional strengths and areas for improvement.

Career development packages are submitted to and reviewed by the Unit Assessment Committee, the All-College Career Development Committee, and the provost (referred to as the president’s designee). Based on this assessment process, various forms of career assistance can be made available to faculty as needed. These can include tuition reimbursement, travel expenses, and funding to cover items necessary for completing research projects (Employee Relations).

**SABBATICAL LEAVE**

Sabbatical leave applications may be submitted for the purpose of pursuing a substantial project designed to yield publishable results and/or enhance competency as a scholar or teacher. Sabbatical leaves may also be granted for the pursuit of an accredited terminal degree program in an appropriate field of study. Performances and exhibitions in the fine arts are also valid reasons for sabbatical leaves. In accordance with the recently negotiated 2007-2011 AFT contract, one-semester sabbaticals are awarded at the rate of full pay, and two-semester sabbaticals are awarded at the rate of three-quarters pay. Applications for sabbatical are submitted to the unit for review and comment and then are forwarded to the All-College Research Committee. Since 2004, sixteen faculty members have applied for and been granted half-year sabbatical leaves and four have applied for and been granted full-year sabbatical leaves (see Figure 7).

**FIGURE 7**

![Sabbatical Leaves](image)

In 2008, changes in the AFT contract resulted in more applications for sabbatical opportunities. As budgetary...
constraints limited the number of sabbatical leave opportunities available to faculty members, the Faculty Assembly created a Task Force on Sabbatical Leave and charged this group with developing recommendations to the provost, to be used for evaluating sabbatical applications submitted at the College beginning in 2008. (Task Force on Sabbaticals Report available in the Resource Room.)

**FACULTY RESOURCE CENTER**

In 2003 the college created the Faculty Resource Center to promote faculty growth in teaching excellence, scholarship, and service. All faculty development initiatives are available to any interested member of the community, including adjunct faculty and teaching staff. Since its inception, the Faculty Resource Center has supported teaching excellence through a wide variety of programs and services, including faculty learning communities, teaching and writing circles, scholarship circles, topical workshops, guest lectures, individual consultations, and peer observations. The center also maintains a small library of materials related to teaching and learning in higher education and provides financial support to faculty members engaged in the scholarship of teaching and learning. The center also disseminates literature and other information related to teaching excellence via broadcast e-mails to all faculty members. Participation in Faculty Resource Center programs is voluntary.

Since the center was established in 2003, 126 topical workshops have been offered, attended by 1,102 faculty members and teaching staff. The center has co-sponsored eighteen workshops focused on diversity issues with our Campus Diversity Action Committee as part of the “Dangerous Discussion Series.” Participation in these workshops has totaled 123 attendees. Faculty circles focused on teaching, writing, and scholarship have been very popular with faculty members and involve semester-long commitments to investigate and discuss issues related to teaching excellence and scholarship. Since 2003, 54 circles have been offered and have drawn 303 participants. (Faculty Resource Center Annual Reports available in the Resource Room.)

**GREATER EXPECTATIONS TEAM**

The Office of the Provost sponsors the Greater Expectations Team, established in 2005 to promote engagement, inclusion, and high achievement in our students by promoting excellence in teaching. The team is composed of faculty who promote campus-wide initiatives aimed at achieving excellence. Several teams of five to six faculty members and an administrative team leader have attended Greater Expectations Summer Institutes, offered by the American Association of Colleges & Universities, to develop training for Ramapo’s faculty. The training is offered during all-college faculty meetings, usually before the start of each semester. Training has focused on promoting engagement (September 2005 and January 2006), course redesign (May 2006), and assessment (April 2007, September 2008, and January 2009). (Greater Expectations Annual Reports available in the Resource Room.)

**INSTRUCTIONAL DESIGN CENTER**

The Instructional Design Center (formerly the Technology Education Center) provides training and individual support focused on technologies for teaching and learning (see Instructional Design Center Reports). Since 2005, the center has spearheaded significant training initiatives, including faculty institutes, topical workshops, and individualized training and support. Training has focused on the use of course management technologies, the development of online courses, and the use of various available tools, such as electronic portfolios and survey tools. (Instructional Design Center Report on Faculty Development Initiatives available in the Resource Room.)

According to the spring 2009 attendance report of the Instructional Design Center, 475 faculty and staff members have attended training workshops since spring 2007. In addition, 206 faculty and staff have participated in online training initiatives and faculty institutes (one- or multi-day sessions offering various workshops simultaneously).

**FACULTY RESOURCE NETWORK**

The Faculty Resource Network at New York University is an award-winning professional development initiative that sponsors lectures, symposia, and intensive seminars for faculty members from a consortium of colleges and
universities. The mission of the Faculty Resource Network is to “foster connection, collaboration, and collegiality through a partnership of colleges and universities dedicated to faculty development” (Faculty Resource Network Web site).

Ramapo College has been part of the Faculty Resource Network consortium since 1987. Since that time, “90 faculty members have participated in 69 programs, seminars, and workshops, for a total of 170 faculty participations” (Faculty Resource Network report).

MENTORING AND ORIENTATION

At Ramapo College, mentoring is defined as a pairing of a new faculty member with an experienced, tenured faculty member. The purpose is to help new faculty members become functioning members of the Ramapo College faculty. At present there is not a campus-wide mentoring program for new faculty. In spring 2008, the Faculty Assembly Executive Council developed an Executive Council Faculty Mentoring Task Force. The task force presented its recommendations in April 2008.

In recognition of the institutional belief that the culture of each school is significantly different to preclude a college-wide structure, we find an array of individualized programs. Each school has identified what mentoring means to them. Some are formal and others are less formal. All have a premise that the pairing of the mentor and the new faculty member needs to be voluntary.

The School of Social Science and Human Services and the School of Theoretical and Applied Science have informal mentoring programs. In each of these schools the deans meet with new faculty prior to the beginning of the new faculty member’s employment. They review course development and unit policies. Deans strongly suggest that the new faculty members take part in the wide variety of programs developed by the Faculty Resource Center. Most of the convening groups in these schools have informal processes whereby experienced faculty or the convener provides guidance as needed.

In the School of Contemporary Arts, the Communications Arts convening group has a semi-formal mentoring program. This program was developed when almost everyone in the convening group was new. The convener became the mentor to several new faculty members meeting individually or in small groups. As these faculty members have become experienced, they have taken on individual mentoring as new faculty members arrive. The convener continues to meet individually and in small groups with new faculty.

During the fall 2008 semester, under the guidance of the new dean, the School of American and International Studies has developed a more formal program. The school has a number of new tenure-track faculty and temporary faculty each year as well as a significant number of visiting scholars. A number of mentors who have been at Ramapo for at least five years were identified at the beginning of the year. These mentors were assigned to new faculty according to the field of teaching. Mentors and new faculty attend the school’s orientation sessions. Although initially the mentors will take the initiative to reach out to the new faculty member, it is up to the new faculty to request assistance.

The Anisfield School of Business has the most formal mentoring program in the college. The initial mentoring system was begun about five years ago. In 2005 a mentoring task force was developed. Each year the task force meets with new faculty members to identify their needs. Mentoring is available for junior, tenure-track, and temporary faculty members from the time they enter Ramapo through tenure. Mentoring and receiving mentoring is voluntary. Underlying the mentoring program is an orientation system. The group orientation consisting of new faculty, task force members, and mentors is held late in the summer.

Attitudes toward the present mentoring and orientation programs have not been quantitatively researched. Based on observations at Faculty Assembly and union meetings, there are considerable negative feelings about the limited orientation programs for all forms of faculty, especially for adjuncts. The Provost’s Office is presently developing an orientation program for new faculty based upon the recommendations of the Executive Council Faculty Mentoring Task Force (see Executive Council Faculty Mentoring Task Force recommendations available in the Resource Room).
FUNDING OPPORTUNITIES:

EXTERNAL GRANTS

Information and help gaining external grants is available to faculty members from the Office of Grants and Sponsored Programs. Since 2005, seven faculty members have secured grants to support their scholarship from external agencies totaling $459,657 (grants table available in the Resource Room).

FOUNDATION GRANTS

Each fall and spring semester, the Ramapo College Foundation awards approximately twenty grants for faculty development and undergraduate research opportunities. The foundation also funds three faculty fellowships, with a commitment to fund up to five. The purpose of the fellowships is to support the college’s commitment to increase the number of full-time faculty on campus. One of the largest and oldest endowments specifically for faculty excellence is the Thomases Award. The Bischoff Award, another endowed award for teaching excellence, is awarded to a faculty member each academic year. Among its goals, the foundation aims to “achieve a new level of grant activity and sponsored research with faculty each year by offering workshops and sending faculty to training opportunities” (Foundation Annual Report). This academic year, due to the unpredictable state of the investment process, the Ramapo College Foundation has been unable to accept new applications for allocations for faculty and staff members’ projects.

SEPARATELY BUDGETED RESEARCH

The Provost’s Office provides funds to support pure and applied faculty research with the aims of attracting grants and matching funds from external sources, making full use of faculty and student research capabilities, developing the college research capability as a community resource, and furthering the mission of the college (Board of Trustees Policy 319). Faculty members are able to apply for summer stipends ($5,000), funding for supplies, technical assistance, travel, and other expenses associated with a research project. These funds are referred to as “Separately Budgeted Research,” or SBR. Between the 2002–03 and the 2006–07 academic years, seventy-seven SBR grants were awarded. In the 2008–09 academic year SBR funding totaled approximately $100,000 (SBR reports, available in the Resource Room).

TEACHING, LEARNING AND TECHNOLOGY ROUNDTABLE GRANTS

The Teaching, Learning, and Technology Roundtable (TLTR) is a campus-wide group with representatives from administration, faculty, professional, and technology support staff. This group seeks “to motivate and enable” campus constituents “to improve teaching and learning with technology.” The roundtable awards “Technology in Teaching and Learning” grants to engage faculty to integrate technologies throughout the disciplines. The TLTR committee reviews applications for roundtable grants. Since 2004, the roundtable program has sponsored 24 faculty projects with grant amounts ranging from $400 to $4,700 (TLTR Grant Report available in the Resource Room).

STIPENDS FOR ONLINE COURSE DEVELOPMENT

Beginning in the 2007–08 academic year, the Provost’s Office has made funds available to develop online courses. Interested faculty can apply to receive $1,000 stipends. The first time the course is taught online the faculty member is paid an additional credit for the course, in accordance with the current agreement with the faculty union. In support of this initiative, the Instructional Design Center and the Faculty Resource Center have provided training and resources to interested faculty. This initiative has been very successful in promoting the development of online courses. Since the inception of this program, forty-two courses have been adapted for online delivery and have been successfully offered to our students during summer (2008 and 2009) and winter (2008) sessions.
FUNDING FOR FACULTY AND STUDENT RESEARCH

Starting in the 2007–08 academic year, the provost made new funds available to promote collaborative research by faculty members and students. Applications for these funds are submitted to the dean, who reviews all applications and then approves or disapproves each request. The total amount of funds available to each school has been $10,000 per year.

FACULTY TRAVEL FUNDS

Travel funds for faculty members are made available through block grants provided by the Provost’s Office to each unit. These funds are intended for travel to conferences in which faculty members will be presenting their work. The specific amount awarded to each unit is based on the number of faculty members in each school. Applications for these funds are submitted to the dean, who reviews all applications and then approves or disapproves each request.

ACADEMIC FREEDOM (Integrity)

Policies regarding academic freedom are outlined in Article V of the current union agreement and in the Board of Trustees Policy #317. Faculty members are informed of these policies in writing as they appear in the current agreement and in more detail in Chapter 5.0 of the Faculty Handbook, in the section related to Professional Responsibility. According to the Employee Relations and Ethics Officer of the college, there have been no complaints or actions related to academic freedom violations.

In a faculty survey (March 2009), faculty members were asked to indicate whether they had received information about the college policy on academic freedom during their employment at the college. Fifty-seven of 99 respondents (57.6%) reported having received information about academic freedom; thirty-five (35.4%) reported not having received this information; seven respondents (7.1%) did not answer this question. Of the fifty-seven respondents who said they received information about academic freedom policies at the college, sixteen (28.1%) reported having received this information from the Faculty Handbook or by reading the Board of Trustees policy on the Web. Ten others (17.5%) reported being informed during the orientation period. Six (10.5%) said they were informed in a unit or convening group meeting; five (8.8%) said they were informed through an official memo or e-mail. Others said they learned about the policy informally through colleagues (3 respondents, or 5.3%); the local union (2 respondents, or 3.5%), or other informal means (6 respondents, or 10.5%).

FACULTY ROLE IN EDUCATIONAL PROGRAMS AND GOVERNANCE (Integrity)

Ramapo College is organized into schools rather than departments. Each school is composed of faculty members from several related disciplines and each school projects its own academic identity and thematic approach in the programs it sponsors. At Ramapo, disciplinary convening groups, rather than departments, carry out the academic programs. “The convening group is the primary academic and curricular unit at Ramapo, functioning in lieu of the traditional department. A convening group is comprised of faculty teaching in the particular major, minor, or program, and reports to the dean of its primary school. Some convening groups are disciplinary while others are multi- or interdisciplinary. Faculty members may be from one school or from several (but a faculty member’s primary convening group is within his/her school). The convener, who must be a member of the convening group, is chosen by the members of the convening group from among the full-time faculty and is approved by the dean. The convener must be from the school which offers the major, minor or program” (Convener job description, available on the visiting team Web site).

The convening group structure at the college supports its interest in promoting interdisciplinarity and collegiality. The courses and requirements for each program are governed by a convening group, which is led by a convener and composed of faculty members who teach in the discipline area.

The faculty is highly engaged in developing, implementing, supporting, and evaluating all academic programs. This involvement, however, has not been without controversy. While faculty members are very committed to delivering top-quality programs, recent and recurring changes in administrative personnel have resulted in conflict regarding a number of issues: communication, shared governance, support for the liberal arts, and the timeliness of academic
discussions (see Faculty Assembly In-Service Report, May 2009 on the visiting team Web site). In response to these challenges, the president and the provost have organized meetings with both the faculty leadership and the faculty to discuss these matters and to improve communication and collaboration. These meetings began at the end of the last academic year and continue today.

The Faculty Assembly supports the role of the faculty in curricular and academic activities. The Academic and Curricular Guidelines Manual outlines the procedures for developing and proposing new programs. Once faculty proposes programs, they are reviewed at a variety of levels before leaving Ramapo College for state-level review. Programs must be reviewed and approved by the relevant convening groups, deans, unit councils, the all-college Academic Review Committee, the Faculty Assembly, the provost, the president, and the Board of Trustees (see Academic and Curricular Guidelines Manual, available in the Resource Room).

The Academic Review Committee (ARC) was established in 2002 as a standing committee of the Faculty Assembly to review curricular changes, General Education, and academic policy. Prior to 2002, the college had three different faculty committees for these functions. ARC consists of one faculty representative from each of the five schools and the library and an ex-officio administrative representative. The committee reviews all new course proposals, new program proposals, significant course changes, and significant program changes. The inclusion of any course in a General Education category also is subject to the approval of the committee. Since fall 2004, the committee has reviewed 400 course requests, six new programs, and four significant program changes.

At the program level, all academic programs undergo a variety of evaluative measures. These evaluations include a five-year self-study, a three-year planning document, and an annual program assessment. Academic programs also face an internal periodic review or an outside accreditation review every five years. Both types of reviews involve full self-studies, which are developed by faculty. Such self-studies cover all aspects of the academic programs, including curriculum, enrollments, resources, and assessment. (See Review Procedures for Academic Programs in the Appendix.) Three-year planning documents are required of each convening group. These planning documents address budgetary needs, proposed changes in the major, and other anticipated resource needs. The deans and provost review the plans.

Grade distributions for each academic program are reviewed as well. Data are provided by the registrar and reviewed by conveners and/or convening groups. Lastly, annual and ongoing program assessment activities are also in place. These activities include the consideration and review of sequencing of courses in the program (see individual program assessment plans available in the Resource Room).

At the course level, new courses undergo review by convening groups, deans, and ARC before being sent on to the provost for final approval. Approval is needed at each step (Academic and Curricular Guidelines Manual).

Faculty members assess the success of individual courses continuously by reviewing student performance on graded assignments, papers, and exams. Some faculty members solicit informal student feedback during the semester. Field supervisors' feedback is used to assess and modify fieldwork courses.

Student evaluations of the instructor and the course are ideally completed for every course, every semester. Guidelines require that the professor leave the room as the students are completing their evaluations. Faculty members are not permitted to see the anonymous evaluations until final grades have been submitted (Ramapo College Student Evaluation of Instructor and Course form available in the Appendix).

The college also encourages faculty to continuously review and make recommendations to improve the educational programs through faculty development initiatives. For example, the Faculty Resource Center sponsors programs on assessment and course design, such as the Teaching Circles (see Faculty Resource Center Annual Reports). The Instructional Design Center sponsors programs designed to promote the effective use of technology in the classroom (Instructional Design Center Annual Reports available in the Resource Room).

Members of the Ramapo community are bound by and comply with ethical standards and behavior as set forth in statutes, regulations, codes, and guidelines established by federal, state and local entities. Information about these
standards is distributed to faculty annually and is on the Employee Relations Ethics Web page. It is the role of the college’s Employee Relations and Ethics Liaison Officer to ensure that these standards are upheld.

MINI PROFILE

FACULTY RESOURCE CENTER

OVERVIEW
The idea to establish a Faculty Resource Center crystallized in 2001. The center’s mission is to promote teaching excellence; to foster faculty development, vitality, and enrichment; and to offer programs and other opportunities that support faculty as educators, scholars, and engaged community leaders and members. The Faculty Resource Center Advisory Board reviews, evaluates, and advises the center’s director regarding the formation, implementation, and effectiveness of policies and programs. Its membership consists of both pre-tenure and tenured representatives from each of Ramapo’s five schools plus the library and Instructional Design Center.

RESULTS
The center, located in E-216, offers a variety of faculty development opportunities that include workshops, teaching circles, writing circles, scholarship circles, and faculty learning communities. In addition to these faculty development initiatives, the center offers a variety of services (classroom observations or recordings, early course evaluations, individual consultations, and assistance in establishing peer mentoring relationships) aimed at supporting faculty and promoting teaching excellence. The center supports an institutional subscription to The Teaching Professor Newsletter, maintains a modest but growing library of books on various topics related to teaching and learning, and provides links to electronic materials on its Web site. The director of the center also disseminates short essays and announcements that relate to teaching and learning via broadcast e-mails.

RESOURCES INVESTED TO DATE
The resources allocated for the center are three units of reassigned time and an annual budget ($20,000 in Academic Year 2006-07, reduced to $18,000 for Academic Year 2007-08 and $13,000 for Academic Year 2008-09). The center contains a large seminar table seating about twelve people, four computer stations, a scanner, and a computer projector and screen.

CONTINUING CHALLENGES

• Continue providing services effectively with reductions in resources.

• Attract and engage all faculty in development and reflection activities.

NEXT STEPS
The center will continue to carry out its mission to support and promote teaching excellence and explore innovative strategies for engaging a broader audience.

MAJOR PLANNING AND ASSESSMENT INSTRUMENTS
The center currently relies on faculty opinion surveys for assessment of effectiveness as well as for the purpose of planning and program development. In the fall of Academic Year 2009-2010, workshop evaluation forms will be used to more directly assess the effectiveness of topical seminars.
CONCLUSIONS

Faculty members at Ramapo College are highly productive and engaged in scholarship, curriculum development, teaching with excellence, and providing valuable service to the college and community. Through the commitment of Ramapo’s administration, our faculty body has grown and begun to close gender disproportions in this group. While recruitment efforts have focused on continuing to achieve excellence and increasing diversity, the college continues to be challenged by difficulties in attracting faculty who are ethnically diverse. Nonetheless, our current faculty members bring significant expertise in international and intercultural issues.

Ramapo faculty members generally experience the college environment as supportive. Our convening group structure promotes collegiality and interdisciplinarity. Moreover, faculty evaluation and personnel procedures take a developmental approach that emphasizes faculty growth. That only one complaint has moved through a formal grievance process over the past five years, during which time all tenure applicants have been granted tenure, prove the effectiveness of these procedures.

Teaching excellence is promoted by a large array of faculty development initiatives and financial support opportunities. Despite the fiscal constraints faced by the college, support for faculty development has expanded over the past several years.

Ramapo College is challenged to develop more consistent and effective ways to mentor new faculty in a manner that promotes the development of a shared mission among all faculty members. It is expected that financial constraints will require the college to develop creative ways to support faculty development and to promote teaching excellence through new and existing programs. Finally, the college will continue to be challenged to increase the ethnic diversity of the faculty and to continue to address the communication and shared governance issues that have emerged over the last year.

Despite the challenges that Ramapo College will face, the faculty demonstrates a strong commitment to the college, promoting its mission in an atmosphere of integrity and collegiality.

FINDINGS OF THE SELF-STUDY

ACHIEVEMENTS

- The findings indicate that the degree of engagement of our faculty members in curriculum development, revision, and review is impressive.

- Faculty hiring, development, and retention practices are consistent with the college’s mission and strategic goals. The administration has demonstrated a strong commitment to increasing the number of faculty in support of expanding academic programs. Ramapo has strived to continue to increase diversity on our campus and to continue to recruit faculty who bring both intercultural and international expertise to the college.

- Faculty evaluation processes associated with reappointment and tenure are supportive in their approach, aimed at promoting the growth and development of faculty members.

- Under the auspices of the Faculty Resource Center and other funding sources across the college, development opportunities and support for faculty have grown and have been effective at promoting teaching excellence.

- Faculty members have received strong support for acquiring new technologies that support teaching and scholarship.
CHALLENGES

• Continuing to support faculty development initiatives and to increase the number of faculty lines given the college’s fiscal constraints

• Increasing the ethnic diversity of the faculty

• As founding faculty members retire, formalizing orientation procedures that help new faculty members assimilate while developing a shared vision among all faculty members

• Improving communication and interaction among veteran and new faculty members across school lines

RECOMMENDATIONS

• Improve the effectiveness of institutional planning to ensure that the needs of academic programs are prioritized.

• Codify orientation procedures that help new faculty members assimilate and help develop a shared vision among all faculty members.

• Improve the structure of faculty governance and the structure of interchange between the faculty and administration to improve communication and transparency in academic decision-making.

• Develop more formal structures to help create a sense of “community” in a faculty that is continuing to grow.