

5.0 CRITERIA FOR APPOINTMENT, REAPPOINTMENT, PROMOTION AND REAPPOINTMENT WITH TENURE (Rev. 3/1/11)

Pursuant to Article XIII, Section J and Article XIV, Section C of the CURRENT AGREEMENT the processes for appointment and reappointment and for promotional consideration, respectively are set forth herein.

Further, the Ramapo College of Trustees adopts New Jersey Statute 18A:60-9 whereby the Board of Trustees may, as an exceptional action and upon the recorded two-thirds majority roll call vote of all its members and upon the recommendation of the President, grant tenure to an individual faculty member after employment at Ramapo College of New Jersey or by the Board of Trustees for two (2) consecutive academic years. This provision is locally known as "Accelerated Tenure."

Candidates for Accelerated Tenure may apply only once in their second or third or fourth year of service in a tenure-track position at Ramapo College. The application process, calendar for deliberations and effective date of tenure shall be identical to those used by candidates in the cohort who have completed the full probationary period.

Candidates for "Accelerated Tenure" must follow all negotiated procedures and standards as outlined in the Handbook. In addition, such candidates must provide evidence that demonstrates a proven record of progress at Ramapo College.

Subject to budgetary considerations and to the overall interests of the College, and within the institutional guidelines noted and the College Mission, the satisfaction of each of the following criteria --1) effective teaching, 2) scholarly achievement, 3) contribution to College and community, and 4) fulfillment of professional responsibilities - - constitute necessary and, in combination, sufficient conditions for faculty reappointment, promotion, and reappointment with tenure. Each of the foregoing criteria should be examined in accordance with the procedures and guidelines, set forth herein. Additionally, in preparing an application for Reappointment, Tenure or Promotion, Candidates should demonstrate how their performance furthers the Mission of the College.

Paid professional work or other activities outside the College must be relevant to teaching, scholarship, or service to the College in order to be regarded as the basis for academic reward.

5.1 EFFECTIVE TEACHING

1. In addition to student academic growth, effective teaching will be evaluated in terms of teacher preparation and participation.
 - a. Teacher preparation and participation is defined as careful development of courses to meet specific and clearly defined goals that are consistent with program outcome, conscientious striving to be present for every class meeting and being prepared for all classes he or she teaches. In addition, this criterion encompasses the utilization of fair and unbiased evaluation techniques, which enhance the learning process.

- b. Student academic growth is defined as the increased ability of the student to ask creative and critical questions about the subject matter.
2. The following statements and sets of questions are guidelines to determine teaching effectiveness, which may be, embodied in student opinion survey forms.
- a. Effective teaching need not be regarded as confined to the classroom; it clearly extends to guidance and counseling, formal and informal. Obviously it rests on preparation and study which link it with scholarly achievement.
 - b. The institutional goals and objectives of the College and the Mission of the College provide the framework for evaluating effective teaching. This framework, regarded as learning priorities, pervades the entire College community, and is relevant to the life of faculty members and students. Related to this framework the following have been identified.
 - i. An awareness of one's self, character, values, and of one's relationship to society.
 - ii. Development of methodological proficiency and appropriate related skills,
 - iii. Ability to deal intelligently and sensitively with value and diversity questions,
 - iv. Capacity for approaching problems analytically, critically, and in a spirit of open inquiry, and,
 - v. Understanding of the relevance of both disciplinary and interdisciplinary content.
 - vi. An awareness of the Mission of the College, and an understanding of how the Mission relates to one's teaching performance.
 - c. "Effective teaching" may take place in a variety of settings both on and off campus, both in and out of classrooms. Furthermore, a teaching activity may continue for the student even where the teacher is not actually present, e.g., as in independent study or field work.
 - d. A pluralistic and operational approach to evaluating teaching performance guided by the College-wide Mission, institutional goals and objectives is sought.
 - e. The following additional guidelines are to be considered:

- i. The extent to which the faculty member is current in his/her field.
 - ii. The ability of the faculty member to communicate in a lucid fashion.
 - iii. The ability of the faculty member to formulate clear objectives and to design a process capable of executing and achieving them.
 - iv. The ability to adapt course objectives to respond to student needs as the course develops.
 - v. The ability to motivate students.
 - vi. The ability to stimulate students to critical thinking which encourages intellectual independence.
 - vii. The promotion of free inquiry.
 - viii. The availability to students in and out of the classroom.
 - ix. The ability to convey key concepts and methods.
 - x. Concern and involvement in implementing the Mission and Institutional goals of the College.
 - xi. The use of student evaluative instruments consistent with instructional objectives.
 - xii. The impartial application of appropriate testing instruments consistent with instructional objectives.
 - xiii. Scholarly teaching that entails formative classroom assessment and evidence gathering about student learning; teaching that is informed not only by the latest ideas in the field but by current ideas about teaching generally and specifically in the field.
3. The College seeks to identify and encourage the professional growth of faculty members through its annual reappointment policy and attendant processes. The tenure process at Ramapo College builds upon these annual recommendations for reappointment. It is recognized that even good teachers do not achieve success in all classes. Appropriate consideration shall be given to the types of courses taught.

In evaluating effective teaching for annual reappointment the Effective Teaching criterion must be met. Effective Teaching will be judged on the basis of an overall trend as prescribed by the procedures for evaluation listed herein. It is understood that in the determination of teaching effectiveness, a trend must be substantiated by the results of more than one method of review.

Further, candidates for accelerated tenure shall show extraordinary

teaching, and may be supplemented by evidence of good teaching at previous institutions

4. The College's policy regarding reappointment with tenure and its attendant procedures has as one of its primary goals the recognition of those members of the faculty who have demonstrated effective and competent teaching skills throughout their respective probationary periods. Effective teaching must be evaluated within a context of consistent overall performance. Appropriate consideration shall be given to the types of courses taught. This judgment must be substantiated by the results of more than one method of review.
5. The Ramapo College policy regarding promotion and its attendant procedures has as its primary goal the recognition and reward of those members of its teaching faculty who have been identified as outstanding teachers consistent with the academic rank being sought and who have demonstrated a continuous record of outstanding effective teaching. Effective teaching must be evaluated within a context of consistent overall performance. Appropriate consideration shall be given to the types of courses taught. This judgment must be substantiated by the results of more than one method of review.
6. To achieve both completeness and objectivity in reviewing effective teaching, the criterion of effective teaching shall be assessed in a variety of ways, and in particular five (5) separate perspectives shall be sought, viz, student, colleague, dean, self, and historic record, as discussed in greater length in #7 below:
 - a. An instrument(s) suitable for registering student response shall be used, particularly at the end of a course but not excluding such activity during a course if it seems suitable and desirable.
 - b. A suitable instrument for registering "colleague" response shall also be used. For our purposes, we define "colleague" in several different, though occasionally overlapping, categories, i.e.
 - colleagues in the particular unit of the College,
 - colleagues in the same professional field, e.g., convening group or program
 - colleagues from the institution across unit or professional lines, i.e., this may take the form of a "representative committee or team" for evaluation purposes (e.g., All-College Promotions Committee, etc.).
 - c. The Dean of the unit or designee,
 - d. Self evaluation
 - e. A file shall be used which offers a documentary record of teaching activities, including, but not limited to course syllabi, papers, or project assignments,

quizzes, and examinations used, etc.

7. The instruments to be used in evaluating effective teaching include :

a. Student Opinion of Effective Teaching

The Ramapo College community believes that (1) Effective Teaching is an integral part of the College's mission (2) that teaching effectiveness should be regularly reviewed, (3) that students should participate in this review, (4) that this review shall be accomplished in a reliable and valid manner, (5) that the review be designed and utilized so as to foster the growth of the individual faculty member, and (6) that the results of this review should be shared with faculty members, academic administrators, and students. The following policies and procedures for student review of effective teaching shall be affected:

- (1). The teaching of each full-time and part-time faculty member shall be regularly reviewed by the students in his/her classes.
- (2). This review shall take place as close as practicable to the end of the semester.
- (3). This review shall take place in each of the instructor's classes.
- (4). The school or division of the instructor shall be acknowledged as the primary decision-making body responsible for analyzing and interpreting the data made available on teaching effectiveness.
- (5). There shall be an All-College printed (or electronic equivalent) instrument, which includes provision for sections specific to school and instructor.
- (6). Within a given class, the administration of the student opinion instrument shall be by a student elected by the members of that class, who will distribute, collect, count, package and immediately hand deliver the completed set of forms to the Dean/unit secretary. Electronic student opinions shall be collected by ITS and administered and made available to faculty through the Office of the Provost.
- (7). The instructor shall not be present in the classroom during the completion of the student review .
- (8). The instructor may write a personal statement about the course being reviewed which is to be placed in a sealed envelope and given either to the student monitor or the Dean's secretary. The instructor should clearly indicate the course title and reference number.

- (9). The completed forms shall be held by the Dean of the unit until grades have been given to the Registrar. Thereafter the forms or electronic information, any analyses, and summaries shall be made available to the instructor.
- (10). Raw data shall be maintained in the instructor's unit or ITS, and shall be made available to the All-College Promotions Committee if requested.
- (11) The data and any summary reports shall be available in and a required part of any consideration of all personnel decisions at the unit and College-wide review levels.

. Dean Class Visitation and Evaluation of Effective Teaching

- (1) The Dean's evaluation shall be consistent with and address the considerations outlined in the College's definition of effective teaching as defined herein.
- (2) Distinction shall be carefully drawn between evaluation of classroom experiments and evaluation for personnel decisions, by prior arrangement with the faculty member being evaluated and the Dean.
- (3) New members of the faculty shall be visited by the Dean at least once **in each of the first three semesters and once more in either the third or fourth year** that they are at Ramapo College. **At least two written evaluations** shall be prepared by the Dean in time for the reappointment reviews. The evaluations shall be developmental and constructive. The Dean shall confer with the faculty member both before and after the class visitation.
- (4) After each class visitation, a preliminary written evaluation report shall be forwarded to the faculty member for discussion at a post-class visitation conference. The final class visitation report shall reflect the faculty member's understanding of the facts and will be deposited in that faculty member's personnel file.
- (5) The faculty member who is to be observed shall be given no less than forty-eight (48) hours prior notice of that observation in writing by his/her Dean. That faculty member may waive the forty-eight (48) hour prior written notice procedure by notifying his/her Dean in writing.

c. Semi-Annual Peer Evaluation of Non-tenured Faculty Members

- (1) **Once during each academic semester**, non-tenured members of the faculty shall be observed for one full class period.
- (2) These classroom visitations shall take place during a scheduled class and time of mutual convenience
- (3) The faculty member who is to be observed shall be given no less than forty-eight (48) hours prior notice of that observation in writing by his/her Dean. That faculty member may waive the forty-eight (48) hour prior written notice procedure by notifying his/her Dean in writing.
- (4) The appropriate unit personnel committee shall designate a panel of knowledgeable unit observers. This panel may include, but not be limited to, unit personnel committee members, colleagues in that particular unit, and colleagues from other units across the College.
- (5) The Dean shall schedule the members of this panel to conduct classroom observations as necessary.
- (6) Each observer shall submit a written and signed classroom observation report to the Dean within two weeks of that observation. The observed faculty member shall receive a copy of the signed classroom observation report and may respond to it in writing if he/she so desires.
- (7) The observed faculty member shall initial the classroom observation report indicating that he/she has read it and has had an opportunity to respond to it. The director shall forward the initialed observation report and any response to the instructor's personnel file.
- (8) The questions covered in an appropriate evaluation form, shall serve as the basis for that unit's faculty observation evaluation.
- (9) Faculty members are encouraged to supplement their files with additional peer evaluations in accordance with the above-stated procedures.

d. Self-Evaluation

Each faculty member may provide a self-evaluation statement for each course taught, which may include the following:

- (1) The goals, objectives and timetable for the course,

- (2) The content and material used in the course,
- (3) The type of course and teaching methods used, and
- (4) Variables which can be shown to have affected the course.

This self-evaluation statement shall be attached to the raw data.

e. Course Outlines and Materials

Faculty members shall provide and maintain a file which offers a documentary record of teaching activities including, but not limited to, course syllabi, papers or project assignments, quizzes, evaluation materials or processes used, etc. This file shall be maintained in the appropriate unit and kept current by that particular faculty member.

5.1a LIBRARY CRITERIA – EFFECTIVE LIBRARIANSHIP

Effective librarians advance the mission of the library and of the college in assigned areas of responsibility. They possess the requisite knowledge, skills, and attitudes enabling them to function effectively and collaboratively in a constantly changing library environment and to accomplish their responsibilities in conformance with these attributes. They possess the knowledge of how good libraries in general, and academic libraries in particular, have functioned and are evolving, which requires actively seeking out new knowledge and skills, especially in their areas of responsibility, and then applying and sharing them. Effective librarians are continuing learners -- continuing learning broadly construed, i.e., not only about their immediate areas of responsibility, and not only about current trends in academic librarianship. Since the library serves the entire academic community, effective library faculty are alive to the broader issues of concern to the academic community and to informed citizens in general.

Effective librarians are colleagues. They communicate freely and frequently with other librarians and, where appropriate, other library and college staff, regularly seeking input and help to solve problems encountered and proposing ways in which their job can better serve the library and the College. Without jeopardizing core responsibilities they are flexible in accommodating others' needs. They recognize the interrelatedness of library functions and thus seek to understand how their own jobs affect and are affected by other jobs within and outside of the library, taking these factors into account when proposing and making decisions.

Effective librarians are knowledgeable. They demonstrate proficiency and leadership in each of the major areas of their job description, or, when given a new assignment, steadily seek to achieve mastery. To advance the library's mission, they acquire and provide current information to colleagues and other members of the Ramapo community.

Effective librarians are responsible. Library faculty do not only perform their jobs well; they take initiative by energetically pursuing solutions and seek actively and creatively to serve the library's mission.

Effective librarians are efficient. They use time and resources productively. They set priorities appropriately and organize tasks, responsibilities, and commitments.

The instruments to be used in evaluating effective librarianship may include (but not be limited to):

1. Reports on annual activity, projects, and conferences
2. Statistical data and analysis
3. Library resource guides
4. Written peer and dean observations
5. Authored policy, procedures, plans, and proposals

5.2 SCHOLARLY ACHIEVEMENT

A lively academic atmosphere provides the kind of stimulation essential for quality education at Ramapo College. Such an atmosphere is best sustained by a faculty actively engaged in scholarly activities which contribute to the existing body of knowledge, create works of art, improve pedagogy including the scholarship of teaching and learning, and apply professional expertise to solve private and community problems.

Further, candidates for accelerated tenure shall show evidence of extraordinary scholarship that is equivalent to a candidate applying in his/her fifth year of service at Ramapo College, and may supplement this with evidence of documented scholarly accomplishments achieved at previous institutions.

In evaluating nontraditional forms of scholarly activity which may include scholarly activity which directly addresses the College Mission and Strategic Plan, activity which improves pedagogy, course development, study abroad programs and courses, service learning and that which applies professional expertise to solve private and community problems, there must be clear evidence that such activity:

- a. creates new knowledge or understanding; or that it creatively and uniquely applies new knowledge to an existing field; or that it contributes to the scholarship of teaching and learning, and,
- b. that the results of the activity are available in written form or area specific format, and
- c. that an outside evaluator has assessed the work, and

- d. that the candidate has demonstrated through written work or presentation the rigor and significance of the effort being submitted for review, and
- e. that the activity has received the same scrutiny and evaluation as more traditional scholarship.

For all forms of scholarly activity achievement is to be evaluated in terms of individual scholarly growth, contribution to the discipline, recognition by the profession, and benefit to Ramapo College. This evaluation necessarily involves judgments by professional peers in the candidate's field at Ramapo College and in the larger community.

Achievement shall be measured by (1) academic accomplishment and (2) Scholarly growth of the individual.

1. "Academic accomplishment" refers to attainment of or satisfactory progress towards terminal degree requirements in various fields. The evaluation of academic background also should consider pre-doctoral and post-doctoral fellowships, scholarships, professional certifications, and academic honors received. Other pertinent attainments must also be considered.
2. "Scholarly growth" refers to study, research, or professional activity resulting in documented achievement in the following areas:
 - 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. When including grants as a form of scholarship, candidates should describe the nature of the grants obtained and indicate whether the process was competitive. Information to be provided should include the identification of the sponsoring agency, the duration of the grant, specification as to whether the candidate is or is not the principal investigator, the dollar amount of the grant and whether the candidate wrote and/or authored the grant.
 - 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

--- completion of additional degrees where relevant to the candidate's teaching and scholarly expertise

Paid professional work or other activities outside the College must demonstrate linkage to teaching, scholarship, or service to the College in order to be regarded as the basis for academic reward. Simple reference to such work by way of illustration is insufficient.

3. For library faculty, "scholarly achievement" shall comprise all the items listed in (2) above. The item "course and program development" shall include the preparation for, and the creation and development of, specific library services, both public (such as library literacy instruction and web page construction) and behind-the-scenes (such as collection development and online catalog enhancement).

5.3 CONTRIBUTION TO COLLEGE AND COMMUNITY

"Contribution to College" is a form of Service to the College and is required for reappointment, promotion, and reappointment with tenure. Contribution to College includes participation in committee work on the school, division, or all-college level or working involvement in the governance structure. It can also entail serving in an advisory capacity to College organizations, engaging in special projects, contributing to the development of campus resources or to one's discipline by participation in appropriate organizations including effective contribution to professional organizations. In addition, the obtaining of grants for College developed programs is a contribution to the College.

Further, candidates for accelerated tenure shall show evidence of extraordinary service to Ramapo College and the community, broadly defined to include programmatic, unit, or College needs, advising, mentoring, and public or community service, and may supplement this evidence with documented prior academic or community service activities, with greater weight given to service performed at Ramapo College.

"Contribution to community" is not required but is considered for reappointment, promotion, or reappointment with tenure in addition to contributions to College. Contribution to community refers to developing College programs, which respond to genuine community need, or promoting substantial community participation in College programs. It also entails participation by faculty members in community service and governmental organizations or service in consulting capacities in such organizations when this is relevant to their work at the College.

(Rev. 1/14/04; 12/14/04, 3/1/11)

5.4 FULFILLMENT OF PROFESSIONAL RESPONSIBILITIES

The A.A.U.P. Statement of Professional Ethics, approved by the Council of the American Association of University Professors in April 1966 was endorsed by the Fifty-second Annual Meeting as association policy. A revision of that statement was approved by the Committee on Professional Ethics, adopted by the Council, and endorsed by the Seventy-third Annual Meeting in June 1987. The revised statement below can serve as guidelines for determining if a faculty member is fulfilling his/her professional responsibility:

1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.
2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.
3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.
4. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon

the program of the institution and give due notice of their intentions.

5. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom."

It cannot be emphasized too much that the above factors only suggest the general guidelines of a deliberate, searching, and judicious evaluation of professional performance. Moreover, recognizing that it is incumbent upon each member of the faculty to aid in the maintenance of a college environment which is conducive to the support of both professional and student growth, the following examples are offered for guidance:

1. Meeting responsibilities to students by:
 - a. Creating a climate of mutual respect and responsibility.
 - b. Meeting of scheduled classes or arranging for either a colleague to teach an individual class or providing a beneficial alternative assignment. This includes the timely and appropriate reporting of absences.
 - c. Scheduling and meeting office hours.
 - d. Informing students in writing at the beginning of each course of the objectives, organization, and evaluation techniques to be used in that course.
2. Meeting responsibilities to other faculty by:
 - a. Willingness to serve as a guest lecturer or resource person.
 - b. Supporting appropriate professional organizations.
3. Meeting responsibilities to other members of the campus community by:
 - a. Asking secretaries to do only appropriate work and providing sufficient advance notice for requested tasks.
 - b. Respecting physical plant and natural surroundings of the campus, including smoking and parking regulations.

The above criteria will continue to apply to those receiving tenure. Each unit agrees that loss of tenure for "cause" will be a constant possibility. The performance of all faculty on tenure is subject to evaluation.

Candidates for Accelerated Tenure shall demonstrate the same caliber of Professional Responsibility as that required of all other candidates and may be supplemented by documented evidence from prior academic or professional appointments.

5.4a FULFILLMENT OF PROFESSIONAL RESPONSIBILITY – LIBRARY FACULTY

The American Library Association Code of Ethics as adopted June 28, 1995, (below) can serve as guidelines for determining if a library faculty member is fulfilling his/her professional responsibility.

As members of the American Library Association, we recognize the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees and library staffs.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

1. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
2. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
3. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.
4. We recognize and respect intellectual property rights.
5. We treat co-workers and other colleagues with respect, fairness and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.

6. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.
7. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.
8. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.

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