

Procedures/Guidelines/Criteria for Promotions Faculty

Promotion, conferral of a higher academic rank, recognizes, and rewards faculty members whose accomplishments further the mission and goals of the University by demonstrating excellence in teaching, quality scholarship and/or creative/professional work, and significant service to the University community. The promotion process is based upon the fair and equitable application of qualifications, criteria, standards, and procedures.

Promotion is neither automatic nor the simple result of seniority. A demonstration that one's qualifications satisfy both the technical requirements for promotion (see Qualifications for Academic Rank at Appendix A) as well as meet the established criteria and standards for performance outlined in this document (see Appendix B) is necessary. The qualifications, criteria, standards, and procedures for promotion support the understanding that an award of promotion is an action central to the integrity, welfare, growth, and development of the University.

To assist faculty to meet the requirements, criteria and standards for the award of promotion, faculty members are encouraged to apply for Separately Budgeted Research funds, a competitive program designed and recently expanded to support faculty research and other scholarly/creative activities which are within the area of the faculty member's discipline. In AY 01-02, the SBR program was expanded so as to provide additional opportunities for new faculty who have not yet achieved tenure.

Faculty who previously received a promotion or range adjustment shall not be eligible for either an additional promotion or range adjustment which has an effective date less than two (2) years from the effective date of the previous promotion/range adjustment. Faculty who meet the minimum requirements (qualifications for academic rank) including those who have not yet achieved tenure, are eligible to apply for promotion. Promotion criteria and standards, as outlined in Appendix B, apply to all candidates for promotion. Each promotional step must be marked by increasing levels of accomplishments in all three areas (teaching, scholarly/creative/professional work, and service). Recognizing that the strength of our University lies in its diversity of talents, not every candidate need demonstrate exemplary achievements in each of the three areas.

A candidate's request for promotion will be considered as long as the evidence presented shows: 1) his/her scholarly/creative/professional accomplishments are excellent and his/her teaching and service are strong, or 2) his/her teaching accomplishments are excellent and his/her scholarly/creative/professional and service accomplishments are strong.

In every instance, the record of teaching, scholarly/creative/professional performance, and service to the University shall be thoroughly documented in compliance with these guidelines. Several methods of evaluation must be used, and the record must be thorough enough to indicate not simply past performance, but a reasonable likelihood of continued excellence and strength.

In summary, teaching, scholarly/creative/professional accomplishments, and service are all to be considered during the application process. Even though the University cannot expect faculty member's performance to be outstanding in all three areas, it is understood that if a candidate is not strong in teaching or scholarly/creative/professional performance, his/her promotion may not be in the best interests of the University.

Procedures

1. Full-time faculty members whose qualifications meet or exceed the requirements for higher academic rank, as set forth in Appendix A, shall be eligible for promotional consideration to the rank.
2. During the first week of September, the President of the University will announce a projected number of faculty promotions that will take effect the following academic year. The final number is contingent on adequate funding.
3. The office of the assistant to the President for employee relations shall make available the promotion application packet, including qualifications for academic rank, criteria, standards of performance, procedures and deadlines.
4. An eligible full-time faculty member will assume primary responsibility for obtaining, preparing, and submitting his/her promotion application. Each applicant is encouraged to retain a copy of the promotion materials for his/her personal records prior to submitting his/her application. The application must include supporting documentation (as outlined in Appendices A and B) and must be submitted to the departmental personnel committee (DPC) on or before October 1st.
5. Nomination of a full-time faculty member for promotion consideration may be made by someone other than the individual. The nominee shall be responsible for preparing and submitting his/her promotion materials.
6. The candidate's application shall include:
 - Application Form/Cover Sheet (the form shall indicate the rank for which application is being made.)
 - Certification of Credentials and Service (copies of degrees, certifications, licensures, etc.)
 - Current Curriculum Vita

The candidate's application should include, but is not limited to, the items listed below. These materials should only describe accomplishments and/or activities since the applicant's most recent promotion or the applicant's date of hire at NJCU, whichever is more recent.

- Candidate's Statement
 - Peer and Student Teaching Evaluations
 - Documentation of Scholarly/Creative/Professional Work
 - Documentation of Service to the University and Community
 - Letters of Support
 - Additional Supporting Materials (Candidate may submit any other substantiating documentation over and above the required elements under these promotion procedures. Department recommendations may also be included.)
7. The Department Personnel Committee shall consist of at least three (3) members of the Department who shall be elected by the members of the Department from among the tenured, full-time faculty of the Department. If a Department does not have sufficient members to make up its DPC, additional faculty from related disciplines shall be asked to serve. A DPC may include a maximum of one person from a college other than the college in which the department is located.
- The DPC will review each application only to determine whether the candidate meets the requirements for the rank applied for, and will forward the applications of those qualified to the University Promotions Committee (UPC) and to the appropriate Academic Dean by November 1st. Appeal of the decision of the DPC may be made to the DPC or to the UPC, at the candidate's option, and if procedural irregularities are alleged, the President shall be notified consistent with the provisions of the Agreement, Article VII D6.
8. The Dean, upon his/her review, will forward his/her recommendation to the UPC, with a copy to the applicant, by December 1st.*.
9. Those applications received by the UPC that meet the eligibility/threshold qualifications shall be reviewed and evaluated according to the criteria and standards of performance set forth in Appendices A and B. The UPC shall grant interviews to applicants at the request of the applicant, and the interview will be noted in the evaluation prepared by the UPC.
10. The confidentiality of the candidate's file is the responsibility of the DPC, UPC, and others who officially review the file. The identity of the applicants shall be confidential; the names of applicants shall be made known only to those persons directly involved in the evaluation process.
11. The UPC shall forward to the President recommendations with supporting documentation for each academic rank in a number equal to the number of promotions available. The committee shall also provide the President with a list of all eligible faculty, in alphabetical order, who applied and were reviewed by the UPC for the year.

12. The UPC shall submit its recommendations accompanied by comprehensive written evaluations to the President or his/her designee on or before February 1st* and shall include all pertinent information/documentation concerning the applicants (see checklist).

Evaluations must be submitted to the President or his/her designee for each recommended applicant. The final recommendation of the UPC shall be made known to each applicant in writing within two days after submission to the President.

13. Should the President decide to make a recommendation for promotion to the Board of Trustees which is inconsistent with the recommendation of the UPC, he/she shall provide the committee with his/her reasons for that action in writing. The UPC shall then submit additional recommendations sufficient to make up the number of promotions available.
14. Within seven (7) days after receipt by the candidate of the final recommendation of the University-wide committee to the President, the faculty member may initiate a Step One grievance concerning the applicant based on an allegation, that, after timely filing of his/her breach of his/her rights as set forth in Article II concerning discrimination or in Article V concerning academic freedom. Such a claim, if sustained, will result in the reprocessing of the application on an expedited basis. A final recommendation in such case shall be made to the President no later than March 1st*.
15. The President shall make his/her recommendation(s) to the Board of Trustees no later than April with a copy to the applicant(s). In granting a promotion, the Board of Trustees acts upon the recommendation(s) of the President. The Board of Trustees can only act on those persons recommended for promotion by the President. If the President does not promote a candidate, his/her name is not brought before the Board of Trustees and the promotion process ends at the President's level. All promotions are subject to the availability of funds and proper recording. The decision of the Board shall be made known to the candidate in writing by US Postal Service to the candidate's home address.

*or next business day University is open.

Appendices

Appendix A Qualifications for Academic Rank

Appendix B Criteria and Standards for Review

Appendix C University-wide Committee, Composition, Terms

Glossary

Bibliography

Appendix A

Qualification for Academic Rank

Rank of Professor

The candidate will provide evidence of the award of the doctorate or other appropriate terminal degree from an accredited institution in an appropriate field of study and eight (8) years of full-time professional experience at the time of application for promotion. The candidate must also demonstrate outstanding performance in scholarly/creative/professional activities with a strong record of teaching effectiveness and service to the University/ community, or outstanding accomplishments in teaching with strong performance in scholarly/creative/ professional work and service to the University/community. The level of accomplishment in scholarly/ creative/professional work, teaching, and service must exceed that required for the associate professor.

The candidate's achievement must provide evidence of a consistent pattern of academic leadership which has significant impact on the students, University, and profession. Excellence in teaching, scholarly/ creative/professional achievement and service shall be determined by application of the criteria and standards for performance as set forth in Appendix B.

Rank of Associate Professor:

The candidate will provide evidence of the award of the doctorate or other appropriate terminal degree from an accredited institution in an appropriate field of study and five (5) years of full-time professional experience at the time of application for promotion. The candidate must also demonstrate outstanding performance in scholarly/creative/ professional activities with a strong record of teaching effectiveness and service to the University/ community, or the candidate must demonstrate outstanding accomplishments in teaching with strong performance in scholarly/ creative/ professional work and service to the University /community. The level of accomplishment in scholarly/ creative/professional work, teaching, and service must exceed that required for the assistant professor

Further, an associate professor shall demonstrate an understanding of institution-wide responsibilities and a commitment to the University's mission and goals. Excellence in teaching, scholarly/creative/professional achievement, and service shall be determined by application of the criteria and standard for performance as set forth in Appendix B.

Rank of Assistant Professor:

The candidate will provide evidence of the award of the doctorate or other appropriate terminal degree from an accredited institution in an appropriate field of study. A faculty member holding the rank of assistant professor is expected to demonstrate excellence in teaching as well as being engaged in serious and disciplined scholarly/creative/professional work which will permit increased competence in his/her field and qualification for promotion to a higher rank at an appropriate time.

Instructor

To be eligible for the rank of instructor, a faculty member is expected to have earned a master's degree or its equivalent from an accredited institution in an appropriate field of study. He/she must also be enrolled in and actively pursuing a terminal degree in an accredited program. An instructor must possess strong potential for development as a teacher and scholar.

Appendix B

Promotion Criteria and Standards of Performance

Definitions

- **Criterion:** A criterion refers to a dimension on which a candidate's performance will be judged. The general criteria are teaching, scholarship/creative/professional work, and service to the University and community. The specific criteria are referred to as the specific dimensions contained within the individual categories of general criteria. For example, publication in refereed journals is a specific criterion of scholarship/creative/professional work, and student ratings on student course evaluation forms is a specific criterion of teaching performance. It may be helpful to think of the specific criteria as the questions that will be asked about the candidate's performance. For example, what is the candidate's record of publication in refereed journals? What is the candidate's record of classroom teaching as indicated by student course evaluation forms?
- **Standard of Performance:** The standard of performance will refer to the level of performance or accomplishment required for a specific criterion.

The specific criteria and standards of performance noted below are not intended to be an exhaustive list, but rather are representative of specific criteria and measures that the candidate can offer in support of his/her application. Candidates should guard against using the same activity or accomplishment in more than one category of criteria - teaching, scholarly/creative/ professional work, and service.

I. **Scholarly/Creative/Professional Work:** General criteria, specific criteria, and standards for performance

This criterion includes scholarship, creative endeavors, and professional activities which impact on one's academic discipline as well as teaching and learning.

- Scholarship can be subdivided into four categories: 1) scholarship of discovery, 2) scholarship of integration, 3) scholarship of application, and 4) scholarship of teaching (Boyer, 1990).

The first and most familiar element in our model, the scholarship of discovery comes closest to what is meant when academics speak of research ... The scholarship of discovery, at its best, contributes not only to the stock of human knowledge but also to the intellectual climate of a college or university (Boyer, 1990, p. 17). In proposing the scholarship of integration, we underscore the need for scholars who give meaning to isolated facts, putting them in perspective. By integration, we mean making connections across the disciplines, placing the specialties in larger context, illuminating data in a revealing way... The scholarship of integration also means interpretation, fitting one's own research - or the research of others - into larger intellectual patterns. (pp. 18-19)

The third element, the application of knowledge, move toward engagement as the scholar asks, ‘how can knowledge be responsibly applied to consequential problems? How can it be helpful to individuals as well as institutions?’ And further, ‘can social problems themselves define an agenda for scholarly investigation?’... To be considered scholarship, (these) activities must be tied directly to one’s special field of knowledge and can relate to, and flow directly out of, this professional activity. Such (work) is serious (and) demanding... requiring the rigor - and the accountability - traditionally associated with research activities. (pp. 21-22)

The fourth element in Boyer’s model is the scholarship of teaching. “The scholarship of teaching is problem posing about an issue of teaching or learning, study of the problem through methods appropriate to disciplinary epistemologies, application of results to practice, communication of results, reflection, and peer review” Carnegie Foundation for the Advancement of Teaching, 1999, p. 11).

- Creative endeavors include original works in fine, literary, media, and performing arts. “A creator of an artistic product (for example composer) and the performing artist (musician) can be judged for their excellence by appropriate jurors” (Braskamp & Ory, 1994, p. 41).
- Professional work generally includes those activities aimed at addressing social or institutional issues which demonstrates one’s expertise, knowledge, and seasoned professional judgment. Professional work includes activities as a consultant or practitioner, which are considered scholarly when these activities impact significantly on ones’ discipline (Braskamp & Ory, 1994).

Tables I, II and III on the following pages are provided as a guide for the evaluation process for promotions. It is understood that the strength of our University lies in its diversity of talents, and as such, not every candidate need demonstrate exemplary achievements in each of the three areas. Nevertheless, it is understood that if a candidate is not strong in teaching or scholarly/creative/professional performance his/her promotion may not be in the best interests of the University.

The candidate and/or the committee may choose to supplement or annotate his/her application or statement with relevant documentation in any of the three areas of accomplishments – teaching, scholarly/creative/professional work, and service.

<p align="center">Table 1 Scholarly/Creative/Professional Work</p>
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Criteria

Standards

Publication of articles relevant to one's discipline or profession

Refereed journals
Professional publications

Publication of books (author or editor) and/or Manuscripts under contract to publisher, relevant to one's discipline or profession

Stature of the publisher/press (academic and/or commercial, excluding vanity presses)

Publication of translations, reviews, criticism, chapters, columns, and op-ed pieces

Stature of publication

Artistic creation or performance

Publicly presented
Peer judged

Presentation of scholarship at conference of professional organizations

Local, state, regional, national international

Authored or co-authored funded research, grants, and projects

Stature of the sponsoring organization/agency

Recipient of fellowship or scholarship

Stature of granting authority

Software/electronic media development and publishing

Significance to one's discipline or profession
Impact on groups outside the University

Obtaining a patent

Significance to one's discipline or profession

Consulting/advising activities

Local, state, regional, national, international
Beyond the "routine" application of one's profession or discipline

II. **Teaching:** General criteria, specific criteria, and standards for performance

Effective teaching can be evaluated according to several criteria. "...teaching, at its best, means not only transmitting knowledge, but transforming and extending it as well" (Boyer, 1990, p. 24). "The interdependence of the act of teaching and the content or subject matter being taught is now considered important in evaluating good teaching" (Braskamp & Ory, 1994, p. 39). "[The] essence of teaching is the creation of situations in which appropriate learning occurs; shaping those situations is what successful teachers have learned to do effectively," (Menges, 1990, p. 107). "In short, teaching and learning are inseparable" (Braskamp & Ory, p. 40).

Table II
Teaching

Criteria

Mastery of subject

Academic instruction

(teaching/learning strategies, communication and information technologies, managing of student work, managing/organizing instruction, and supervision of student work)

Standards

Strong peer evaluation (above average to excellent)
Participation/leadership in professional organizations (local, state, regional, national, international/officer, chair, committee member)

Student-centered learning outcomes with effective assessment
Strong peer evaluation/assessment (above average to excellent)
Strong student course evaluation (above average to excellent)
Courses consistent with and supportive of overall program outcomes (content/discipline related, generic/basic competencies, e.g., critical thinking, quantitative reasoning, writing, information literacy, oral communication)
Ongoing summative and formative evaluation of student learning

<p align="center">Table II Teaching, (cont'd)</p>

Criteria

Standards

Development, review, and redesign of learning activities (courses, programs, curricula materials, manuals, software, learning outcomes)

Ongoing development, review, and redesign
Integrated with and supportive of outcomes
Student-centered (e.g., effectively addresses issues of diversity and pedagogy)

Teacher Development

Currency in discipline-specific and pedagogical concepts
Collaboration with colleagues which benefits the teaching/learning enterprise (intra/inter-departmental, intra/inter college)
Participation/leadership in professional/education development activities

Advisement/Mentoring
(academic, career/professional, internships, clinical experiences, coop experiences, research, project, theses)

Student-centered learning outcomes with effective assessment
Positive feedback from students, employers (anecdotal, survey)
Student presentation and publication

III. Service to the University and the Community: General criteria, specific criteria, and standards for performance

Contributions of faculty to the University and to the wider community include activities that enrich, benefit, or strengthen the University or the community of which it is a part. Service includes the contributions the faculty member makes through the application of his/her academic/professional skills and individual talents to the solution of problems and for the enrichment of the University/Community.

<p align="center">Table III Service to the University and Community</p>
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Criteria

Standards

University service
 (committee assignments,
 student recruitment, service
 related/unrelated to one's
 academic discipline,
 mentoring other faculty, representing the
 University for its advancement, and campus
 government, e.g. University Senate, local/state
 AFT)

Level of commitment/participation
 Achievement of outcomes
 Length of high quality service at
 University
 Holding elective or appointive office

Community service
 (uncompensated professional/
 technical assistance, e.g., expert
 testimony, public policy analysis;
 events designed for general
 audiences; participation on non-profit
 boards; organizing/participating
 in community projects; participation in state
 council for AFT)

Level of commitment/participation
 Achievement of outcomes
 Partnerships with other organizations
 (collaboration with schools,
 districts, communities,
 industries or civic/public/
 government agencies)
 Holding elective or appointive office

Appendix C

University-Wide Committee

Composition

The university-wide committee shall consist of seven (7) tenured faculty, each holding the academic rank of professor or associate professor and holding an earned terminal degree. Faculty chosen for the university-wide committee should exemplify the high level of accomplishment and achievement expected of successful candidates for promotion.

Membership on the university-wide committee shall include:

- Two full-time faculty members from the College of Professional Studies. One of these faculty members shall be selected by the University President and one shall be selected by the AFT local.
- Two full-time faculty members from the College of Education. One of these faculty members shall be selected by the University President and one shall be selected by the AFT local.
- Three full-time faculty members from the College of Arts and Sciences. One of these faculty members shall be selected by the University President and two shall be selected by the AFT local.

Only one member of an academic department/program can serve on a UPC at the same time.*

The University President shall provide the name(s) of the faculty members to be appointed to the President of AFT Local 1839 by April 1 of each year.

Committee members shall not be candidates for promotion during their committee service. Associate professors selected for the Committee shall agree that they shall not apply for promotion before the expiration of their terms of service on the committee, whether continuing to serve for the full term to which they are appointed or not.

Terms of Appointment

Committee members shall be appointed for a term of three (3) years. Terms of office shall be staggered so that each year at least one new member shall be selected by the AFT and one new member shall be selected by the University President. Committee members shall not be appointed for two consecutive terms.

*Effective immediately for future appointments and future replacement appointments. Does not apply to current members serving a term of appointment as of May 2009.

Terms of office shall begin in September and continue for three years ending on June 30 of the third year. In the event a committee member is unable to complete his/her three-year term, another member shall be selected by the party which selected the member leaving the committee. Replacement members shall serve for the remainder of the term of the committee member being replaced. Replacement members shall begin the term of office in the September following their appointment.

In September of each year, a training session shall be held for all members of the committee, reviewing the promotion procedures and criteria. The session shall be led by a member of the University administration and a person delegated by the president of AFT Local 1839.

In order to ensure adequate processing of the evaluations for promotion, the committee chair person shall be granted three (3) credits for released time each academic semester of his/her service as chairperson on the committee. In the event, the committee elects to conduct its business with two co-chairs, the amount of released time will be increased to four (4) credits per academic semester of service, the four credits being equally divided by the two co-chairpersons. The committee shall also be provided with sufficient clerical support to perform its functions in a timely and responsible manner.

Glossary

Formative Assessment: refers to [ongoing evaluation], the purpose [of which] is to improve the quality of student learning, not to provide evidence for ... grading students (Angelo, T.A. & Cross, K.P., 1993, p. 5) Formative assessment serves as a benchmarking function, providing feedback, that enables faculty ... to check on the progress that a [student] ... is making and to make any necessary adjustment in teaching (Commission on Higher Education, Middle States Association of Colleges and Schools, 1996, p.8).

Instructional Technology: A term that encompasses all that technologies used for creating, abstracting, visualizing, presenting, collaborating, communicating, and otherwise “managing” the flow of information (Villami-Cosanovn, J., 1999).

Student Centered Learning Outcomes: ...focuses the primary attention of teaching and students on observing and improving [student] learning, rather than observing and improving teaching (Angelo, T.A. & Cross, K.P., 1993, p. 4).

Summative Evaluation [Assessment]: refers to the use of data, assembled at the end of a particular sequence of activities, to provide a macro view of teaching, learning, and institutional effectiveness (Commission on Higher Education, Middle States Association of Colleges and Schools, 1996, p. 8).

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Calendar for Faculty Promotion Applications beginning September, 2007

1st Week of September: President of University announces projected number of faculty promotions that will be available and take effect the following academic year. (Final number is contingent on adequate funding.)

October 1* Candidates submit promotion application with supporting materials to appropriate Departmental Personnel Committee (DPC)

November 1* DPC submits approved applications to the University Personnel Committee (UPC) and appropriate Academic Dean

November 15* UPC submits names of all applicants to University President's designee

December 1* Academic Deans submit recommendation to UPC

February 1* UPC submits names of recommended candidates for promotion to the University President

April 1 University President submits his/her recommendations to the University Board of Trustees

September 1 Promotions become effective

Please be advised that the Board of Trustees can only act on those persons recommended for promotion by the University President. If the University President does not recommend a candidate for promotion, his or her name is not brought before the Board of Trustees and the promotion process ends at the President's level.

*or next business day University is open.