

5.0 CRITERIA FOR REAPPOINTMENT, TENURE, and PROMOTION

Applicants for Reappointment, Tenure, or Promotion are expected to follow common principles of professional responsibility and ethical conduct.

Reappointment, Tenure, and Promotion are conditioned upon demonstration of a consistent record of quality performance in the areas of Teaching/Librarianship, Scholarship, and Service. These areas are to be evaluated in accordance with the criteria outlined below, and with the procedures stated in the relevant sections [currently 6, 8, and 9] of the Faculty Handbook.

It is the applicant's responsibility to ensure completeness of their application. An application includes a Narrative Summary and a Vita in the standard Ramapo Vita format, substantiated by documents and letters as outlined below and in the Checklist. Through their written statements and the supporting materials included in their application, the applicant should clearly describe and substantiate how they have fulfilled the three criteria listed below, and demonstrate how their work has furthered the Mission of the College. In order to be considered, documentation needs to be provided for all claims of accomplishment.

Where there is overlap between Teaching/Librarianship, Scholarship, and Service, it is the applicant's responsibility to explain why a particular activity should be considered in one of the three areas and not the others..

Paid professional work or other activities outside the College must be relevant to teaching/librarianship, scholarship, or service to the College in order to be regarded as the basis for academic reward, and it is the applicant's responsibility to explain and substantiate the relevance.

In addition to the specific letters and other forms of documentation required for each of the individual criteria as listed in the sections below, the following are applicable to multiple criteria and are required in the application:

-Narrative Summary. Applicant describes how they have satisfied the three criteria; Teaching, Scholarship and Service as required for Reappointment, Tenure or Promotion. The narrative may also include self-evaluation and reflection for each area of criteria. This serves as a guide to the reader, highlighting and giving context to significant aspects of the supporting documents in the application. Self-evaluation of Teaching/Librarianship, Scholarship, and Service should each be addressed in separate sections of the Narrative Summary. The Narrative Summary shall be a maximum of 8 pages, font of 11 point or higher. ([Link to checklist](#))

-Vita in Ramapo format ([link to Vita format](#))

-Convening Group letter. The applicant requests a letter from their primary Convening Group(s) that evaluates their Teaching, Scholarship, and Service, specifically as it relates to the work of the Convening Group. Does not apply to the Library applicants. (See further details in sections 6.0 Reappointment, 8.0 Tenure, and 9.0 Promotion.)

-Unit/Library Personnel Committee letter. An evaluation of the application, covering the areas of Teaching/Librarianship, Scholarship, and Service, is made by the Unit/Library Reappointment, Promotion and Tenure Committee and documented in its letter. (See further details in sections 6.0 Reappointment, 8.0 Tenure, and 9.0 Promotion.)

-Dean's letter. (See further details in sections 6.0 Reappointment, 8.0 Tenure, and 9.0 Promotion.)

5.1 TEACHING

Reappointment, Tenure, and Promotion are granted in recognition of faculty who have

demonstrated a continuous record of effective teaching consistent with their rank. Teaching is not confined to the classroom. It extends to formal and informal guidance, to advising, to mentoring both on and off campus, and to learning environments where the teacher may not be present such as independent studies and capstone projects. Teaching is evaluated in terms of instructor preparation and performance. It is recognized that even good teachers do not achieve success in all classes. Teaching is evaluated within a context of consistent overall performance. Consideration is given to the number and variety of courses taught, and to the teaching load balanced against other obligations such as service to the college. In the determination of teaching effectiveness, a trend must be substantiated by the results of more than one method of review.

Effective Teaching criteria:

1. development of courses with clear goals consistent with program outcomes
2. mastery of current scholarship and pedagogy in one's field
3. ability to communicate instructions, course contents, and goals clearly
4. ability to adapt course objectives, expectations, and pedagogy to respond to student needs
5. ability to motivate students and to stimulate critical thinking
6. use of forms of evaluation that are fair and consistent with instructional objectives
7. creating a welcoming learning environment inclusive of diversity and free intellectual inquiry
8. being present and prepared for classes

Effective Teaching is substantiated by the applicant via the following required evidence to be included in the application:

1. Samples of syllabi and course materials

-Syllabi. A syllabus for each course taught at Ramapo College since hired (for Reappointment), or (for Tenure and Promotion) in the past five years. If the same course was taught in different semesters only one syllabus should be included unless a substantial change has been made. Reasons for any change may be explained in the self-evaluation.

-Course materials. This may include illustrative examples of tests, assignments, student work (with names redacted), lectures, etc., as determined by the applicant. Other evidence (as determined by the applicant) might also be included, such as, but not limited to, examples of lectures, curricular-based interactions with students (field trips, creative activities, faculty-student research, and so on), or participation in educational development activities.

2. Quantitative data from student opinion surveys. **Applicants' Narrative Summary may include qualitative data from student surveys.**

- For Reappointment, from the previous semesters to date at Ramapo.
- For Tenure and Promotion, from the past 5 years.

3. Class observation letters from peers and Dean

- a. Dean observations of teaching

- for Reappointment and Tenure, one per academic year.
- for Promotion, only one from the last two years.

b. Peer observations of teaching by faculty peers, including at least one from the primary convening group or field of expertise, and optimally by different peers and for a range of courses

- for Reappointments and for Tenure, one per semester for the first three years and thereafter only one per year in years 4, 5, 6.
- for Promotion, two dating from the last three years.

5.1a LIBRARIANSHIP

Reappointment, Tenure, and Promotion are granted in recognition of library faculty who have demonstrated a continuous record of effective librarianship consistent with their rank. Library faculty have responsibilities for managing library resources, programs, and services.

These duties may include but are not limited to Reference/Research Help, Circulation, Information Literacy, Interlibrary Loan, Collection Development, Government Documents, Assessment, Online Resources, Technical Services, Systems, Web Development, Archives, Serials, and Outreach. A statement of the library faculty's specific areas of responsibility will be made clear in the applicant's Narrative Summary.

Characteristics of Effective Librarians:

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 responsive to the broader issues of concern to the academic community.

They communicate freely and frequently with other librarians and, where appropriate, teaching faculty and 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 the needs of the Ramapo community.

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.

In addition to performing their jobs well, library faculty are forward-thinkers, adaptable, and take initiative by energetically pursuing solutions and seeking to serve the library's mission actively and creatively.

Effective Librarianship Criteria:

1. Advancement of the mission of the library and of the College in assigned areas of responsibility.
2. Keep abreast of current best practices in academic librarianship and of evolving trends in assigned areas of responsibility.
3. Demonstrate recognition of the interrelatedness of library functions internally and with the teaching and administrative missions of the College.
4. Support student success and lifelong learning, faculty teaching and research, with the flexibility to respond to and to accommodate everchanging informational needs of library users
5. Acquire and maintain current information resources that support the academic needs of the Ramapo community.
6. Create a welcoming environment for library patrons inclusive of diversity and free intellectual inquiry.
7. Set priorities appropriately and organize tasks, responsibilities, and commitments.
8. Professionalism and timely response in performance of one's duties and responsibilities.

Effective Librarianship is substantiated via the following instruments below. Since library faculty perform in different capacities, not all the instruments described below may be applicable to every position:

1. Samples of work within specialized activity including, but not limited to:
 - Authored policy, procedures, plans, and proposals in assigned areas of responsibility
 - Reports on annual activity, initiatives, and projects in assigned areas of responsibility.
 - Statistical data and analysis including assessment of the outcomes of library services in assigned areas of responsibility.
 - Library resource guides, subject guides, etc.
 - Informational and outreach materials from programs, workshops, and events in assigned areas of responsibility.
 - Other evidence as determined by applicant may also be included
2. Information Literacy librarians develop sessions with clear goals consistent with Information Literacy program outcomes. Evidence of this may include, but is not limited to:
 - Online guides for Information Literacy classes
 - Additional supplemental teaching materials
 - Course activities/exercises

-Instructional videos and tutorials

3. Observation/Evaluation Letters from Dean and Peers

a. *(For librarians who teach Information Literacy classes)*

-Dean observations of teaching

-One per academic year for Reappointment and Tenure.

-One from the last two years for Promotion.

-Peer observations of teaching **by faculty peers including at least one** from the Library Convening Group **and optimally by different peers**

-For Reappointments and for Tenure, one per semester for the first three years, and thereafter only one per year in years 4, 5, 6.

-For Promotion, two dating from the last three years.

b. *(For librarians with other primary responsibilities):* Evaluation letters based on an aspect of their job/duties performed.

-Dean evaluation letter

-One per academic year for Reappointment and Tenure.

-One from the last two years for Promotion.

-Peer evaluation letters **by faculty peers including at least one** from the Library Convening Group **and optimally by different peers**

-For Reappointments and for Tenure, one per semester for the first three years, and thereafter only one per year in years 4, 5, 6.

-For Promotion, two dating from the last three years.

5.2 SCHOLARSHIP

A lively academic atmosphere is essential for quality education. Such an atmosphere is best sustained by a faculty actively engaged in traditional and nontraditional activities that contribute to or expand existing bodies of knowledge, create works of art, improve the pedagogy and scholarship of teaching and learning, and apply professional expertise to solve community problems. Scholarship is enumerated in the Vita, contextualized in the Narrative Summary, and substantiated by documentation and peer letters.

Applicants for Reappointment must demonstrate a consistent record of scholarship since the last reappointment action, and future promise may be considered.

Applicants for Tenure must demonstrate a consistent and strong record of scholarship over the last six years, and future promise may be considered.

Applicants for promotion to Associate Professor must demonstrate a record of quality performance in relation to Teaching/Librarianship, Scholarship, and Service. Future promise may be considered.

Applicants for promotion to Full Professor must demonstrate a consistent record of mature levels of accomplishment in Teaching/Librarianship, Scholarship, and Service, with particular emphasis on the last five years. Future promise shall not be considered.

The range of types of products of scholarship may include, but are not limited to:

1. Traditional Scholarship: Written publications of original works, including scholarly articles, books, chapters in books, monographs, ethnographies or interdisciplinary projects; curated exhibitions, translations, transcriptions, interpretations, adaptations, and invited talks; field work and archival research.
2. Creative Activity: Creation, presentation, and performance of works appropriate to the faculty member's discipline(s) or of an interdisciplinary nature.
3. Scholarship of Teaching and Learning: Community-based research that contributes to the public good and yields artifacts of public and intellectual value, often within the field of education and pedagogy in the faculty member's **discipline(s) or of an interdisciplinary nature**. This type of scholarship should result in work that is communicated publicly such as curriculum development, analysis, and outcomes assessment.
4. Completion of additional degrees where relevant to the applicant's teaching and scholarly expertise.
5. Application of scholarly expertise to community problems and projects, and application of scholarly expertise in private consulting.
6. Grant or fellowship awards for research, creative activity, or other types of scholarship.

The specific criteria for Scholarship are defined at the Unit level.

The definition and ranking for different products of scholarship is primarily the responsibility and purview of the Units. Each Unit determines what constitutes Scholarship for its members according to its own expertise and following generally accepted principles established by the relevant professional organizations in each field. A document outlining what constitutes Scholarship and the general standards for ranking should be created and retained by each Unit and used as a reference by the Reappointment, Tenure, and Promotions committees when evaluating applicants. A current version of this document should be shared with the Provost and with Employee Relations, and made available to the Reappointment, Promotion and Tenure Committees as a guide for their deliberations.

It is recommended that these general criteria be updated every five years by each Unit to accommodate changes in technology and the publishing market.

In addition to the criteria established by the Units, scholarship is evaluated overall in terms of individual scholarly growth, contribution to one's discipline(s), recognition by the profession, and benefit to the Ramapo College mission. Work that is peer reviewed or more substantial in scale will rank higher. Work receiving greater recognition or having greater demonstrable impact on society will rank higher. Since work in nontraditional fields is often hybrid, collaborative, or interdisciplinary in nature, these contexts, including the applicant's role in the project, should be clearly articulated by the applicant and carefully considered by the Unit committee when evaluating scholarship.

The importance, originality, and scope of the applicant's works may be substantiated via examples of critical reviews and citations, and via honors, awards, or grants given the works.

For all co-authored, collaborative, and other hybrid projects applicants must state clearly the nature and extent of their role in the collaboration both in the Vita and in their Narrative Summary. For juried works the level of competitiveness should likewise be articulated and documented by the applicant. Peer reviewed and invited works must be differentiated from non-peer reviewed and volunteered works.

When including grant awards for individual research as a form of Scholarship in the Vita, applicants should identify the sponsoring agency, describe the nature of the grant obtained, the extent to which the process was competitive, the duration of the grant, the applicant's role in the proposed project if it is collaborative, the dollar amount of the grant, and whether the applicant was the lead author of multi-author grants.

For library faculty, Scholarship comprises all the items listed above, and includes 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).

Scholarship is substantiated by the applicant via the following required documents to be included in the application:

1. For all Scholarship cited in the Vita, supporting evidence must be given via:

- copies or images of works
- flyers, conference brochures, or other public notices
- official letters detailing honors, awards, or grants
- published reviews
- official letters of invitation and thank you notes from sponsors
- or other relevant documentation

2. For Promotion and Tenure only, three (3) external letters. [\(link to Checklists for Tenure and Promotion and Sections 8.0 and 9.0\)](#)

For Promotion and Tenure only, the applicant provides the Unit Personnel Committee with a list of five (5) names of peers in their field to be contacted as letter writers, indicating their top 3 choices and 2 alternates. In the case more recommenders are needed, the applicant will supply further names. The Vita ~~and Narrative Summary~~ will be sent to those who agree to write a letter of support. Examples of scholarship as listed on the Vita will be made available upon request. The letters should **primarily** address the applicant's profile in their field and the importance, originality, and scope of the applicant's scholarship. **External reviewers may also address teaching, (ie. the applicant has served in that role at the reviewer's institution) as well as service to the field of expertise.**

5.3 SERVICE

Service to the College is required for Reappointment, Tenure, and Promotion. Teaching Faculty and Librarians' contributions in support of the college community are expected to increase concomitantly with the institution's commitment to the individual. They are expected to

undertake more significant responsibilities once they have earned tenure. Prior to tenure, Teaching Faculty and Librarians should shoulder an equitable portion of the responsibilities in their convening groups and units and may, depending on their interests and other obligations, also engage in all-college opportunities and events.

Teaching Faculty and Librarians should actively seek opportunities for service and Deans should apportion service equitably with consideration to the relative rank, needs, and workload of the individuals.

Service is defined as activities in support of the mission and strategic goals of the College that do not fall within the domains of Teaching or Scholarship, including but not limited to governance, student engagement, academics, campus life, and institutional support. Examples of service include, but are not limited to: participation in committee work at the Convening Group, Unit, and All-College levels; acting in an advisory capacity to College organizations; initiating, organizing, or engaging in special projects; and grant raising for College initiatives.

Service to the broader Community is not required but will be considered for Reappointment, Tenure, and Promotion. Contributing to one's academic discipline by participating in professional associations in an administrative or leadership capacity, or by serving as a peer reviewer for publications or grants committees is a significant form of Service.

Service to Community also refers to developing College programs that respond to genuine community need, and to activities that promote substantial community participation in College programs. It also entails participation in traditional forms of community service, in governmental organizations, and in consulting capacities in such organizations when it can be demonstrated how this is relevant to one's work at the College.

Service is enumerated in the Vita, contextualized in the Narrative Summary, and substantiated by the applicant via documentation and peer letters. In their Vita and in their Narrative Summary applicants must clearly state their role and level of participation on committees or projects considered as Service, and they must articulate how any non-traditional contributions to the College may qualify as Service.

In the Vita, and in the Narrative Summary, all forms of “compensated Service” must be clearly distinguished from uncompensated Service. The terms of any such compensation and the expectations of the position must be stated, including monetary or course release amounts and whether student or administrative assistance was included.

Applicants who once held administrative positions and who wish to claim Service made during their term of administrative office must provide descriptions of their contractual responsibilities. Only those service contributions to College and Community that were not a part of regular job responsibilities can be considered for promotion.

Service is evaluated in terms of the level and amount appropriate to the applicant's appointment status. Service assignments for Faculty and Librarians should thus be made that are appropriate to their rank. Expectations before Tenure shall be set at a more exploratory or participatory level and should include a range encompassing Convening Group, Unit, and all-College activities. Post-Tenure faculty are expected to serve in more of a leadership and organizational capacity. Expectations for levels of Service increase for those granted Tenure or Promotion.

Service is substantiated by the applicant via:

1. **Artifacts** including committee reports, event programs, and other relevant forms of documentation that speak directly to the applicant's service contribution.

2. **For Promotion and Tenure only, ~~two~~three (3) internal letters** of support sourced by the applicant from individual Ramapo colleagues should be included. These letters should date from the past year. These letters should be from peers and speak to the substance of significant contributions on committees, task forces, and other service-related activities as observed first hand.

5.3x Other letters of support:

Two (2) additional letters of support from colleagues currently at Ramapo College are required. These letters may speak to any one or more of the three areas of criteria; teaching, scholarship, service.

5.4 Criteria specific to Reappointment

Applicants for reappointment shall have earned a doctorate or other appropriate terminal degree from an accredited institution in an appropriate field of study. Reappointment is granted to faculty who demonstrate effective and competent teaching, an active scholarly life, and participate in service at the convening group, unit, and all-college levels, as appropriate for the reappointment level. Evidence of progression, as stated in convening group letters, is considered. Future promise in all three areas is also considered throughout the reappointment process.

5.5 Criteria specific to Tenure

Tenure is granted to faculty who have demonstrated effective and competent Teaching skills throughout their probationary period, have a record of quality Scholarship and an active scholarly life, and a record of quality performance in relation to Service. Future promise may also be considered. Applicants for Tenure shall have earned a doctorate or other appropriate terminal degree from an accredited institution in an appropriate field of study and have at least five years of professional experience. The State recognizes that individuals may present qualifications as to education and experience that their peers will recommend to the Board of Trustees for approval to be the equivalent of the above qualifications although not corresponding to the letter.

5.6 Criteria specific to Promotion to Associate Professor (or Equivalent Librarian Rank)

Associate Professors shall have earned a doctorate or other appropriate terminal degree from an accredited institution in an appropriate field of study and have at least five years of professional experience. The State recognizes that individuals may present qualifications as to education and experience that their peers will recommend to the Board of Trustees for approval to be the equivalent of the above qualifications although not corresponding to the letter.

Applicants shall have demonstrated a record of quality performance in relation to

Teaching/Librarianship, Scholarship, and Service. Future promise may be considered.

5.7 Criteria specific to Promotion to Full Professor (or Equivalent Librarian Rank)

Professors shall have an earned doctorate or other appropriate terminal degree from an accredited institution in an appropriate field of study and eight years of professional experience. The state recognizes that individuals may present qualifications as to education and experience that their peers will recommend to the Board of Trustees for approval to be the equivalent of the above qualifications although not corresponding to the letter.

Applicants shall have demonstrated a consistent record of mature levels of accomplishment in Teaching/Librarianship, Scholarship, and Service, with particular emphasis on the last five years. Future promise shall not be considered.

5.8 Accelerated Tenure

Following New Jersey Statute 18A:60-9, the Board of Trustees may, as an exceptional action 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 for at least two (2) consecutive academic years. This provision is locally known as "Accelerated Tenure."

The criteria for Accelerated Tenure are identical to those of 6th year applicants eligible for Tenure. Applicants for Accelerated Tenure may only apply once, during their third or fourth year of a tenure-track position at Ramapo College.

The application process, calendar for deliberations, and effective date of Accelerated Tenure shall be identical to those used by candidates in the cohort who have completed the full six-year probationary period. Faculty wishing to apply for Accelerated Tenure are encouraged to consult with their Convening Group and Dean.