

## TCNJ Reappointment and Promotions Document

Revision date: 25 February 2025

### 1.1. Introduction

The Reappointment and Promotions Document (RPD) contains standards and procedures for review, reappointment, tenure, and promotion for faculty and librarian candidates. The RPD is approved through the governance process up to the Board of Trustees, and matters relating to processes and timelines have been agreed to by the TCNJFT, Local 2364, AFT.

### 1.2. Abbreviated Table of Contents

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### 1.3. Definitions & Process Clarifications

*Reappointment*: following a successful summative review, a pre-tenure candidate is appointed for further employment of one or more years.

*Tenure*: the final reappointment action, resulting in a candidate's appointment to permanent employment (subject to the terms and conditions of applicable contracts and College employment policies). According to New Jersey State law, public college faculty and librarians are tenured after "6 consecutive academic years, together with employment at the beginning of the next academic year" ([N.J.S.A. 18A:60-16](#)). Since TCNJ seeks to follow AAUP best practice by giving non-reappointed faculty and librarians a terminal year before their employment ends, it has a 5 year tenure review process. In other words, the fifth year of a pre-tenure faculty or librarian's employment is ordinarily their "tenure review year."

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<sup>1</sup>Including reappointment with tenure, reappointment with tenure and promotion, and reappointment for Non-Tenure Track Teaching Positions (NTTP) as applicable.

<sup>2</sup>That is, for promotions pre-tenure (Years 1-4) or after approval for tenure (Years 6+) or for NTTP.

**Promotion:** a candidate advances in academic rank (i.e., to Associate Professor, Professor, Librarian II, Librarian I, Assistant Director in the Library, Senior Clinical Specialist/Senior Lecturer, or Master Clinical Specialist/Master Lecturer).

**Joint Tenure/Promotion vs Separate Reappointment and Promotion Processes:** For several decades, reappointment (including tenure) and promotion were separate processes at TCNJ, with the former occurring in the spring and the latter in the fall. In 2014, the State of New Jersey revised its tenure statute, requiring “6 consecutive academic years, together with employment at the beginning of the next academic year,” which in turn permitted TCNJ to align standards for select promotions with those for tenure. Hence, pre-tenure candidates can now be awarded promotion to Associate Professor, to Librarian II, or if desired, to Librarian I, concurrent with their reappointment with tenure.

**Use of Reappointment and Promotion in this Document:** While this document covers all reappointment and promotion processes, it uses subheadings as follows:

- **reappointment** ([section 4](#)) includes all pre-tenure review processes – formative review, summative review and reappointment, summative reappointment with tenure only, *and* summative reappointment with tenure and promotion. Annual review is mandatory for pre-tenure candidates, and ordinarily occurs in the spring semester.
- **promotion** ([section 5](#)) includes promotion processes that occur separately from reappointment, during Years 1-4 (i.e., pre-tenure), after approval for tenure (Years 6+) or (in the case of Non-Tenure Track Teaching Positions, such as Clinical Specialists/Lecturers) when the minimum requirements are met. Application for promotion is voluntary, occurs during the fall semester only, and may require external review (the external review process begins in the spring; see Sections 3.2.5. & 8.5.).

The table in the next section should help candidates understand which section(s) of this document are most applicable.

#### 1.4. Rank & Desired Action

	<i>Rank (at time of application)</i>	<i>Desired Action</i>			
Track		<i>Reappointment Only</i>	<i>Reappointment with Tenure Only</i>	<i>Reappointment with Tenure and Promotion</i>	<i>Promotion Only</i>
Tenure Track	Assistant Professor or Librarian III	Years 1-4 Reappointment application: <a href="#">RPD section 4</a>	<i>Not available</i>	Year 5 Application to 7 <sup>th</sup> year: <a href="#">RPD section 4</a>	Promotion Application: <a href="#">RPD section 5</a>
Tenure Track	Librarian II	Years 1-4 Reappointment application: <a href="#">RPD section 4</a>	Year 5 Application to 7 <sup>th</sup> year: <a href="#">RPD section 4</a>	Year 5 Application to 7 <sup>th</sup> year: <a href="#">RPD section 4</a> (if candidate chooses)	Promotion Application: <a href="#">RPD section 5</a>

Tenure Track	Associate Professor, Professor, or Librarian I	Years 1-4 Reappointment application: <a href="#">RPD section 4</a>	Year 5 Application to 7 <sup>th</sup> year: <a href="#">RPD section 4</a>	<i>Not available</i>	Promotion Application: <a href="#">RPD section 5</a>
Non-Tenure Track Teaching Position	Clinical Specialist or Lecturer	Reappointment application: R PD section 4 and 9	<i>n/a</i>	<i>n/a</i>	Reappointment application: RPD section 5 and 9

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**2. Bases and Standards for Evaluation**

The College of New Jersey affirms that a community of learners and scholars is built around high expectations in which all members use and develop their talents to make the College a better place. The College expects exemplary achievement, strives to hire teacher-scholars who will be successful in the initial evaluation process and continued professional growth, and seeks to recognize through the ranks of promotion those who demonstrate continuous exemplary achievement in teaching (or librarianship) and advising, scholarly/creative/professional activity, and service. Standards and procedures shall be fairly and equitably applied to all candidates, with the goal of supporting a culture in which progression through the ranks is a regular part of a successful academic career.

All decisions regarding faculty and librarian evaluation and development are based on teaching/librarianship, scholarly/creative/professional activity, and service, and faculty are expected to demonstrate accomplishments and meet the standards in all three categories. Evidence of high-quality teaching or librarianship is essential for reappointment, tenure, and promotion. Excellence in scholarly/creative/professional activity and/or service cannot compensate for a lack of excellence in teaching/librarianship. Additional commitments to community engagement, in keeping with the college's national recognition for community engaged learning, are also valued as part of required faculty work.

The review process relies on peer evaluation and recognizes the distinctiveness of academic disciplines. Therefore, the departments<sup>5</sup> have the major responsibility for establishing reappointment and promotion guidelines, particularly for scholarship, and for making initial recommendations. Application packets and departmental recommendations are then considered by a Dean, and for summative and promotion reviews, by the College Promotions and Tenure Committee (CPTC<sup>6</sup>), the Provost, and the President, all of whom receive recommendations by prior reviewers while conducting independent reviews.

It is the responsibility of the department/program's Department Promotion and Reappointment Committee (PRC) to provide each candidate with a copy of the accepted Disciplinary Standards of the department/program and to discuss meaningfully the Disciplinary Standards with the candidate. It is the candidate's responsibility to present effectively their accomplishments as evidence in support of their application.

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<sup>5</sup> or programs where there are no departments, or units of the library

<sup>6</sup> The CPTC's role varies by type of review and prior recommendation. See 3.4.



Candidates should demonstrate, appropriate to rank, a significant, positive influence on students (in particular), peers, the campus community, and their profession in their teaching/librarianship, scholarly/creative/professional activity, and service. Because promotion recognizes progressive professional accomplishment, each rank requires a more significant level of accomplishment and scope of recognition. Consistent accomplishment over time will be evaluated positively, while recognizing that a candidate's relative contributions to the campus community in terms of teaching/librarianship, scholarly/creative/ professional activity, and service normally will vary over time. Therefore, periods of relatively less activity in one area should be complemented by greater activity in the others, producing a consistently high level of accomplishment and balance overall.<sup>7</sup>

The following sections address teaching/librarianship, scholarly/creative/professional activity, and service separately. However, for many faculty and librarians at TCNJ, the activities and accomplishments in the three areas overlap and, as such, often are enhanced, for example when scholarly or creative activity can be connected to student learning. The responsibility of faculty as academic advisors and mentors to students, which is a central role of all faculty, is outlined and will be considered under the category of teaching. Candidates whose activities in the three areas are integrated are encouraged to highlight this aspect of their work in the application.

## **2.1. Tenure Track Faculty – Minimum Eligibility for Promotion**

All tenure track faculty, including those not yet tenured, who would meet the minimum requirements at the time the promotion would take effect are eligible to apply for promotion. The minimum qualifications by rank are:

Associate Professor: An earned doctorate or other appropriate terminal degree from an accredited institution in an appropriate field of study and five (5) years of professional experience. Nothing herein shall prohibit an Assistant Professor from applying for promotion to Associate Professor prior to obtaining tenure.

Professor: An earned doctorate or other appropriate terminal degree from an accredited institution in an appropriate field of study and ten (10) years of professional experience, at least two of which must have been at the rank of Associate Professor at TCNJ.

## **2.2. Non-Tenure Track Teaching Positions-Minimum Eligibility for Promotion**

All NTPs who would meet the minimum requirements at the time the promotion would take effect are eligible to apply for promotion. The minimum qualifications by rank are:

Credit for prior years of experience may be negotiated with the Dean at the time of hiring. Relevant experience and/or roles may include but are not limited to advanced study and/or professional experience in relevant non-teaching settings and may be considered in substitution for teaching experience.

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<sup>7</sup> Faculty hired before 1974 can be considered for promotion primarily based on excellence in teaching and service.

Senior Clinical Specialist/Senior Lecturer: An earned Master's degree from an accredited institution in an appropriate field of study and five (5) years of professional experience, at least three (3) of which must have been at the rank of Clinical Specialist/Lecturer at TCNJ.

Master Clinical Specialist/Master Lecturer: An earned Master's degree from an accredited institution in an appropriate field of study and ten (10) years of professional experience, at least three (3) of which must have been at the rank of Senior Clinical Specialist/Senior Lecturer at TCNJ.

### **2.3. Librarians – Minimum Eligibility for Promotion**

All librarians, including those not yet tenured, who meet the minimum requirements set out below are eligible to apply for promotion. The minimum qualifications by rank are:

Librarian II (concurrent rank is Assistant Professor in the library): A Master's degree from a program accredited by the American Library Association (ALA) or from a country with a formal accreditation process as identified by the ALA; the program must have been accredited at the time of degree conferral. Three (3) years experience in role(s) relevant to the responsibilities of the position. Relevant experience and/or roles may include but are not limited to advanced study, work experience in relevant non-library settings, and/or pre-MLS work in a library, and they may be considered in substitution for post-MLS work experience. A second Master's degree in another subject area is desirable but not required. Nothing herein shall prohibit a Librarian III from applying for promotion to Librarian II prior to obtaining tenure.

Librarian I (concurrent rank is Associate Professor in the library): A Master's degree from a program accredited by the American Library Association (ALA) or from a country with a formal accreditation process as identified by the ALA; the program must have been accredited at the time of degree conferral. Five (5) years professional library experience. A second Master's or doctoral degree in a relevant subject area, or ABD status in a relevant doctoral program. A minimum of five (5) additional years of professional library experience may be considered in substitution for the second Master's degree or ABD status. Librarians who hold the rank of Librarian II at the time of application for reappointment to a seventh year with tenure may choose to simultaneously apply for promotion to Librarian I, but the decision for tenure and promotion remain separate.

Assistant Director in the Library (concurrent rank is Professor in the library): A Master's degree from a program accredited by the American Library Association (ALA) or from a country with a formal accreditation process as identified by the ALA; the program must have been accredited at the time of degree conferral. Ten (10) years professional library experience, at least two of which must have been at the rank of Librarian I (Associate Professor in the Library) at TCNJ. Note that candidates applying for Assistant Director in the Library who do not have a second Masters, doctoral degree, or ABD status, have already met the substitute degree requirements by having ten (10) years of professional experience at the time of application to Librarian I.

## **2.4. Faculty – Teaching**

According to the College's mission statement, "TCNJ's personalized, collaborative, and rigorous education engages students at the highest level within and beyond the classroom. TCNJ believes in the transformative power of education to develop critical thinkers, responsible citizens, and lifelong learners and leaders. The College empowers its diverse students, staff, and faculty to sustain and enhance their communities both locally and globally." Therefore, Faculty should aspire to be teachers of the first order. A high caliber, effective teacher:

- Shows subject Mastery, currency, and ongoing growth in one's discipline and/or across disciplines;
- Carefully prepares organized lessons and pedagogical materials designed to guide and enhance student learning;
- Demonstrates enthusiasm for the topics under study and models intellectual curiosity, and creates a caring learning environment, safe for students wishing to express contrary or unpopular views and respectful of diverse perspectives;
- Ensures class meetings and other learning opportunities, including providing student feedback, are conducted in a timely and professional manner;
- When appropriate, incorporates one's scholarship into teaching, including the effective supervision of student research and the incorporation of students into one's scholarship;
- When appropriate and possible, incorporates community engagement into teaching and curriculum;
- Extends teaching commitment to all levels of the curriculum, including First Year Seminars, College Core, introductory courses, graduate courses, and Signature Experiences where appropriate;
- Articulates and attends to student learning outcomes that help develop students as successful, ethical, and visionary leaders in a multicultural, highly technological, and increasingly global world;
- Conveys an intellectual and professional interest in individual student learning;
- Innovates and experiments with pedagogy in ways that foster engaging educational environments that are characterized by academic freedom, creative expressions, critical thinking, intellectual inquiry, and community engagement;
- Creates and revises courses and curricula in ways that foster a vibrant, intellectual community built around a shared commitment to scholarly inquiry;
- Provides well-informed, thoughtful mentorship and advising appropriate to the students' personal and professional development;
- Strives for respectful and fair treatment when interacting with individual students;
- Is capable of adjusting the educational experience in response to individual student needs;
- Demonstrates rigor, transparency, and consistency in evaluating student work; and

- Provides evidence of continued improvement and sustained high quality teaching in the form of teaching materials, student evaluations, and peer feedback, resulting in growing a body of work that supports teaching excellence. (The occasional course might be evaluated at less than a high level, for example when a new course is being developed. This should be explained in the application.)

To help evaluate teaching effectiveness candidates must submit:

- All formal student feedback from all sections of all courses taught in the time period ranging from not less than three (3) years, but not more than five (5) years prior to the submission of the application.<sup>8</sup>
- Peer reviews of their teaching. The format and content of the peer reviews should conform to the guidelines set forth in 3.2.4.
- Syllabi from all courses taught in the time period ranging from not fewer than three (3) years, but not more than five (5) years prior to the submission of the application. (Note: Only one syllabus per discrete course should be submitted, not multiple copies of syllabi used in different sections or semesters). However, any significant changes to syllabi of courses taught over multiple years should be documented.
- Selected course/curricular materials and other items deemed relevant by the candidate in support of the teaching record. The materials should illustrate efforts and success in developing best practices in teaching; describe the approach to pedagogy and how it fits with College, College Core, and/or program goals; show the rigor, comprehensiveness, and depth of assignments; and discuss philosophy of and methods for assessment of student work.
- Grade distributions, however, are not to be submitted by the candidate or considered at any level of the promotion or reappointment process.

Promotion to Associate Professor and Senior Clinical Specialist/Senior Lecturer requires evidence of continued improvement in teaching in response to feedback from peers and students, and a growing record of teaching excellence.<sup>9</sup>

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<sup>8</sup> Three years of material is normally sufficient. Candidates should only provide additional years of evaluations and syllabi if their teaching load was significantly reduced in the three years prior to the application for promotion due to service as a department chair, grant buy-outs, a sabbatical leave, a leave of absence, etc. Candidates who are eligible to apply for reappointment or promotion within three years of initial appointment should submit required documentation (e.g., student evaluations, peer reviews) for all years of employment at the College.

<sup>9</sup> The occasional course might be evaluated at less than high level, for example when a new course is being developed. This should be explained in the application.

Promotion to Professor and Master Clinical Specialist/Master Lecturer requires evidence that the candidate has reached a consistent level of teaching excellence and serves as an educational leader in the department or program.

## **2.5. Librarians – Librarianship**

Library faculty should aspire to be librarians of the first order. High caliber, effective librarianship is characterized by:

- Mastery, currency and ongoing growth in one's specialty(ies);
- Careful preparation and clear organization;
- Fair and sensitive response to student needs, concerns, individual differences, and cultural backgrounds;
- Purposeful experimentation in the practice of one's professional specialty(ies);
- Incorporation of one's scholarship into the practice of librarianship, where appropriate;
- Where appropriate and possible, incorporates community engagement into the practice of librarianship;
- Incorporation of one's professional service into the practice of librarianship;
- Timeliness and professionalism in carrying out professional responsibilities;
- Consistency in developing, implementing, and/or updating services;
- Respect and fair treatment of all library users as individuals; and
- Ability to successfully interact with and/or supervise staff at various levels.

Librarians perform in one or all the following capacities: reference, information literacy, systems development, access services, collection development, collection management, information retrieval, and bibliographic control. Responsibilities of individual candidates will vary according to their positions; therefore, not every candidate will have accomplishments in all the areas described below. The following descriptions are not intended to be exhaustive or prescriptive, but rather to reflect the spirit behind the promotion process.

Examples of skills and characteristics that mark effective performance include:

- Providing library users with effective access to information;
- Being well informed about trends, practices, and changing technologies in the profession;
- Contributing to the initiation and development of new programs and policies and preparing information materials for other staff and library users;
- Establishing and maintaining good communication and working relationships with faculty, administration, students, and community partners;
- When appropriate and possible, incorporates community engagement into relevant areas of librarianship;
- Working effectively with student groups, outside agencies and with the general public;

- Demonstrating adaptability and flexibility and showing an awareness of individual differences and a sensitivity to the various cultures and heritages within the College and surrounding community;
- Participating in planning, initiating, and codifying or coordinating library operations and services;
- Assisting in training new colleagues; and
- Assisting in coordinating the work of colleagues and supervising the work of support staff.

Promotion to Librarian II requires evidence that one has begun to grow in the Mastery of one's specialty.

Promotion to Librarian I requires evidence of continuing growth and Mastery in one's specialty.

Promotion to Assistant Director in the Library requires evidence that the candidate has reached a consistent level of excellence in librarianship and serves as a leader in the library.<sup>10</sup>

## **2.6. Tenure Track Faculty – Scholarly/Creative/Professional Activity**

The best teachers remain devoted learners. TCNJ embraces the model of a professor as teacher-scholar and understands that a serious and continuing commitment to scholarship complements and enriches teaching of the first order; therefore, the College values the scholarly and creative enterprise. The College recognizes a range of scholarly modes including:

- The Scholarship of Discovery – the traditional research model in which new content knowledge is acquired;
- The Scholarship of Integration – the creation of new knowledge by synthesizing and making connections across disciplines or sub-disciplines;
- The Scholarship of Application – the bridging of the gap between theory and practice through both research and action;
- The Scholarship of Pedagogy – the discovery or an evaluative analysis of the ways students learn, and the identification and assessment of methods used to foster learning; and
- Artistic Expression – the expression of artistry through the visual, performing, or literary arts.
- Continuing Achievement - Faculty should demonstrate continuing scholarly/creative/professional achievement since initial appointment. An

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<sup>10</sup> Leadership is not exclusively defined by one's position in a hierarchical structure, but rather is something that can be demonstrated at all levels by influencing, motivating, and enabling others to contribute toward the effectiveness and success of the library.

external review may be requested by the applicant as one component of this evidence (see Part V, Section VII).

The following side-by-side comparison is only a guide to help differentiate between qualifications Tenure Track by rank. It includes some significant examples of scholarly/creative/professional activity in support of promotion, but should not be read as a comprehensive list of requirements; however, some discipline-appropriate form of finished, refereed publication or performed work is required. These particular items will apply to some candidates and not others, and there will be other accomplishments not listed here that candidates might include.

<b>Associate Professor</b>	<b>Professor</b>
Publishing in selective peer-reviewed venues.	Continuing to publish in selective peer-reviewed venues.
Presenting at juried or peer-reviewed local, state, and regional conferences or professional organizations.	Giving invited presentations at juried or peer-reviewed regional, national, and international conferences or professional organizations.
Having book manuscripts under contract for publication.	Having one or more published books.
Writing grant proposals.	Writing and obtaining grants.
Engaging in consulting activities or other professional practice demonstrating recognition of one's scholarly/creative work at least at the local or state level.	Taking a leadership role in consulting activities or other professional practice, demonstrating recognition of one's scholarly/creative work at the regional, national, and/or international level.

It is recognized that there are faculty members whose scholarly/creative/professional work spans multiple disciplines. The College values scholarship that crosses departmental boundaries and that integrates a variety of approaches, theories, methodologies, and practices.

In keeping with the mission of the College, we also value scholarship that is uniquely suited to our institution, such as projects that involve TCNJ students, are engaged with community partners, or reflect the College's commitment to building a diverse and inclusive community.

Although scholarly/creative/professional activities take many forms, the expectation is that finished works will be submitted to an appropriate jury of peers for rigorous evaluation. The quality of work is defined by its significance in one's field of inquiry and necessarily requires such peer review to validate the work's significance. Normally, this means that the finished works will be published, presented, or performed in a respected venue consistent with accepted scholarly standards. Quality is more important than mere quantity, although candidates are expected to maintain their scholarly/creative/professional activity consistently, and demonstrate the ability to bring significant projects to fruition as defined by the standards of one's discipline.

Publications, creative work, and grant writing are considered evidence for tenure and promotion if they have been produced during the applicant's period as a member of the faculty at TCNJ, unless credit for prior years of professional experience was awarded in the initial employment contract. All published work should be included in the materials presented during the evaluation process, but

- promotion candidates should make clear which work has been conducted within the past 5 years,
- reappointment candidates should make clear which work has been conducted since the date of appointment, and
- candidates with credit for additional years of professional experience should make clear which work has been conducted since the date of professional experience credited or within the past 5 years (whichever is shorter).

Professional activities as a consultant or practitioner are considered scholarly when they involve the creation rather than application of knowledge and impact significantly on one's discipline. Examples include original research when consulting for a company or collaborating with a community partner, creating national standards for an accrediting organization, designing curricula for national or regional use. Evidence includes but is not limited to written evaluations by peers or professional organizations.

Throughout the probationary period, candidates should show steady progress toward a productive and coherent program of scholarship or creativity. By the time of reappointment with tenure or of a promotion decision, there should be a record of finished work conducted while at TCNJ and clear promise of ongoing and maturing scholarship.

The standards that mark excellence in scholarly/creative/professional activity may differ significantly among disciplines and even sub-disciplines. Therefore, the accepted Disciplinary Standards of the appropriate department(s) or program(s) should be consulted (and made available to every candidate for promotion). It is the responsibility of the Department Promotion and Reappointment Committee (or its equivalent) to consult, when necessary, with the Dean and Provost about reasonable expectations for a given discipline or sub-discipline, based on the Disciplinary Standards of the relevant department(s) or program(s). This should occur during the spring semester of the



candidate's first year, and should include expectations for reappointment, tenure, and promotion to Associate Professor or Professor. It is the responsibility of the candidate to make clear in the application that these expectations were met.

**2.6.1. Joint Faculty, or Faculty in Departments with Multiple Disciplinary Standards, Who Are Applying for Tenure and Promotion to Associate Professor**

Joint faculty or faculty hired into a department that contains different disciplinary standards must choose, at the point of hire, which set of standards they wish to follow. Faculty hired under such parameters may choose to change the disciplinary standards they follow at any point up until the third-year review, in consultation with their Dean(s) and department chair(s). Candidates who self-identify their scholarly/creative/professional activity as interdisciplinary may use elements of Disciplinary Standards from more than one department or program. In such cases, this decision must be approved by the PRC and Dean of the school housing the candidate's home department.

**2.6.2. Interdisciplinary Faculty Applying for Promotion to Professor**

Candidates seeking promotion to Professor, who self-identify their scholarly/creative/professional activity as interdisciplinary, may use elements of Disciplinary Standards from more than one department or program. In such cases, the interdisciplinary candidate notifies department/program and dean of intention to use multiple disciplinary standards by the date indicated on Timeline 6.2, and the merged disciplinary standards must be finalized by the PRC and Dean of the school housing the candidate's home department by the date indicated on Timeline 6.2.

**2.7. Librarians – Scholarly/Creative/Professional Activity**

The best librarians remain devoted learners. TCNJ embraces the model of a librarian as librarian-scholar; therefore, the College values scholarly, creative, and professional activity. A serious and continuing commitment to scholarship complements and enriches librarianship of the first order. The College recognizes a range of scholarly modes including disciplinary and interdisciplinary research, applied research, pedagogical research, and artistic expression. Although these modes take many forms, the expectation is that finished works will be submitted to an appropriate jury of peers for rigorous evaluation. Normally, this means that the finished works will be published in a respected venue such as a refereed journal or press or presented in a juried show. The quality of work is defined by its significance in one's field(s) of inquiry and necessarily requires such peer review to validate the work's significance. It is recognized that there are librarians whose scholarly/creative/professional work spans multiple disciplines. The College values scholarship that crosses departmental boundaries and that integrates a variety of approaches, theories, methodologies, and practices. In keeping with the mission of the College, we also value work that is uniquely suited to

our institution, such as projects that involve TCNJ students in a scholarly manner or are connected to our role in the larger community.

In keeping with the mission of the College, we also value scholarship that is uniquely suited to our institution, such as projects that involve TCNJ students, are engaged with community partners, or reflect the College's commitment to building a diverse and inclusive community.

Professional activities as a consultant or practitioner are considered scholarly when they involve the creation rather than application of knowledge and impact significantly on one's discipline. Examples include original research when consulting for a company or collaborating with a community partner, creating national standards for a professional organization, and creating authoritative records for national or regional use. Evidence includes but is not limited to written evaluations by peers or professional organizations.

Quality is more important than mere quantity, although candidates for promotion are expected to maintain their scholarly/creative/professional activity consistently, and demonstrate the ability to bring significant projects to fruition as defined by the standards of one's discipline or across disciplines. There may be periods when the level of activity is reduced (but not eliminated) due to a concomitant increase in librarianship or service, such as serving as an area or divisional coordinator. In such cases, there should be evidence that the scholarly/creative/professional activity has been maintained to some degree and has promise for full resumption when the other activities return to normal.

Promotion to Librarian II requires a record of achievement since initial appointment, with evidence of continuing scholarly/creative/professional endeavors. An external review may be requested by the applicant as one component of this evidence (see 3.2.5.). The applicant's entire body of scholarly/creative/ professional work is considered as evidence for promotion. The work accomplished during the period of employment at TCNJ is evidence of the continuing nature of the applicant's scholarly/creative/professional activity.

Promotion to Librarian I and Assistant Director in the Library requires continued achievement since attaining the previous rank, with evidence of previous and continuing scholarly/creative/professional endeavors. An external review may be requested by the applicant as one component of this evidence for Promotion to Librarian I. External review is required for promotion to Assistant Director in the Library (see 3.2.5.).

The following side-by-side comparison is only a useful guide to help differentiate between qualifications by rank. It includes some significant examples of scholarly/creative/professional activity in support of promotion, but should not be read as a comprehensive list of requirements. These particular items will apply to some candidates and not others, and there will be other accomplishments not listed here that candidates might include as evidence of scholarly activity.

Librarian II	Librarian I	Assistant Director in the Library
Publishing in peer-reviewed venues.	Continuing publications in peer-reviewed venues.	Continuing publications in peer-reviewed venues.
Presenting at juried or peer-reviewed local, state, and regional conferences or professional organizations.	Presenting at juried or peer-reviewed regional, national, and international conferences or professional organizations.	Giving invited presentations at juried or peer-reviewed regional, national, and international conferences or professional organizations.
	Having book manuscripts under contract for publication.	Having one or more published books.
	Writing grant proposals.	Writing and obtaining grants.
Attending courses, seminars, and workshops related to one's academic discipline or the work of the library.	Taking courses toward or completing additional academic degrees. Attending courses, seminars, and workshops related to one's academic discipline or the work of the library.	Completing additional academic degrees. Attending courses, seminars, and workshops related to one's academic discipline or the work of the library.
Engaging in consulting activities or other professional practice demonstrating recognition of one's scholarly/professional work at least at the local or state level.	Engaging in consulting activities or other professional practice demonstrating recognition of one's scholarly/professional work at the regional or national level.	Taking a leadership role in consulting activities or other professional practice, demonstrating work at the regional, national, and/or international level.

## 2.8. Faculty – Service<sup>11</sup>

The College also depends on faculty contributions to ensure that it achieves its educational mission through effective and efficient operations. The College's

<sup>11</sup> For NTT, service is not required unless the candidate is also seeking promotion.

commitment to participatory governance and the needs of academic programs and units necessitate a spirit of service and citizenship. Faculty contributions to the good of the campus and potentially to the surrounding<sup>12</sup> community are expected to increase concomitantly with the institution's commitment to the individual. This means that faculty will be expected to demonstrate more significant service responsibilities as they seek promotion to a higher rank. Prior to tenure, faculty should shoulder an equitable portion of the responsibilities in their department or school and may, depending on their interests and other obligations, also choose to become involved in other campus and community opportunities and events. When a faculty member contributes exceptional long-term service, such as chairing a department or program for years, it is recognized that there may be a reduction in the quantity of scholarly/creative/professional activity (see previous section).

The College further recognizes the higher expectations that may be placed on faculty of color and other traditionally under-represented faculty (Black faculty, Indigenous faculty, and other faculty of color, women, trans and queer faculty, faculty with disabilities, etc.), to serve on search committees, diversity initiatives, and other campus-wide efforts. In addition, faculty of color and other traditionally under-represented populations often undertake service to support similarly under-represented students, both formally and informally. Examples include mentoring students, sponsoring groups for under-represented students, providing guidance to first-generation college students, supporting student activists and activism on campus. While these forms of service can be more difficult to quantify, candidates should document and address in their essay this often “invisible” service and indicate how it has benefitted the students, college, community, or profession.

Promotion to Associate Professor, Librarian I, or Senior Clinical Specialist/Senior Lecturer requires service to the department/program, school, and/or the College contributing to the effective operation and growth of the institution; to the community (applying academic skills and experience to the solution of campus, local, national, or international problems); and to the profession (advancing one's academic profession through active participation in professional and scholarly organizations).

Promotion to Professor, Assistant Professor in the Library, or Master Clinical Specialist/Master Lecturer requires consistent service, leadership,<sup>13</sup> and investment of time in the department/program, school, and the College, contributing significantly to

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<sup>12</sup> Surrounding community is to be understood broadly, including but not limited to Ewing, Trenton, Mercer County, the State of New Jersey, and the metro Philadelphia and New York City regions.

<sup>13</sup> Leadership is not exclusively defined by one's position in a hierarchical structure, but rather is something that can be demonstrated at all levels by influencing, motivating, and enabling others to contribute toward the effectiveness and success of the group in which they serve. Effective leaders create results, attain goals, realize vision, and guide others by modeling more quickly and at a higher level of quality than do ineffective leaders.

the effective operation and growth of the institution; community (applying academic skills and experience to the solution of campus, local, national, or international problems); and profession (advancing one's academic profession through active participation in professional and scholarly organizations). Successful service records reflect consistent service and leadership at department, school, campus, professional, and/or community levels.

The following side-by-side comparison helps to differentiate service by rank: that is, types and levels of service that are commonly reported by Pre-tenure faculty (including faculty who were hired at the rank of Associate Professor, or Librarian I), by Associate Professors (and those applying for promotion to Associate Professor, Librarian I, or Senior Clinical Specialist/Senior Lecturer), and by Professors (and those applying for promotion to Professor, Assistant Director in the Library, or Master Clinical Specialist/Master Lecturer). While neither a prescriptive nor comprehensive list of service possibilities, table rows offer examples of increasing leadership and commitment to the institution, to the community, and to the profession that are concomitant to rank. The numerous examples in the table are meant as a guide, and successful applications will demonstrate their service via activity in one or more rows.

<b>Examples of Faculty Service by Rank</b>		
<b>Pre-tenure Faculty Member</b>	<b>Associate Professor with Tenure</b>	<b>Professor</b>
Participating actively in 1-2 committees or task forces at the Tier 1-2 level (see table below).	Participating actively in 1-2 committees or task forces at the Tier 1-3 level (see table below).	Leading and participating actively in 1-2 committees or task forces at the Tier 1-4 level (see table below)
Joining and participating in appropriate professional organizations.	Participating and actively serving in appropriate professional organizations.	Holding office or leadership role in appropriate professional organizations.
Assisting with department- or program-level group advising or recruitment events	Advising student organizations or clubs, leading department activities or recruitment events	Serving as a chair or coordinator of a department or program, or a director of a center.
Serving as a reviewer or moderator for local or regional conferences, journals, and grants.	Serving as a reviewer or discussant for regional and/or national	Ongoing service as a reviewer, discussant, or editor for conferences, journals, and grants;

	conferences, journals, and grants.	organizing symposia or conferences.
Developing a professional network with educational organizations, government, business, or industry.	Acting as a resource person for educational organizations, government, business, or industry.	Consulting in a leadership role for educational organizations, government, business, or industry; serving on governing and/or advisory boards.
Involvement with a charitable, community, or cultural organization related to the candidate's professional expertise.	Continued collaboration in charitable, community, or cultural organizations related to the candidate's professional expertise.	Holding office or leadership role(s) in charitable, community, or cultural organizations related to the candidate's professional expertise.

The next table supplies context for the first row above, as it clusters campus service roles and committees into tiers, for the purpose of guiding faculty as well as recognizing the breadth of impact and institutional commitment demonstrated within each tier. This table is not a comprehensive list of campus service roles and committees. Rather, it should be used as a guide for describing campus service roles, committees (ad-hoc, regular, and non-governance), and non-traditional service not listed in the table. The work involved and impact of specific campus service roles and committees may differ from that indicated in the table for a given individual. Applicants should make the case for weighing and evaluating their specific service contributions in their essay.

<b>Examples of Campus Service by Breadth of Impact and Effort Expected</b>	
<b>Service or Committee Tier</b>	<b>Service Role or Committee Examples</b>
Tier 1	IT department representative; Library department representative; Dept/Program recruitment representative, Department committee member (e.g., curriculum, search, program review/self-study), Member of school committee or task force (e.g., curriculum)
Tier 2	Member of Ad Hoc (Governance) Task Force, Governance Councils (Athletics Advisory Council, Budget and Finance Planning Council, Committee on inclusive Excellence , College Core Council, College Promotions and Tenure Committee, Community Engaged Learning Council, Cultural and Intellectual

<b>Examples of Campus Service by Breadth of Impact and Effort Expected</b>	
<b>Service or Committee Tier</b>	<b>Service Role or Committee Examples</b>
	<p>Community Council, Environmental Sustainability Council, Facilities and Construction Planning Council, Global Engagement Council, Graduate Studies Council, Honors and Scholars Council, IACUC, Mentored Research and Internships Council, Sabbaticals Council, Self-Designed Major Council, Support of Scholarly Activities Council, Teacher Education Council, Teaching and Learning Council)</p> <p>Member of Faculty Senate</p> <p>Faculty union vice president, treasurer, secretary, representative, or committee chair</p> <p>Chair of school committee or task force (e.g., curriculum, accreditation, self-study)</p> <p>Fellowship Advisors (Goldwater, Truman)</p> <p>Chair of PRC, Dept Faculty Search committee, Dept/Program Self-Study/Accreditation Committee</p>
Tier 3	<p>Member of Steering, CSPP, CFA, CAP, CCCC, IRB</p> <p>Member of search committee for President, Provost, Dean</p> <p>Chair/co-chair of Ad Hoc (Governance) Task Force, Governance Councils (Athletics Advisory Council, Budget and Finance Planning Council, Committee on Inclusive Excellence , College Core Council, College Promotions and Tenure Committee, Community Engaged Learning Council, Cultural and Intellectual Community Council, Environmental Sustainability Council, Facilities and Construction Planning Council, Global Engagement Council, Graduate Studies Council, Honors and Scholars Council, IACUC, Mentored Research and Internships Council, Sabbaticals Council, Self-Designed Major Council, Support of Scholarly Activities Council, Teacher Education Council, Teaching and Learning Council)</p> <p>Faculty representative to the Board of Trustees</p> <p>Member of Faculty Senate Executive Board</p> <p>School Academic Integrity Officers</p> <p>DEIA efforts and initiatives, diversity representation on search committees, and support/mentoring of minoritized students, faculty, staff, and campus/community groups by BIPOC/women/trans/queer/disabled faculty</p>
Tier 4	<p>Department chair, assistant/associate department chair, program coordinator, chief academic integrity officer, Honors/First Year Seminar/MUSE coordinators</p>

Examples of Campus Service by Breadth of Impact and Effort Expected	
Service or Committee Tier	Service Role or Committee Examples
	Chair/co-chair of Steering, Committee on Strategic Planning and Priorities (CSPP), Committee on Faculty Affairs (CFA), Committee on Academic Programs (CAP), Committee on Student and Campus Community (CSCC), Institutional Review Board (IRB) Chair/co-chair of Search committee for President, Provost, Dean Faculty senate president Faculty union president

## 2.9. Librarians – Service

The College depends on librarian contributions to ensure that it achieves its educational mission through effective and efficient operations. The College's commitment to participatory governance and the needs of academic programs and units necessitate a spirit of service and citizenship. Librarian contributions to the good of the College and library professional community and potentially to the surrounding community, are expected to increase concomitantly with the institution's commitment to the individual. This means that librarians will be expected to demonstrate more significant service responsibilities as they seek promotion to a higher rank. Prior to tenure, librarians should shoulder an equitable portion of the responsibilities in the library and may, depending on their interests and other obligations, also choose to become involved in other campus and community opportunities and events. When a librarian contributes exceptional long-term service, such as coordinating a library operation for years, it is recognized that there may be an acceptable reduction in the quantity of scholarly/creative/professional activity (see above).

The college further recognizes the higher expectations that may be placed on librarians of color and other traditionally under-represented librarians (Black librarians, Indigenous librarians, and other librarians of color, women, trans and queer librarians, librarians with disabilities, etc.), to serve on search committees, diversity initiatives, and other campus-wide efforts. In addition, librarians of color and other traditionally under-represented populations often undertake service to support similarly under-represented students, both formally and informally. Examples include mentoring students, sponsoring groups for under-represented students, providing guidance to first-generation college students, supporting student activists and activism on campus. While these forms of service can be more difficult to quantify, candidates should document and address in their essay this often “invisible” service and indicate how it has benefitted the students, college, community, or profession.



Promotion to Librarian II requires evidence of contribution to the effective operations and growth of the library and the College. Participation in the library profession outside the College is also expected.

Promotion to Librarian I requires continuing growth in service and leadership in the library and the College. Ongoing service to the profession, including leadership roles, is also expected.

Promotion to Assistant Director in the Library requires consistent investment of time in the department/program, school, and the College, contributing significantly to the effective operation and growth of the institution; in the community (applying academic skills and experience to the solution of campus, local, national, or international problems); and library profession through active participation in professional and scholarly organizations. Successful service records reflect consistent service and leadership at the department level and/or consistent service and leadership campus-wide. Leadership is not exclusively defined by one's position in a hierarchical structure, but rather is something that can be demonstrated at all levels by influencing, motivating, and enabling others to contribute toward the effectiveness and success of the group in which they serve.

The following side-by-side comparison helps to differentiate service by rank: that is, types and levels of service that are commonly reported by Pre-tenure librarians (including librarians who were hired at the rank of Librarian I), by Librarian II (and those applying for promotion to Librarian II), by Librarian I (and those applying for promotion to Librarian I), and by Assistant Director in the Library (and those applying for promotion to Assistant Director in the Library). While neither a prescriptive nor comprehensive list of service possibilities, table rows offer examples of increasing leadership and commitment to the institution, to the community, and to the profession that are concomitant to rank. The numerous examples in the table are meant as a guide, and successful applications will demonstrate their service via activity in one or more rows.

<b>Examples of Librarian Service by Rank</b>			
<b>Pre-tenure Librarian</b>	<b>Librarian II</b>	<b>Librarian I</b>	<b>Assistant Director in the Library</b>
Participating actively in 1 committee or task force at the Tier 1 level (see table below).	Participating actively in 1-2 committees or task forces at the Tier 1-2 level (see table below).	Participating actively in 1-2 committees or task forces at the Tier 1-3 level (see table below).	Leading and participating actively in 1-2 committees or task forces at the Tier 1-4 level (see table below).
Joining appropriate professional	Joining and participating in	Participating and actively serving in	Holding office or leadership role in

<b>Examples of Librarian Service by Rank</b>			
<b>Pre-tenure Librarian</b>	<b>Librarian II</b>	<b>Librarian I</b>	<b>Assistant Director in the Library</b>
organizations and associations.	appropriate professional organizations and associations.	appropriate professional organizations.	appropriate professional organizations.
		Creating or significantly revising departmental programs/services.	Serving in a leadership role in creating or significantly revising departmental programs/services. Serving as a chair or coordinator of a department or program, or a director of a center.
Identifying and attending on- or off-campus programs or workshops	Actively participating in on- or off-campus programs or workshops.	Taking a leadership role in on- or off-campus programs or workshops.	Ongoing leadership in coordination or delivery of on- or off- campus programs or workshops.
	Developing a professional network with educational organizations, government, business, or industry.	Acting as a resource person for educational organizations, government, business, or industry.	Consulting in a leadership role for educational organizations, government, business, or industry; serving on governing and/or advisory boards.
Actively participating in student programs.	Assisting with college recruitment and outreach events (e.g. Accepted Students Day)	Advising student organizations or clubs, leading library activities or recruitment and outreach events	Advising student organizations or clubs, leading library activities or recruitment and outreach events

<b>Examples of Librarian Service by Rank</b>			
<b>Pre-tenure Librarian</b>	<b>Librarian II</b>	<b>Librarian I</b>	<b>Assistant Director in the Library</b>
		(e.g. Accepted Students Day)	(e.g. Accepted Students Day)
Attending charitable, community, or cultural organization activities related to the candidate's professional expertise.	Involvement in a charitable, community, or cultural organization related to the candidate's professional expertise.	Continued collaboration with charitable, community, or cultural organizations related to the candidate's professional expertise.	Holding office or leadership role(s) in charitable, community, or cultural organizations related to the candidate's professional expertise.

The next table supplies context for the first row above, as it clusters campus service roles and committees into tiers, for the purpose of guiding faculty as well as recognizing the breadth of impact and institutional commitment demonstrated within each tier. This table is not a comprehensive list of campus service roles and committees. Rather, it should be used as a guide for describing campus service roles, committees (ad-hoc, regular, and non-governance), and non-traditional service not listed in the table. The work involved and impact of specific campus service roles and committees may differ from that indicated in the table for a given individual. Applicants should make the case for weighing and evaluating their specific service contributions in their essay.

<b>Examples of Campus Service by Breadth of Impact and Effort Expected</b>	
<b>Service or Committee Tier</b>	<b>Service Role or Committee Examples</b>
Tier 1	Library committee member (e.g., Web Committee, Collection Development Committee, Library Faculty Advisory Committee, Travel Committee, Library Systems Platform Group), Member of library task force
Tier 2	Member of Ad Hoc (Governance) Task Force, Governance Councils (Athletics Advisory Council, Budget and Finance Planning Council, Committee on Inclusive Excellence , College Core Council, College Promotions and Tenure Committee, Community Engaged Learning Council, Cultural and Intellectual

<b>Examples of Campus Service by Breadth of Impact and Effort Expected</b>	
<b>Service or Committee Tier</b>	<b>Service Role or Committee Examples</b>
	<p>Community Council, Environmental Sustainability Council, Facilities and Construction Planning Council, Global Engagement Council, Graduate Studies Council, Honors and Scholars Council, Mentored Research and Internships Council, Sabbaticals Council, Self-Designed Major Council, Support of Scholarly Activities Council, Teacher Education Council, Teaching and Learning Council)</p> <p>Chair of PRC Subcommittee</p> <p>Member of Faculty Senate</p> <p>Faculty union vice president, treasurer, secretary, representative, or committee chair</p> <p>Chair of library committee or task force (e.g., Web Committee, Collection Development Committee, Travel Committee)</p> <p>Chair of librarian search committee, Library/Program Self-Study Member, Library-wide governance committee (Library Steering, Library Strategic Planning, Library Building and Safety)</p>
Tier 3	<p>Member of CFA, CSCC, IRB</p> <p>Member of search committee for President, Provost, Dean</p> <p>Chair/co-chair of Ad Hoc (Governance) Task Force, Governance Councils (Athletics Advisory Council, Budget and Finance Planning Council, Committee on Inclusive Excellence, College Core Council, College Promotions and Tenure Committee, Community Engaged Learning Council, Cultural and Intellectual Community Council, Environmental Sustainability Council, Facilities and Construction Planning Council, Global Engagement Council, Graduate Studies Council, Honors and Scholars Council, Mentored Research and Internships Council, Sabbaticals Council, Self-Designed Major Council, Support of Scholarly Activities Council, Teacher Education Council, Teaching and Learning Council)</p> <p>Library Faculty chair</p> <p>Member of Faculty Senate Executive Board</p> <p>Chair of Library-wide governance committee (Library Steering, Library Strategic Planning, Library Building and Safety)</p> <p>DEI efforts and initiatives, diversity representation on search committees, and support/mentoring of minoritized students, faculty, staff, and campus/community groups by BIPOC/women/trans/queer/disabled faculty</p>

Examples of Campus Service by Breadth of Impact and Effort Expected	
Service or Committee Tier	Service Role or Committee Examples
Tier 4	Chair/co-chair of Committee on Faculty Affairs (CFA), Committee on Student and Campus Community (CSCC), Institutional Review Board (IRB) Chair/co-chair of Search committee for President, Provost, Dean Faculty senate president Faculty union president

### 3. Roles, Responsibilities, and Rights

#### 3.1. The Candidate

The College expects exemplary achievement in the areas of teaching or librarianship, scholarly/creative/ professional activity, and service, and strives to hire faculty who will be successful in the evaluation process and will continue to develop professionally.

It is the candidate's responsibility to present and explain their case for reappointment and/or promotion. The application materials should be organized and focused in order to convey the information that is most relevant in the record of achievement. The candidate needs to establish the exemplary nature of their record of achievement and to identify how their accomplishments meet specific expectations as described in the Disciplinary Standards.

The candidate must 1.) ensure that all required components of the Standard Application for Reappointment and/or Promotion are included in the application packet, and 2.) coordinate with the PRC to arrange peer reviews of teaching and, if applicable, help create a list of potential external reviewers (see sections 3.2.3 and 3.2.4). Applications that are missing a required section, or that do not adhere to the timeline established herein, will not be considered by the PRC or the Dean. Applications that are missing elements within sections will be evaluated by the PRC and the Dean, although such omissions are likely to lower the candidate's likelihood of reappointment and/or promotion. Nonetheless, the PRC will use its discretion in evaluating such applications, and will consider any omissions in light of the application as a whole.

The candidate may choose to have a conference with a member of the PRC to review the completeness of the application and may appear before the PRC to amplify and explain documentation submitted with the application. In preparing application materials, the candidate also needs to coordinate with the department chair (or the chair of the PRC if there is no department chair or the department chair is a candidate) to ensure that the materials from the PRC (e.g., peer teaching observations) are received in a timely manner.

### **3.1.1. Reappointment (including Tenure with Select Promotions)**

For several decades, reappointment (including tenure) and promotion were separate processes at TCNJ, with the former occurring in the spring and the latter in the fall. In 2014, the State of New Jersey revised its tenure statute, requiring “6 consecutive academic years, together with employment at the beginning of the next academic year,” which in turn permitted TCNJ to align standards for select promotions with those for tenure. Hence, pre-tenure candidates can now be awarded promotion to Associate Professor, to Librarian II, or if desired, to Librarian I, concurrent with their reappointment with tenure.

Applications for promotion to Associate Professor, Librarian II, and Librarian I can also be submitted by pre-tenure, Year 1-4 candidates (if eligible), and by tenured (or approved for tenure), Year 6+ candidates during the Fall promotion cycle (see Sections 6 and 7 below).

- Pre-tenure candidates should not apply during Year 5 for fall promotion to Associate Professor, Librarian II/I, as their promotion decision will be made concurrent with their tenure decision during the spring Year 5 reappointment process.
- Applications for promotion to Professor or Assistant Director in the Library can only be submitted during the fall promotion cycle (see Sections 6 & 7).
- Intent to apply for promotion for Clinical Specialists and Lecturers must be submitted February 15, or the soonest business day thereafter, of the calendar year in which they will submit their application materials. Application materials for reappointment or reappointment with promotion must be submitted by September 15, or the soonest business day.

### **3.1.2. Coordination with Department PRC**

Pre-tenure candidates must coordinate peer reviews of teaching with their Department PRC, to have at least 2 peer reviews per academic year. Post-tenure promotion candidates must coordinate with their PRC to have at least 1 peer review every other year. See sections 3.2.3.2.1 and 3.2.3.2.2 for more information.

Candidates for promotion to Professor or Assistant Director in the Library must collaborate with their PRC to create a list of potential external reviewers (see section 3.2.4). And under special circumstances, candidates for promotion to other levels who desire external review must also collaborate with their PRC to create a list of potential reviewers (see section 3.2.4.2).

Candidates for promotion to Senior Clinical Specialist/Senior Lecturer or

Master Clinical Specialist/Master Lecturer must coordinate peer reviews of teaching with their Department PRC, to have at least 3 peer reviews from the preceding 3 academic years at the time of their application. See section 9 for more information.

### **3.1.3. Early Tenure by Exceptional Action**

Those applying for tenure early by exceptional action will follow the same timeline as those who apply for tenure at the ordinary time. A candidate who wishes to apply for tenure on an earlier-than-normal timeframe should discuss the process with the PRC and the dean.

*It is essential that the candidate understands that the review may result in notice of non-reappointment.*

The minimum standards for early tenure are:

- 2 consecutive academic years of full-time employment
- overall, the candidate should have 5 years of professional experience contributing to a teacher–scholar or librarian-scholar position
- the determination of the number of years of prior experiences is an administrative one and should be made at the time of hiring and should then become part of the candidate’s personnel file
- the candidate must meet the criteria for Associate Professor or Librarian with tenure.

### **3.1.4. Modified Reappointment Due to Qualified Life Event<sup>14</sup>**

A candidate who experiences a qualifying life event, as defined below, and who takes any combination of leave (i.e., sick, vacation, family, or medical leave) for a period of at least four weeks (20 days) or who experiences the qualifying life event after June 30 but before the commencement of the following fall semester may have the timelines, established below, modified in accordance with this section.

Qualifying life events for purposes of this section are those events entitling the candidate to leave pursuant to the New Jersey Family Leave Act (“NJFLA”) and the Family and Medical Leave Act (“FMLA”), which include:

- The birth or adoption of a child of the candidate, or the foster placement of a child with the candidate to allow the candidate to care for the child;
- A serious health condition that makes the candidate unable to perform the functions of their position;

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<sup>14</sup> This section applies to all full-time faculty and librarians, regardless of date of hire.

- A serious health condition affecting the spouse, child, or parent of the candidate to allow the candidate to provide care;
- A serious injury or illness incurred in the line of duty affecting a covered service member who is the spouse, child, parent or next of kin of the candidate to allow the candidate to provide care,
- A qualifying exigency arising out of the fact that the spouse, child or parent of the candidate is on covered active duty (or has been notified of an impending call or order to covered active duty) in the Armed Forces;
- An act of domestic violence or a sexually violent offense committed against the candidate or the candidate's spouse, domestic partner, civil union partner, child or parent in accordance with the NJ SAFE Act.

A candidate who satisfies the above requirements may be considered for reappointment pursuant to the modified timeline provided in this section. To be eligible for reappointment pursuant to the modified reappointment and tenure review timeline, a candidate must inform the Office of Human Resources ("HR") of:

- the occurrence of the qualifying life event;
- if the event occurs during the contract period the candidate's desire to use some form of accrued leave in accordance with current HR procedures; and
- the candidate's desire to be considered pursuant to the modified timeline.

The candidate must provide notice of the qualifying life event within twelve (12) months of its occurrence and provide required supporting documentation in accordance with HR procedures.

Upon verification of the qualifying life event, approval of requested leave, if applicable, and receipt of the candidate's decision regarding the modified reappointment and tenure review timeline, HR will notify the Office of Academic Affairs, the Dean of the candidate's home department/program, and the chair of the candidate's home department/program, with confirmation to the candidate, that the modified reappointment and tenure review timelines should apply to the candidate.

Once the candidate is placed on the modified reappointment and tenure review timeline, they will be subject to the modified timelines for all years subsequent to the occurrence of the qualifying life event through the decision to grant or deny tenure. If the candidate does not wish to have the modified process applied for all subsequent years, the candidate shall notify HR and the Office of Academic Affairs no later than April 1 of the year in which the candidate wishes



to return to the ordinary timelines established above, for the remaining years of review.

NOTE: Candidates should be aware that if they elect the modified timeline, they will not receive notice of the reappointment decision until the year subsequent to the year for which the candidate is being reviewed. This may result in receiving notice of a reappointment decision in the terminal year of a candidate's employment term, e.g., a candidate could be notified that they will not be reappointed (with tenure) in as late as December of the candidate's final year of employment.

The procedures and timelines provided in this section are subject to and shall be consistent with N.J.S.A. 18A:60-6 *et seq.* (the "Tenure Law") and the terms and conditions of any applicable binding agreement between the State of New Jersey and the Council of New Jersey State College Locals (the "Agreement"). To the extent that any provision of The Application Process for Reappointment and Tenure is inconsistent with the Tenure Law, the Tenure Law shall prevail. To the extent that any provision of The Application Process for Reappointment and Tenure is inconsistent with the Agreement then in effect, that the Agreement shall prevail.

A candidate following the modified reappointment process shall be held to the same standards of reappointment as any similarly situated candidate following the ordinary (non-modified) reappointment process.

#### **3.1.5. Promotion (separate from reappointment with tenure)**

Applications for promotion to Professor or Assistant Director in the Library can only be submitted during the fall promotion cycle (see Section 5).

Applications for promotion to Associate Professor, Librarian II, and Librarian I may be submitted during the fall promotion cycle by tenured (or approved for tenure), Year 6+ candidates and by pre-tenure, Year 1-4 candidates (if eligible; see Section 5).

- Pre-tenure candidates in Year 5 should NOT apply for fall promotion to Associate Professor, Librarian II/I, as their promotion decision will be made concurrent with their tenure decision during the spring, Year 5 reappointment process.

#### **3.1.6. Right to Appeal Decision of the CPTC**

Candidates for tenure and/or promotion have five (5) business days after receipt of the CPTC's recommendation to submit an appeal. (If candidates will be traveling during the appeal period, they must notify the CPTC chair and Academic Affairs fourteen (14) days in advance, should alternate arrangements be necessary due to limited access to suitable videoconferencing. Reasonable

arrangements will be worked out between the candidate, CPTC chair, and Provost's Office.) Information on the dates and procedures for making an appeal is included in the CPTC's letter of notification to the candidate. Compelling evidence must be submitted in order to warrant a change in the CPTC's recommendation. See Section 3.4.

### **3.1.7. Withdrawal of Promotion Application**

A candidate for fall promotion may, at any time in the process, withdraw the application for promotion without prejudice. An application is withdrawn by submitting a letter to the chair of the PRC or CPTC, dean, provost, or president, depending upon the stage of the application process.

### **3.1.8. Promotion Procedure Grievances**

Claims of violation of procedures must be reported to the President of the College by the individual grievant within twenty-one (21) days from the date on which such claimed violation took place or twenty-one (21) days from the date on which the individual grievant should have reasonably known of its occurrence. In the event of failure to report the occurrence within such twenty-one day period, the matter may not be raised in any later grievance contesting the validity of the CPTC's recommendation or any action based thereon (State-Union Agreement, Article VII, F.5).

Within seven (7) calendar days of the final recommendation of the CPTC to the Provost, a candidate may initiate a grievance through the Union based on the allegation that, after timely filing of their application, the promotion procedure was violated or that there was breach of the rights of the candidate concerning discrimination or academic freedom. Such a claim, if sustained, will result in a reprocessing of the application on an expedited basis. A final recommendation in such case shall be made to the Provost no later than the date specified in the Promotion Timeline (See 6.2.; see also State-Union Agreement, Article XIV, G).

## **3.2. The Department Promotion and Reappointment Committee (PRC)**

Departments (and programs) must strive to appoint faculty who will contribute directly to the College's mission of offering a quality educational experience to highly talented students in a residential setting. Departments must share the College's commitment to exemplary achievement in the areas of teaching or librarianship, scholarly/creative/professional activity, and service. Departments have a special responsibility to encourage and guide untenured faculty throughout their probationary period and to assist in their professional development specifically through an articulation of expectations and standards, mentoring and performance assessment.

To this end, it is the department's responsibility to:

- Inform new faculty about the expectations for performance. The standards that mark excellence in scholarly/creative/professional activity may differ significantly among disciplines and even sub-disciplines. The accepted Disciplinary Standards of the appropriate department(s) or program(s) should be consulted (and made available to every candidate for promotion). It is the responsibility of the PRC (or its equivalent) to consult when necessary with the Dean and Provost about reasonable expectations for a given discipline or sub-discipline, based on the Disciplinary Standards of the department(s) or program(s). Ultimately, it is the responsibility of the PRC to make clear to each candidate what these reasonable expectations are.
- Consult with the candidate and, when necessary, the Dean about reasonable expectations for scholarship/creative/professional activity in the candidate's discipline, based on the accepted Disciplinary Standards of the department(s) or program(s), as well as the expectations for teaching and service. This consultation, which may be accomplished by a subcommittee of the PRC in large departments or programs, must occur in the first year of appointment and should then be revisited periodically, including early in the spring semester prior to the submission of an application for reappointment, tenure, or promotion. Such meetings are not meant to produce a document that is binding on the PRC or the candidate, but rather should provide mentorship to faculty so that they may better navigate the reappointment, tenure, and promotion processes.
- Discuss with new faculty progress toward these performance expectations.
  - In probationary years one (1) and four (4) (in the event the candidate has been reappointed to a 5th and 6th year in year three (3)), this discussion will result in a letter summarizing the feedback and advice from the PRC to the candidate with a copy sent to the Dean;
  - In probationary years two (2), three (3) and five (5) (and in year four (4) when the candidate has been reappointed to only a 5th year in year three (3)), this discussion will result in an evaluation report from the PRC to the Dean;
- Establish an active program of systematic support (helpful mentoring related to teaching or librarianship; scholarly/creative/professional activity; department/school/campus/community service; and application for external support). The mentoring program should be explained in a document that is given to each candidate upon appointment.
- Coordinate with the candidate having post-tenure faculty observe and review the teaching of new faculty twice each year. The format and content of the peer reviews should conform to the guidelines set forth below.
- Read and evaluate carefully the candidate's Standard Application and all supporting materials.
- Prepare a constructive, Year 1-5 evaluation report that characterizes and assesses:
  - the quality of the candidate's teaching, academic advising, and student mentoring, including an analysis of student and peer reviews, teaching materials, curricular and course development (for librarians, a comparable analysis of relevant materials);

- the quality and quantity of the candidate's scholarship, with an indication that the expectations described in the Disciplinary Standards were met, and with special attention to its significance in its particular field and sub-field;
  - the candidate's contribution to the health and vitality of the department/program as well as the campus community; and
  - efforts made by the department/program to mentor the candidate.
- Work with post-tenure faculty seeking promotion to ensure that they have had at least two peer reviews of teaching during the three years prior to their application for promotion. (Note: According to the guidelines set forth in 3.2.3., these reviews must have occurred, at the latest, in the spring semester prior to the submission of the candidate's application since promotion materials are due to PRCs in early fall.)
- Evaluate pre- and post-tenure promotion applicants in terms of the Bases and Standards for Evaluation and the relevant *Disciplinary Standards*, with a careful, thorough, and thoughtful analysis that considers the candidate's strengths and weaknesses. Ensures that all major parts of the *Standard Application for Reappointment and/or Promotion* are present in the candidate's packet. Recommend for promotion only those candidates who clearly warrant such promotion.
- Complete the Department/Program Recommendation for Reappointment and Promotion indicating how the application materials demonstrate that the recommended candidates are eligible in terms of the Bases and Standards for Evaluation and how the candidate's scholarship/creative/professional activity meets specific expectations described in the Disciplinary Standards. Only one recommendation will be forwarded for each candidate.
  - All members of a PRC typically will sign the recommendation.
  - By signing a recommendation, members of the PRC indicate their participation in the decision-making process and verify that the recommendation accurately reflects the decision of the PRC; signing does not necessarily indicate that that person concurs with the ultimate recommendation.
  - A PRC member may refuse to sign the recommendation *only* in the event that the member believes the recommendation does not accurately reflect the decision of the PRC or that there exists a violation of the process set forth in this document.
  - Any PRC member who refuses to sign the PRC's report/recommendation *must* send a written explanation for their refusal to sign to the appropriate Dean.
- Provide feedback to all non-recommended promotion candidates that, as set out in the Bases and Standards for Evaluation, improvement is needed in one or more of the following: teaching/librarianship; scholarly/professional/creative activity; service. Note: The feedback provided should be given careful attention and consideration in a future PRC's evaluation of a subsequent application for promotion.

- Limit discussion to the candidate's application, supportive documents and evaluation materials as they apply to the Bases and Standards for Evaluation found in Section 2 of this document. PRC members do not serve as advocates for any candidate.
- Give the candidate a copy of the recommendation for their records and forwards any response from the candidate as part of the candidate's application.
- Forward the application materials of all recommended and non-recommended candidates who indicate that they wish to continue their applications, along with the departmental recommendation for each of these candidates, to the Dean for consideration.

### **3.2.1. Membership/Eligibility**

#### **3.2.1.1. Minimum Number**

A department or program of ten (10) or fewer members must have at least three (3) members on its Department Promotion and Reappointment Committee (PRC); a department of more than ten (10) members must have at least five (5) members. In cases where the department chair does not vote, they may serve ex officio but is not counted among the number of individuals making up the PRC.

Senior Clinical Specialists/Senior Lecturers and Master Clinical Specialists/Master Lecturers may serve on PRCs for other Clinical Specialists/Lecturers and Master Clinical Specialists/Master Lecturers but must recuse themselves from all promotion and reappointment discussions for Tenure Track candidates.

#### **3.2.1.2. Eligibility of Members**

PRC members must be tenured or approved for tenure with the exception of the department chair/program director who, even if untenured, may, at the choice of the department/program, serve ex officio with vote. Candidates for promotion are eligible for the PRC, but must recuse themselves from all promotion discussions.

#### **3.2.1.3. Outside Members**

A department/program with insufficient tenured or approved for tenure members available to serve on its PRC may elect members of other departments/programs who meet eligibility requirements. Each department/program shall file with the appropriate Dean the names of up to three (3) departments/programs representing related or cognate disciplines from which it may elect members. A department/program with insufficient membership on its PRC will poll the members of the identified departments/programs to

determine who is interested in serving. These names shall be placed on a departmental/programmatic ballot, and a sufficient number shall be elected to bring the number on the PRC to the required minimum.

A candidate whose appointment is in a single department or program but who self-identifies the scholarly/creative/professional activity as interdisciplinary may request representation on the PRC by member(s) of other relevant departments or programs. The number of outside members will be based on the size of the PRC, and should not exceed 1/3 of the total PRC membership. The outside member(s) would serve on the PRC only for the evaluation of that candidate. The addition of outside member(s) will be jointly determined by the PRC and the candidate in consultation with the Dean of the candidate's home department/program.

#### **3.2.1.4. Service on Multiple Committees**

A faculty member or librarian may serve on the PRC of different departments/programs.

Faculty or librarians serving on a PRC who also serve on the College Promotions and Tenure Committee (CPTC) should recuse themselves from the promotion process within their own departments/programs.

#### **3.2.1.5. Joint-Appointments**

A PRC consisting of members of all departments or programs involved will be formed for each reappointment, tenure, or promotion case involving a joint-appointment. If the department(s) or program(s) with which the candidate is affiliated have ten (10) or fewer members between them, they must elect a PRC of at least three (3) members, with one (1) member drawn from each of the two affiliated department(s) or program(s). Assuming that there exists a sufficient number of tenured faculty in both departments or programs, then the candidate shall have the right to designate from which of the affiliated department(s) or program(s) the third member shall be elected. If there exists an insufficient number of tenured faculty in both departments or programs, then the third member of the PRC must be drawn from whichever department or program has a tenured or approved for tenure faculty member who is able to serve on the PRC. If neither department or program has a sufficient number of tenured or approved tenure faculty, then the third member of the PRC must be drawn from a related cognate

discipline suggested by the candidate and approved by the Office of Academic Affairs.

If the department(s) or program(s) with which the candidate is affiliated have more than ten (10) members between them, they must elect at least five (5) members to the PRC, with two (2) members drawn from each of the two affiliated department(s) or program(s). Assuming that there exists a sufficient number of tenured/approved for tenure faculty in both departments or programs, then the candidate shall have the right to designate from which of the affiliated department(s) or program(s) the fifth member shall be elected. If there exists an insufficient number of tenured/approved for tenure faculty in both departments or programs, then the fifth member of the PRC must be drawn from whichever department or program has a tenured/approved for tenure faculty member who is able to serve on the PRC. If neither department or program has a sufficient number of tenured/approved for tenure faculty, then the fifth member of the PRC must be drawn from a related cognate discipline suggested by the candidate and approved by the Office of Academic Affairs.

Like other PRCs, members of joint-appointment PRCs must be tenured/approved for tenure with the exception of a department chair or program director who, even if untenured, may, at the choice of the department, serve ex officio with vote. Candidates for promotion are eligible for the PRC, but must recuse themselves from all promotion discussions. In the event that a member must recuse himself, then a replacement PRC member must be added to the PRC in accordance with the procedures outlined in the previous two paragraphs.

### **3.2.2. Selection of Committee Members**

- The department may, by simple majority vote of tenured, tenure track, and non-tenure track teaching members, designate PRC membership to be comprised of all tenured and approved for tenure faculty members as well as Senior Clinical Specialist/Senior Lecturers, and Master Clinical Specialists/Master Lecturers in the department or;
- Where a department chooses to elect its members, it will develop election procedures and conduct elections. Tenured, Tenure Track, and NTTP members are eligible to participate in these elections. Elections will be conducted no later than the date specified in Timeline 6.4.
- By the date specified in Timeline 6.4, the department will notify the appropriate dean, who in turn will file with Academic Affairs, the names of its PRC members and chair for the upcoming academic year.

- In the event that a department will have candidates needing external reviews in advance of the upcoming academic year, the incoming PRC will be responsible for coordinating any external review processes. This is to ensure continuity of the PRC throughout a candidate's promotion process.
- All PRC selection procedures will be filed with the Office of Academic Affairs (through the appropriate Dean). Prior to implementation, these will be reviewed jointly by the Union and the College to assure fairness and equity. Once reviewed, departmental selection procedures will be made public.

### **3.2.3. Peer Review of Teaching**

#### **3.2.3.1. Introduction**

Peer feedback on teaching serves two purposes. Its primary purpose is fostering continued development of the faculty member's teaching and thereby enriching students' learning. This benefit is most marked if the feedback identifies both strengths and weaknesses of the teacher and provides specific suggestions for improvement. For this reason it is accepted that peer feedback reports may not always be uniformly positive.

The secondary purpose of peer review of teaching is to inform the department and the College. The College needs to evaluate the effectiveness and quality of the teacher-scholar's teaching when making decisions about reappointment, tenure and promotion. The College expects faculty members to aspire to be teachers of the first order. Thus, candidates for reappointment and promotion must exhibit high caliber, effective teaching. This implies that teachers must demonstrate outstanding teaching practices as described in the bases and standards for promotion and for reappointment and tenure and must demonstrate a commitment to continued growth as a teacher. The positive feedback in a peer feedback report provides candidates with evidence and validation of their outstanding teaching practices. The suggestions for improvement in the peer feedback report provide candidates with a framework for discussing their growth as teachers in their discussion of teaching effectiveness in the Standardized Curriculum Vita (see 7.F.V.A.2) of the Standard Application for Reappointment and/or Promotion.

The Department/Program Promotion and Reappointment Committee (PRC), the Dean, the College Promotions Committee (CPTC), and the Provost are expected to use the peer feedback reports as one piece of their evaluation of the candidate's teaching. The peer feedback process provides two important sources of evidence of teaching effectiveness: the reports provide evidence of the teaching practices



of the candidate; and the candidate's reflection (in 7.F.V.A.2 of the Standardized Curriculum Vita that is part of the Standard Application for Reappointment and/or Promotion) on the feedback provided by the peer observers demonstrates the candidate's ability and willingness to grow as a teacher.

### **3.2.3.2. Frequency of Peer Reviews**

So that faculty members seeking reappointment and promotion have regular feedback for professional development and so that the PRC, Dean, CPTC, and Provost have ample information for making decisions about reappointment and promotion, faculty members should follow the guidelines enumerated below. Any faculty member may request more frequent peer observations of their teaching.

#### **3.2.3.2.1. Candidates for Reappointment**

Faculty members who have not yet been granted tenure should be peer-observed by a tenured faculty member twice each year, where an observation also includes both pre- and post-observation meetings as described below. This timeline will usually result in one observation being completed during the spring semester before reappointment materials are due. Ideally, the observations will be appropriately timed to allow the faculty member being observed to demonstrate a response to feedback from prior observations.

#### **3.2.3.2.2. Candidates for Promotion**

Faculty members anticipating promotion should be observed by a peer once every other year, excluding sabbatical years and leaves-of-absence, in order to document their development as teachers. Faculty seeking promotion must have at least two teaching observations distributed over the three full academic years prior to the application date for promotion. Ideally, the observations will be appropriately timed to allow the faculty member being observed to demonstrate a response to feedback from prior observations.

### **3.2.3.3. Reviewer and Course Selection**

To ensure that feedback is most constructive for the candidate, as well as the PRC, Dean, CPTC, and Provost, the choice of reviewers should be made by the candidate in consultation with the PRC and the Dean, with the PRC bearing final responsibility for timeliness of review

scheduling and submission of evaluation reports. Most reviews will be made by members of the candidate's own department, but reviews by members of other departments may be more appropriate at particular times, such as for candidates in interdisciplinary fields, and are encouraged. The selection of the course to be observed should also be made by the candidate in consultation with the PRC and the Dean. The selection of the reviewer and course to be reviewed should occur by the third week of the semester in which the review is to occur. As indicated in 3.2.3.2.2, the peer review of candidates for promotion should occur no later than the spring semester prior to the candidate's submission of their application and supporting materials. Peer review of candidates for reappointment should take place early enough in the spring semester so that the observation process is completed before the due dates for submission of reappointment materials, as described in 3.2.3.2.1. This will allow the candidate to have sufficient time to incorporate the peer feedback process into their reflection of high caliber, effective teaching as described in Section 2.2.

#### **3.2.3.4. Process for the Peer Observation of Teaching**

The process for the observation is described below; it includes a pre-observation meeting, the observation itself, and a post-observation meeting. Once the course and reviewer have been selected, the candidate and the reviewer will agree upon a date for and duration of the classroom observation which should occur by week 12 of the current semester. The expectation is that the observation will last for at least one hour. The faculty peers will also agree upon a date for the pre-observation meeting, which should occur during the week prior to the observation; and a date for the post-observation conference, which should occur within a week after the class observation.

Three factors contribute to successful classroom observations:

- A pre-observation meeting
- The observation, and
- The post-observation meeting.

The peer observation/feedback of teaching provides a strong outcome when the process is collaborative. In order to prepare both participants, each observation must follow three phases. In the first step, the observer meets with the faculty member under review to discuss the course and the particular class to be observed. This helps provide context for the observer. It also initiates or strengthens a formative aspect of this review process.

In the second step, the observation occurs and the observer completes a draft of the Peer Feedback Report.

In the third and final step, the faculty peers meet to review the observed session and to share their perspectives on the experience. This phase serves as an opportunity for a formative experience, in which constructive feedback is provided and strategies for continued development are discussed. After this meeting, the observer completes a final version of the Peer Feedback Report.

The following guidelines outline the process for the conduct of each of these three activities.

**3.2.3.4.1. Responsibilities of the Candidate/Department/Program**

- Peer observations for candidates seeking reappointment must be scheduled twice each year.
- Candidates seeking promotion must ensure that they have completed at least two teaching observations distributed over the three full academic years prior to the application date for promotion.
- Additional observations may be scheduled at the candidate's request.
- It is the responsibility of the PRC to ensure that all Peer Feedback Reports submitted within the past four years are included in a candidate's application materials for reappointment, tenure and promotion. Therefore, a record of candidates' peer observations will be carefully maintained by the candidate's Department (or primary Department, in the case of joint appointments).
- By the third week of the semester, an agreement among the PRC, the observee, and appropriate peer observer regarding the observation will be finalized.
- The observer and observee will agree upon a date for and duration of the classroom observation which should occur by week 12 of the current semester. The expectation is that the observation will last for at least one hour. The faculty peers will also agree upon
  - a date for the pre-observation meeting, which should occur during the week prior to the observation, and
  - a date for the post-observation conference, which should occur within a week after the class observation.

#### **3.2.3.4.2. Responsibilities of the Dean**

The role of the Dean is to ensure that the peer observation process serves to foster continued development of faculty members' teaching. The Dean should guide the PRC in focusing on the goals and outcomes of the peer observation process, and may periodically review the quality of observation reports to determine whether individual observers are meeting expectations and providing meaningful feedback. The Dean is not expected to manage the peer observation process, or to authorize the selection of peer observers.

#### **3.2.3.4.3. Responsibilities of Peer Observer and Faculty Member**

- Pre-observation Meeting Guidelines
  - Prior to the pre-observation meeting, the faculty member to be observed prepares the following materials for the observer to review. These materials should be made available far enough in advance of the pre-observation meeting to allow the observer to review them carefully.
    - Syllabus of the course to be observed
    - A summary of the class session to be observed, including
      - Content (summary of the class)
      - Goals and objectives of the class, including student learning outcomes for the course and how these are related to program goals and/or College Core goals
      - Intended pedagogical approaches and activities, e.g., cooperative learning, small groups, discussion, student presentations, multimedia, etc.
  - The pre-observation meeting should focus on how the course will meet the College's expectations for excellence in teaching. The following are suggested topics for the pre-observation meeting:
    - State the expectations for student learning from this session.
    - Describe the activities that will allow students to meet the session's expectations.
    - Specify what the students have been asked to do to prepare for this session.

- Discuss any specific planned approaches/activities on which the faculty member being observed would like feedback.
- Observation Meeting Guidelines: The peer observer will attend the class session on the identified date. After the class observation, the peer observer completes a written Peer Feedback Report using the Guidelines for the Content of the Peer Feedback Report below. The Peer Feedback Report should be completed prior to the post-observation meeting.
- Post-Observation Meeting Guidelines: In order to provide an entrée into a sincere dialogue about teaching, the observed faculty member should be permitted to begin the conference by speaking about their perspective on the class that was observed and the elements of the Peer Feedback Report. In addition, the observer should share their observations with the faculty member. The peers may use this opportunity to enter into a discussion leading to continued development/improvement in teaching.

After the post-observation meeting the observer will finalize the peer feedback report and submit copies to the candidate and to the PRC. As noted in the introduction to this document, the primary benefit of peer feedback is to foster the continued development of the candidate's teaching. The candidate's reflection on this feedback, especially the suggestions for improvement in teaching, will allow the candidate to demonstrate an ability and willingness to grow as a teacher.

- Guidelines for the Content of the Peer Feedback Report

This Report is to be written after the class observation and to be discussed at the post-observation meeting, and should consider the observed class in light of objectives discussed in the pre-observation meeting. Listed below are areas that may be appropriate to address in the Report, with suggested prompts for considering

each of these categories. These are not requirements, but guidelines; the pre-observation meeting with the candidate will help the observer determine which of these categories could be most relevant to the observation. The Report should identify strengths and areas for improvement, with specific suggestions for improvement. The purpose of this feedback is to foster continued development in teaching.

#### Course Materials

- Course syllabus provides students with needed information, and learning goals are clear
- Assignments and workload are consistent with course level and department expectations, and the nature of the assessments is appropriate
- Course activities are reasonable strategies to meet learning goals

#### Organization of Observed Class

- Instructor is prepared for class
- Instructor uses class time effectively
- Instructor states the objectives for the class

#### Content Knowledge

- Instructor is knowledgeable about the subject matter
- Instructor provides appropriate content detail
- Instruction is aimed at an appropriate level
- Instructor communicates the reasoning process behind concepts

#### Clarity

- Instructor explains subject matter clearly (e.g., uses examples, relates course material to practical situations)
- Instructor responds effectively to questions
- Instructor actively monitors student comprehension

#### Instructional Strategies

- Instructor uses reasonable techniques in support of learning goals (e.g., raises

stimulating questions, effectively moderates discussion, facilitates group work, uses multimedia effectively)

- Learning activities are well-organized

#### Presentation Skills

- Instructor is an effective speaker
- Instructor uses supplements effectively to support presentation (e.g., board work, handouts, multimedia)
- Instructor projects enthusiasm for the subject matter

#### Rapport with Students

- Instructor interacts with students effectively
- Instructor engages students in the learning process
- Instructor welcomes multiple perspectives, where appropriate

### **3.2.4. External Review**

External Review is required for candidates seeking promotion to the rank of Professor or Assistant Director in the Library. The external review process is supervised by the PRC.

In special circumstances, candidates may request to use external review for promotion to Associate Professor, Librarian II, or Librarian I (see “Candidate’s responsibilities” in Section 3.2.4.2.).

#### **3.2.4.1. Background**

External review of scholarly/creative/professional activity provides the Department Promotion and Reappointment Committee (PRC), deans, College Promotion Committee (CPTC), and Provost with a viewpoint on the candidate’s scholarly/creative/professional activity provided by an expert in the candidate’s field. Promotion to Professor requires a sustained pattern of achievement since attaining the rank of Associate Professor, with evidence indicating the maturation of the scholarly/creative/professional record. External reviewers are uniquely qualified to describe how the candidate has made scholarly/creative/ professional contributions and evaluate how the candidate’s scholarly/creative/professional record has matured. The PRC, deans, CPTC, and Provost are expected to use the external reviews as only one piece of their evaluation of the candidate’s scholarly/creative/professional

activity. The letters are meant to inform, not determine, the promotion decision.

The integrity of the external review process is maintained by concealing the identity of the external reviewers. This enables the external reviewers to provide candid evaluations and encourages reviewers to agree to write a letter. The external reviewers' identities are always concealed from the candidate and typically concealed from all the parties evaluating the candidate (i.e., PRC, deans, CPTC, and Provost) to guard against bias and focus evaluations on the quality of the arguments in the external review. Only at the request of the candidate, the external reviewer identities may be revealed to all evaluating parties in order to provide context of the external review letter.

#### **3.2.4.2. Step 1 – Selection of two appropriate reviewers**

Characteristics of appropriate external reviewers

- The candidate and the PRC, with input from the Dean, will create an annotated list of qualified external reviewers (detailed below). Qualified reviewers will have a variety of different characteristics. Although this list is not exhaustive, some appropriate characteristics might include faculty who work at primarily undergraduate institutions, individuals with a distinguished record of scholarship, members of appropriate professional organizations, and individuals with appropriate professional credentials.
- Appropriate reviewers should not be in a position to benefit from the promotion of the candidate. In keeping with standard professional principles regarding conflict of interest, no reviews may be made by relatives or household members of the candidate; former thesis advisors or thesis students of the candidate; individuals with whom the candidate has collaborated within the past four years; individuals with whom the candidate has a financial relationship; individuals for whom the candidate's spouse, parents, or dependent children work; or individuals who have employed the candidate within the past 12 months.

Candidate's responsibilities

- Candidates for promotion to Professor or Assistant Director in the Library must notify their department/program and Academic Affairs of their intention to seek promotion (and thus



their need for external reviews) by the date specified in Timeline 6.3.

- Candidates *for promotion* to Associate Professor, Librarian II, or Librarian I who seek external review under special circumstances, must write a letter to the PRC requesting to use external review in their promotion process, by the date specified in Timeline 6.3.  
Candidates *for reappointment* who seek external review under special circumstances must write a letter to the PRC requesting this review by the date specified in Timeline 6.3 of the year *preceding* their summative review.
  - The letter must provide a clear rationale that describes why an external review will inform the evaluation of the candidate's scholarly/creative/professional record. If approved, the candidate must notify Academic Affairs immediately of their use of external reviews.
  - In these cases, the PRC's charge to the external reviewer will differ from the charge given to reviewers for promotion to the rank of Professor.
- By the date specified in Timeline 6.3, the candidate undergoing external review creates a list of at least three potential reviewers. This list should contain the names, titles, affiliations, and qualifications of the reviewers. The list should describe the relationship between the candidate and each potential reviewer to provide evidence that the reviewer does not have a conflict of interest.

#### PRC responsibilities

- By the date specified in Timeline 6.3, the PRC also creates a list of at least three potential reviewers. This list should contain the names, titles, affiliations, and qualifications of the reviewers. The list should describe the relationship between the candidate and each potential reviewer to provide evidence that the reviewer does not have a conflict of interest. Reviewers may be found in various ways, for example through conversation with those on the list or with a co-author of the candidate or an appropriate journal editor.
- Should the PRC receive a request for external review by a candidate for promotion to Associate Professor, Librarian II, or

Librarian I, who is requesting use of external review under special circumstances, they should consult with the department chair and dean, and render their decision by the date specified in Timeline 6.3.

#### Compilation of the final list

- The candidate may remove any name on the PRC list if they provide a detailed rationale that describes why the particular reviewer could not provide an objective review of the candidate's scholarly/creative/professional activity. The final list used to select external reviewers will be produced through a collaborative process between the candidate and the PRC, although the candidate will not be involved in the ranking of the list.
- Either the PRC or the candidate may ask the Dean to resolve any disputes concerning the composite list (i.e., candidate and PRC lists) of potential reviewers.
- By the date specified in Timeline 6.3, the prospective list emerging from the PRC and candidate collaboration will be sent to the Dean. The Dean will review the list and can raise any concerns about the reviewers on the list. The PRC and candidate should collaborate to address any concerns raised by the Dean (e.g., elaborating on the reviewer's qualifications, clarifying the relationship between the reviewer and candidate, replacing a reviewer, etc.).
- By the date specified in Timeline 6.3, the list of 6 to 12 potential reviewers should be finalized and approved by the dean. The unranked reviewer list will become part of the candidate's application materials as part of "Standard Application for Reappointment and/or Promotion Item G – External Review Letters." Adding this list to the candidate's materials ensures that all evaluators (i.e., PRC, deans, CPTC, and Provost) have evidence that the review letters were prepared by qualified and appropriate reviewers. Some scholarly/creative/professional fields may be too small to identify six qualified and appropriate reviewers. Candidates with these circumstances can submit a list with fewer than 6 reviewers, but they should describe on the final list of external reviewers why the list is smaller than the minimum.

#### Ranking of the final list

- The PRC ranks the reviewers on the list. The PRC chair contacts reviewers (below) and receives the review letters. The identity

of the people who completed the reviews will not be disseminated by the PRC chair to the members of the PRC in any way. Therefore, only the PRC chair will know the identity of the external reviewers.

**3.2.4.3. Step 2 – Contacting the reviewers**

As soon as the list is finalized and ranked, the PRC chair writes to two reviewers from the ranked, composite list of potential reviewers to determine whether these individuals are willing to serve as reviewers. The template for the letter to be sent to the reviewer appears in Section 8.3.

If a reviewer declines to perform the evaluation, the PRC chair will contact another reviewer from the ranked, composite list until two reviewers agree to perform the evaluation of the candidate's scholarly/creative/professional activity. If the list of reviewers is exhausted, then the candidate and the PRC will generate additional contacts (following the procedures described earlier in "1. Selection of two appropriate external reviewers"), and the Dean should be consulted for input and assistance. The newest list of external reviewers will replace the previous list in the candidate's promotion materials. The PRC chair will contact potential reviewers until two reviewers agree to conduct the evaluation or until the reviewer does not have adequate time to complete the review (a 30 day period is a manageable timeframe, but this can be left up to the reviewer). If necessary, the PRC chair can set a later deadline to provide the reviewer time to complete the review; however, the latest deadline for an external review letter is specified in Timeline 6.3 in order to allow time for the process to continue normally.

**3.2.4.4. Step 3 – Sending materials**

As soon as the materials are ready (the candidate should have the materials ready by the date specified in Timeline 6.3) and a reviewer agrees to perform the evaluation, materials will be sent to the reviewers. The candidate's curriculum vita, a brief (two pages maximum) interpretative statement/scholarly description prepared by the candidate (optional), Disciplinary Standards (optional), and representative samples of the candidate's scholarly/creative/professional activity will be sent to the external reviewers. The candidate will identify and select the representative samples of their scholarly/creative/professional activity.

**3.2.4.5. Step 4 – Charge to the external reviewers**

Reviewers will be asked to examine the candidate's scholarly/creative/professional record and describe how the candidate has established a sustained pattern of achievement and evaluate how the candidate's record has matured (see Section 8.3 for template).

When using external review for candidates applying to the rank of Associate Professor, Librarian II, or Librarian I: Reviewers will be asked to examine the candidate's scholarly/creative/professional record and describe how the candidate has established continued achievement since the initial appointment at the College.

**3.2.4.6. Step 5 – Reviewers' evaluations**

Reviewers submit their reports to the PRC chair by the date specified in Timeline 6.3 of the calendar year of the candidate's application (the PRC and candidate can set an earlier deadline if both parties agree that an earlier deadline will facilitate the external review process). If external reviews are not received by that date, the reviewer will be contacted by the PRC chair to request immediate submission of the report. The PRC chair shall remove the name and any other information identifying the reviewer from the external review letter. Document filenames should not include information that can identify the reviewer. The redacted letter is provided to the faculty candidate for review and possible response. Should a reviewer fail to submit a report by the PRC's meeting to make its recommendation, the PRC will treat the candidate's application as complete and non-submission of the outside review will not be deemed prejudicial to the candidate. Should a reviewer submit a report too late for the candidate to have 14 days in which to make a response prior to submitting their materials, then the candidate and only the candidate can choose to include the letter in the candidate's application and waive their full 14 day period to write a response to the review. Otherwise, the late letter will not be included in the candidate's application, and the non-submission of the outside review will not be deemed prejudicial to the candidate.

All external reviewer reports dated within a period of three years prior to the application should be included in the candidate's promotion application materials; however candidates may submit more than two external reviews in subsequent promotion cycles.

**3.2.4.7. Step 6 – Candidate's optional response to reports**

By the date specified in Timeline 6.3, or within 14 days of the receipt of each reviewer's report (whichever date is later), the

candidate may respond to the external review in writing and/or may decide to have the identity of one or both of the reviewers revealed to all evaluators, namely, the PRC, Dean, CPTC and Provost. Any written response becomes part of the candidate's promotion application. Only at the written direction of the candidate should the PRC chair reveal a reviewer's identity to the evaluators. To preserve a reviewer's anonymity to the candidate, the PRC chairs should share any un-redacted letters with the evaluators manually and outside of the online review system. The identity of the reviewers should not become part of the application.

Because only a subset of candidates will choose to submit a written response and/or have a reviewer's identity revealed, evaluators should take special care to evaluate each candidate independently. The decision to have a reviewer's identity revealed is the candidate's alone and should not be influenced by department or school expectations. Because candidates make their decisions for a variety of reasons, the decision itself should never be used to determine the quality of a promotion application.

#### **3.2.4.8. Step 7 – Use of reviewers' reports**

The PRC, deans, CPTC, and Provost must evaluate the entire body of the candidate's scholarly/creative/professional activity. The letters are meant to inform, not determine, the evaluation of the candidate's scholarly/creative/professional activity. More specifically, the letters should describe the evidence that suggests the candidate has established a sustained pattern of achievement and evaluate how the candidate's scholarly/creative/professional activity has matured.

- For external review of candidates applying to the rank of Associate Professor, Librarian II, or Librarian I, reviewers only describe how the candidate has established continued achievement since their initial appointment at the College.

The PRC, deans, CPTC, and Provost should consider the reviewers' report as only one piece of evidence when determining whether or not the candidate has satisfied the criteria for promotion.

### **3.3. The Dean**

The Dean will work with departments to fulfill their obligations in an exemplary manner, and is responsible for reviewing the departmental evaluation materials (letters, reports, etc.). The Dean will oversee all departmental processes and procedures to ensure that they function to assist candidates in their professional development and to advance the

College's mission through the process of reappointment and tenure. The Dean considers institutional and school needs as well as departmental needs. For candidates undergoing a summative review process (i.e., review beyond the level of the Dean), the Dean issues an independent recommendation to the Provost. The Dean:

- Oversees (but does not manage) the PRC's peer observations of teaching.
- Consults, as requested or desired, with the candidate and PRC about the list of potential external reviewers (for candidates seeking a promotion that involve external review), and approves the final, unranked list of potential external reviewers. See sections 3.2.3.4.2 and 3.2.4.2 for further information.
- Takes the PRC's report into consideration and prepares a separate written statement for each recommended candidate and each non-recommended candidate wishing to continue. That recommendation must outline the Dean's reasoning for their decision by explaining how the application materials demonstrate that the candidate meets or does not meet the Bases and Standards for Reappointment with Tenure and Promotion and how the candidate's scholarship/creative/professional activity meets the expectations described in the Disciplinary Standards. Confirms that all major parts of the Standard Application for Reappointment and/or Promotion are present in the candidate's packet.
- Transmits the Dean's recommendation to the candidate for review and response. The candidate may, within three (3) working days of receiving the recommendation, request a meeting with the Dean to discuss that recommendation. The discussion shall take place within three (3) working days of the request. Within three (3) working days of the discussion, the Dean notifies the candidate in writing of the final recommendation. If there is any response from the candidate, it must be in writing; it becomes part of the application and is forwarded to the Provost or the CPTC.
- Conveys all review materials to the Provost or, in the event the PRC and/or the Dean recommend against reappointment for a seventh year with tenure and promotion to Associate Professor or Librarian II, to the CPTC.
- *COVID-19: Due to temporary scholarly disruptions from the COVID-19 pandemic, those pre-tenure faculty and librarians who began at TCNJ between 2016-2021 who are not recommended for reappointment by either their PRC and/or the Dean, will have their review packet forwarded to the CPTC.*

#### **3.4. The College Promotions and Tenure Committee (CPTC)**

In the event that both the PRC and Dean recommend a candidate for reappointment for a seventh year with tenure and promotion to Associate Professor/Librarian II, or

Librarian I, no consideration or action by the CPTC is required and the process moves from 3.3 (the Dean) to 3.5 (the Provost).

In the event that either the PRC or the Dean (or both) recommend against reappointment for a seventh year with tenure and promotion to Associate Professor/Librarian II, or Librarian I, the CPTC evaluates the applicant in terms of the Bases and Standards for Evaluation and the relevant *Disciplinary Standards* and recommends tenure and promotion only for those candidates who clearly warrant such promotion.

In its evaluation of candidates, the CPTC:

- Reviews and discusses all materials received from each candidate, assessing the quality of the documentation and considering the recommendations made by the PRC and the Dean.
- Gives consideration to the evaluations of promotion applications made by PRCs in the last three (3) years.
- Restricts its discussions of candidates to the Bases and Standards for Evaluation and the relevant *Disciplinary Standards*, referring to the application materials, the PRC's and Dean's recommendations, and the candidate's response(s) only. None of its members acts as an advocate of a discipline, department, program, or school. Members should avoid any conversations about candidates outside of CPTC meetings.
- Provides candidates and/or their representatives an opportunity to appear before the CPTC to amplify and explain the documentation submitted with the application. A request to appear before the CPTC must be made in writing by the date indicated on Timeline 6.2.
- Concludes its deliberations, votes on each candidate, arrives at recommendations, and notifies in writing recommended and non-recommended candidates on or before the date specified in the timelines below. The CPTC's feedback letter to non-recommended candidates must explain how, as set out in the Bases and Standards for Evaluation, the candidate has not met the Standards in one or more of the following: teaching/librarianship; scholarly/creative/professional activity; service.
- Allows the candidate to examine and respond to the CPTC's feedback letter and recommendation. Any comment or response to these from the candidate shall be forwarded to the Provost and President as part of the candidate's application.
- Hears appeals by candidates not recommended for tenure and/or promotion. Compelling evidence must be submitted in order to warrant a change in the CPTC's recommendation. After hearing a presentation by the candidate, the CPTC will vote by secret ballot. The Provost (or, in the event the Provost cannot be present, the Provost's designee) must be present for the hearing of appeals.
  - Upon completion of the appeal process, the CPTC forwards to the Provost a list of candidates it recommends for tenure and promotion and the promotion materials of the candidates. This recommendation must indicate how the

candidate meets the Bases and Standards for Evaluation. The CPTC shall notify all applicants of its final recommendations within two (2) working days after submission to the Provost. Adherence to this deadline is essential. If a CPTC does not meet the deadline, it may forego the opportunity to influence the decision.

- *COVID-19: Due to temporary scholarly disruptions from the COVID-19 pandemic, and in the event that either the PRC or the Dean (or both) recommend against reappointment of a pre-tenure faculty member or librarian who began at TCNJ between 2016-2021, the CPTC will evaluate these applicants in terms of the Bases and Standards for Evaluation and the relevant Disciplinary Standards and recommend reappointment only for those candidates who clearly warrant the same.*

#### **3.4.1. Membership/Eligibility**

No candidate for promotion can be a member of the College Promotions and Tenure Committee (CPTC).

Members must be tenured faculty and librarians who have reached the rank of Associate Professor, Professor, Librarian II, I, or Assistant Professor in the Library, or Senior/Master Clinical or Lecturer Specialist. When possible, seven (7) of the members should have the rank of Professor.

Faculty or librarians serving on a PRC who also serve on the CPTC should recuse themselves from the promotion and tenure process within their own departments/programs.

Membership by school/disciplinary category:

- When possible, the CPTC is composed of thirteen (13) faculty members and librarians drawn from a cross-section of disciplines in all schools and different departments within schools, at least seven (7) of whom shall be Professors. Thus, an ideally composed CPTC might look as follows:
  - Three (3) from the School of Humanities and Social Sciences, each from different departments/programs
  - Two (2) from the School of Science, each from different departments/programs
  - Two (2) from the School of Education, each from different departments/programs
  - One (1) from the School of the Arts and Communication
  - One (1) from the School of Business
  - One (1) from the School of Engineering
  - One (1) from the School of Nursing, Health and Exercise Science
  - One (1) from the Library



- One (1) NTTP (from any school and will only join in discussion for promotion of NTTP faculty)
- It may not always be possible to assemble a CPTC comprised of thirteen (13) people drawn from different departments/programs in each and every school in the proportions set forth in the previous section. It is more important to have a full, thirteen (13)-member CPTC than it is to have representation from every school. So, in the event that the distribution set forth in the previous section is not possible in any given year, faculty members from other Schools of similar classification may be substituted for the School lacking representation. In filling such a vacancy, a proportional balance on the CPTC should be maintained such that six (6) members are drawn from different departments or programs in the arts and sciences (i.e., Humanities and Social Sciences, Science, and the Arts and Communication, and six (6) members be drawn from departments or programs in professional schools (i.e., Education; Business; Engineering; Nursing, Health, and Exercise Science; and the Library) and One (1) NTTP (from any school)

No two members from schools with multiple representation can be from the same department.

No one may serve more often than four (4) years in a nine (9)-year period.

When others are willing to serve, no single department may represent its school for more than two (2) consecutive terms.

The Union appoints an observer.

The Provost for Academic Affairs serves as an ex officio participating member without vote.

#### **3.4.2. Term of Service**

Except for the completion of another person's uncompleted term, the term of service is three (3) years.

#### **3.4.3. Nomination and Elections Procedures**

College Promotions and Tenure Committee Election Committee

- The CPTC Election Committee consists of appointed representatives from the Union and from the College administration. This committee's role is to fill vacancies on the College Promotions and Tenure Committee by: issuing the call for nominations; overseeing the preparation of ballots; and establishing election rules and overseeing the conduct of elections.

Nominations

- The call for nominations (including self-nominations) to the College Promotions and Tenure Committee is to be made by the date specified in Timeline 6.4. All nominations should be submitted to the College Promotions and Tenure Committee Election Committee in care of the Office of Academic Affairs by the date specified in Timeline 6.4.
- In the event the call for nominations must be extended due to a lack of nominees or any other reason, all dates in Timeline 6.4 may be modified at the discretion of the CPTC Election Committee.

#### Ballot Preparation

- Voting is by school (or the library). The Office of Academic Affairs prepares the ballots for each school (or the library) in which there is a vacancy and distributes ballots electronically by the date specified in Timeline 6.4.

#### Conduct of Elections

- Voting is to be completed by the date specified in Timeline 6.4.
- The results of the electronic balloting are reviewed and verified by the College Promotions and Tenure Committee Election Committee, and the person receiving a majority vote in a school or disciplinary category is elected.
- Where no one receives a majority of the votes, a runoff election is held between the top two (2) nominees in the category. The Office of Academic Affairs prepares a runoff ballot to be delivered electronically to faculty by the date specified in Timeline 6.4., which must be submitted electronically by the date specified in Timeline 6.4. Individuals receiving a majority of votes within a category are elected.
- The College Promotions and Tenure Committee Election Committee announces election results by the date specified in Timeline 6.4.

#### **3.4.4. Operating Procedures**

CPTC membership begins on the date specified in Timeline 6.4 for each academic year.

The chairperson of the previous year (even if their term on the CPTC has expired), calls the first meeting of the CPTC by the date specified in Timeline 6.4 of the following year for the purposes of electing a new chair who will then represent the CPTC at meetings of the Committee on Faculty Affairs.

At the first meeting, a representative from Academic Affairs and/or Human Resources who is designated to review diversity and equity issues shall give an overview of affirmative action concerns and alert the CPTC to affirmative action issues as they relate to the promotion process. The College's diversity and equity designee may be asked, or may choose, to sit ex officio (without a vote) with the CPTC during its discussion and review of candidates. All results of CPTC

deliberations should be submitted to the Vice-President for Human Resources for ongoing monitoring of trends concerning equity issues.

The chairperson of the CPTC must be a faculty member or librarian and is elected by a majority of the current CPTC members at the first meeting of the academic year.

All CPTC members read this promotion document before beginning application review.

#### **3.4.5. Voting Procedures**

All candidates for one rank are discussed and voted upon before discussion and voting for another rank takes place.

Candidates within each rank are discussed in alphabetical order. Discussion may be terminated by a majority vote of the CPTC.

After thorough discussion of each candidate, CPTC members will vote "yes" or "no" by secret ballot, with the results of each ballot not announced until all candidates have been voted upon.

Candidates receiving eight (8) out of twelve (12) votes are recommended for promotion.

Candidates receiving seven (7) positive votes can be recalled once by a CPTC member. After a full discussion, a recall vote is held for these candidates, and those receiving eight (8) or more votes are recommended for promotion.

If a candidate appeals a decision of the CPTC, after hearing the relevant information from the candidate filing the appeal, the CPTC shall thoroughly discuss the merits of the appeal. Discussion may be terminated by a majority vote of the CPTC. After discussion is closed, CPTC members will vote to "reaffirm" the CPTC's decision to deny promotion or vote to "overturn" the CPTC's original denial of promotion and thereby recommend the candidate for promotion. Candidates receiving eight (8) out of twelve (12) votes to overturn the initial denial of promotion shall be recommended for promotion.

Should there be fewer than twelve (12) voting members of the College Promotions and Tenure Committee at any time, the promotion process will continue according to the following guidelines:

Number of CPTC Members	Number of Votes Necessary to Recommend a Candidate for Promotion	Number of Votes Necessary to Recall a Candidate for Further Consideration	Number of Votes Necessary to Reverse an Initial CPTC Decision on Appeal
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12	8	7	8
11	8	7	8
10	7	6	7
9	7	6	7

### 3.5. The Provost

The Provost is responsible for reviewing the complete application packet for candidates undergoing the full review process (i.e., review beyond the level of the Dean), including the application and all supporting materials, the PRC recommendation, the Dean's recommendation, and any responses of the candidate to the PRC or Dean. The Provost then makes an independent recommendation to the President.

- In the event both the PRC and Dean recommend a candidate for reappointment for a seventh year with tenure and promotion to Associate Professor/Librarian II, the Provost is responsible for reviewing the complete packet for such candidates, including the application and all supporting materials, the PRC recommendation, the Dean's recommendation, and any responses of the candidate to the PRC or Dean. The Provost then makes an independent recommendation to the President.
- In the event either the PRC or the Dean (or both) recommend against a candidate for reappointment for a seventh year with tenure and promotion to Associate Professor/Librarian II, the Provost (or, in the event the Provost cannot be present, the Provost's designee) serves ex officio as a non-voting member of the CPTC and must be present for all evaluation meetings and for the hearing of appeals by the CPTC.
  - *COVID-19: In the event either the PRC or the Dean (or both) recommend against a pre-tenure candidate (who began employment at TCNJ between 2016-2021) for reappointment, the Provost (or, in the event the Provost cannot be present, the Provost's designee) serves ex officio as a non-voting member of the CPTC and must be present for all evaluation meetings by the CPTC.*
- The Provost prepares a written statement indicating concurrence or areas of non-concurrence with the CPTC's recommendations once appeals to the CPTC have been completed and the CPTC's final recommendations have been made. In instances of non-concurrence, the Provost must indicate how the application materials demonstrate that the candidate meets or does not meet the Bases and Standards for Evaluation.
- The Provost transmits their report to the candidate for review and response. A candidate who has not been recommended by the Provost may request a meeting with the Provost. The request must be made within two (2) working

days of receiving the recommendation, and the discussion must take place within two (2) working days of receiving the request. Within two (2) working days of the discussion, the Provost notifies the candidate in writing of the final recommendation.

- The Provost forwards to the President the Provost's report and any response by the candidate to the Provost's final recommendation.

### **3.6. The President**

The President is responsible for making a recommendation to the Board of Trustees.

- Within two (2) working days after receiving the final recommendations of the Provost or the CPTC, the President may choose to meet with the Provost and/or the CPTC concerning its recommendations.
- Should the President make a recommendation inconsistent with that of the CPTC and/or Provost, the President will provide the CPTC and/or Provost and the candidate with the reasons for that action.
- A candidate who has been recommended by the CPTC and/or Provost and not recommended by the President may request and will be granted a meeting with the President to discuss the reasons for non-concurrence within two (2) days of such a request. Recommendations of the President to the Board of Trustees and the decisions of the Board shall be delivered in writing to all candidates no later than the date specified in the timelines below, unless changed by local agreement between the College and the Union.

#### **4. Reappointment<sup>15</sup>**

The College of New Jersey (TCNJ) affirms that a community of learners and scholars is built around high expectations in which all members use their unique talents to make the College a better place. The process of reappointment and tenure at TCNJ functions within this context. It recognizes and supports the professional development of the individual faculty member even as it ensures that the faculty of the College is characterized by exemplary achievement in the areas of teaching or librarianship, scholarly/creative/professional activity, and service. Candidates are expected to demonstrate accomplishments in all three categories, while the PRC and Dean are expected to support and evaluate these accomplishments.

##### **4.1. For Tenure Track Faculty and Librarians, Year 1**

Formative review by Department PRC and Dean: feedback to all new faculty members, as every new faculty member or librarian is appointed to the first three years

- Constructive feedback about strengths and weaknesses of the candidate by the Department and the Dean only

##### **4.2. For Tenure Track Faculty and Librarians, Year 2**

Summative review and recommendation by Department PRC, Dean, and Provost to the President and the Board of Trustees; application for reappointment to the 4th year; all can apply

- Possible recommendations, at each level: 1) yes to 4th year; or 2) no to 4th year, that is, Year 3 will be the final year.

##### **4.3. For Tenure Track Faculty and Librarians, Year 3**

Summative review and recommendation by Department PRC, Dean, and Provost to the President and the Board of Trustees; application for reappointment to the 5th and 6th years; only those who got decision 1) in Year 2 can apply

- Possible recommendations (at each level): a) yes to 5th and 6th years; b) yes to 5th year plus need to apply for 6th year in Year 4; or, c) no to 5th and 6th, that is, 4th year is the final year.

##### **4.4. For Tenure Track Faculty and Librarians, Year 4**

Only one of following two processes applies, depending on the situation of the candidate:

- Formative review by the Department PRC and the Dean for those candidates who got decision a) in Year 3
- Constructive feedback about strengths and weaknesses of the candidate by the department and the dean only

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<sup>15</sup> Including reappointment with tenure or reappointment with tenure and promotion, as applicable.

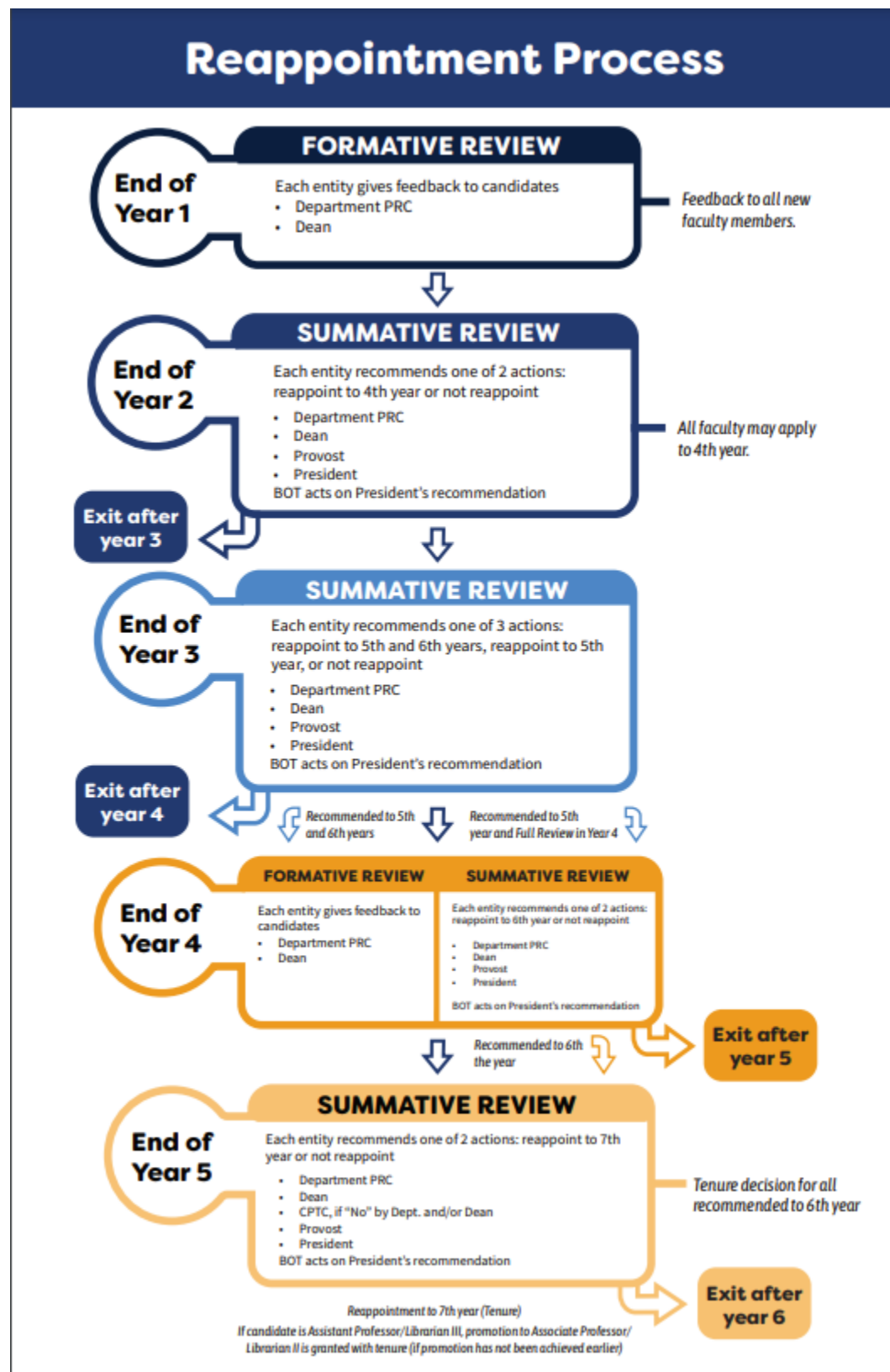
- Summative review and recommendation by Department PRC, Dean, and Provost to the President and the Board of Trustees; application for reappointment to the 6th year for candidates who got decision b) in year 3
- Possible recommendations (at each level): i) yes to 6th year; or ii) no to 6th year, that is, Year 5 will be the final year.

#### **4.5. For Tenure Track Faculty and Librarians Year 5**

Summative review and recommendation by Department PRC, Dean, CPTC if applicable, and Provost to the President and the Board of Trustees; application for reappointment to 7th year and tenure; only those candidates who got decision a) in year 3 and those who got decision i) in Year 4 can apply

- Possible decisions (at each level): A) yes to 7th year (tenure); or B) no to 7th year, that is, year 6 is the final year
- Extra step: when the Department PRC and/or the Dean do not recommend the candidate's reappointment to the 7th year and tenure, the CPTC will evaluate the application and make a recommendation.
- Candidates who have the rank of Assistant Professor or Librarian III at the time of the tenure decision will be promoted to Associate Professor or Librarian II, respectively.
- Candidates who have the rank of Librarian II at the time of the tenure decision may choose to apply for promotion to Librarian I. This single review will have three possible decisions: A) yes to 7th year (tenure); B) yes to 7th year (tenure) with promotion to Librarian I; C) no to 7th year, that is, year 6 is the final year.

##### **4.5.1 Reappointment Process Figure 1.**





#### **4.6 For Non-Tenure Track Teaching Positions (NTPP)**

Clinical Specialists and Lecturers who seek only reappointment are not required to meet faculty service expectations. Likewise, those whose initial appointment was as a Senior Clinical Specialist/Senior Lecturer, and who seek only reappointment, are not required to meet faculty service expectations.

##### **4.6.1 For Non-Tenure Track Teaching Positions, Year 1-3**

#### **4.6. Reappointment Process**

All pre-tenure candidates undergo annual reviews that are formative or summative as outlined above. The process for these annual reviews is outlined here:

##### **4.6.1. Step 1 – Candidate prepares packet**

For Formative Review: The candidate submits to the Department Promotion and Reappointment Committee (PRC) the Standardized Curriculum Vita, Student Evaluations, and Peer Reviews of Teaching (see Section 7). Candidates do not need to include all of the supporting materials, although they should submit any supporting materials that they want to review with the PRC (e.g. reprints or preprints of scholarly articles, or the syllabus and course materials for a new course). Candidates who self-identify their scholarly/creative/professional activities as interdisciplinary should begin to discuss with the PRC the use of Disciplinary Standards from other departments or programs, as appropriate.

For Summative Review: The candidate may apply for reappointment by submitting an application packet consisting of all items in the Standard Application for Reappointment and/or Promotion and all supporting materials (see Section 7). The candidate takes extra care to ensure that the major components of the Standard Application for Reappointment and/or Promotion are included in the application packet, consulting this policy as well as their PRC chair for confirmation. Candidates who self-identify their scholarly/creative/professional activities as interdisciplinary discuss with the PRC the use of Disciplinary Standards from other departments or programs, as appropriate.

##### **4.6.2. Step 2 – PRC Review**

For Formative Review

- The documents submitted serve as the basis for a serious conversation between the candidate and the PRC regarding progress toward reappointment and tenure. The purpose of this face-to-face conversation is to encourage the candidate in their professional development, to offer honest feedback and constructive advice, and to provide structure to the

department's/program's responsibility to mentor its untenured faculty members.

- This conversation is then summarized in the form of a letter to the candidate from the PRC. Chairs should note that the discussion should be a meaningful one, and that the letter – about one (1) to two (2) pages – should not be a repeat of the application, but rather, it should truly characterize the conversation, and address both strengths and weaknesses of the application. This letter shall include the phrase, "by signing this letter, I agree that its contents summarize the discussion between the PRC and the candidate" and typically will be signed by all members of the PRC and the candidate. By signing the letter, the candidate is acknowledging only receipt of the letter. By signing the letter, members of the PRC indicate their participation in the conversation and verify that the letter accurately summarizes the conversation between the candidate and the PRC; signing does not necessarily indicate that that person concurs with all of the points raised in the letter. A PRC member may refuse to sign the letter only in the event that the member believes the letter does not accurately summarize the conversation between the PRC and the candidate or that there exists a violation of the process set forth in this document. (Any PRC member who refuses to sign the PRC's report/recommendation must send a written explanation for their refusal to sign to the appropriate Dean.)

#### For Summative Review

- The documents submitted serve as the basis for a renewed conversation between the candidate and the PRC regarding progress toward reappointment and tenure. This conversation should be both serious and constructive.
- This conversation results in an evaluation report to the Dean from the PRC that summarizes the candidate's progress toward reappointment and tenure in the context of expectations described in this document and in the relevant Disciplinary Standards for the candidate. This report is written by and voted on by members of the department/program, according to approved department/program procedures. All members of a PRC typically will sign the recommendation. By signing a recommendation, members of the PRC indicate their participation in the decision-making process and verify that the recommendation accurately reflects the decision of the PRC; signing does not necessarily indicate that that person concurs with the ultimate recommendation. A PRC member may refuse to sign the recommendation only in the event that the member believes the recommendation does not accurately reflect the decision of the PRC or that there exists a violation of the process set forth in this document.
- The PRC then gives the recommendation to the candidate for their to review. If the report is generally positive, it should include a

recommendation for appointment to the fourth year. If the report is substantially negative, it may include a recommendation to terminate the appointment following a third (and final) year.

- The PRC should confirm that all major parts of the Standard Application for Reappointment and/or Promotion are present in the candidate's application packet and add the PRC evaluation report and candidate's response (if applicable) to the materials. The PRC forwards these materials to the Dean.

#### **4.6.3. Step 3 – Candidate may respond to PRC evaluation**

For Formative Review: The candidate has the right to respond formally to the PRC's letter. This response will be included as part of the candidate's application. The PRC forwards to the Dean a copy of all correspondence, the Standardized Curriculum Vita, Student Teaching Evaluations, and Peer Reviews of Teaching.

For Summative Review: The candidate has the right to respond formally to the PRC's evaluation report. The PRC will send this response to the Dean as part of the candidate's application packet.

#### **4.6.4. Step 4 – Dean Review**

For Formative Review

- The Dean reviews the PRC letter and candidate's materials. Should the Dean have concerns about the content of the letter or its clarity, the Dean may elect to meet with the PRC or the candidate for additional conversation. The Dean issues a written acknowledgment to the candidate and the PRC, with a copy to the Provost.
- This is the final step in a formative review.

For Summative Review

- The Dean reviews the complete application packet including the PRC report and meets with the chair of the PRC and chair of the department (where applicable). The Dean also has the option to meet with the candidate.
- The Dean writes an independent evaluation report and recommendation to the Provost; the Dean considers the candidate's record in light of the bases for reappointment described in this document and the relevant Disciplinary Standards. Before it is forwarded to the Provost, the Dean sends copies of the evaluation report and recommendation to the candidate and the PRC.
- The Dean should confirm that all major parts of the Standard Application for Reappointment and/or Promotion are present in the candidate's packet and add their evaluation report and candidate's response (if applicable) to the materials. The Dean forwards these materials to the Provost.

#### **4.6.5. Step 5 – Candidate may respond to the Dean's evaluation**

The candidate has the right to respond formally to the Dean's evaluation report. The Dean will send this response to the Provost with the candidate's application packet.

**4.6.6. Step 6 – CPTC Review (if applicable)**

Year 5 candidates who are not recommended for reappointment with tenure and promotion by their PRC and/or dean, will have their application packets reviewed by the CPTC

The CPTC reviews the complete application packet, including the evaluation reports from the PRC and the Dean, and prepares a recommendation concerning reappointment to the Provost.

*COVID-19: Due to temporary scholarly disruptions from the COVID-19 pandemic, those pre-tenure faculty and librarians who began at TCNJ between 2016-2021 who are not recommended for reappointment by either their PRC and/or the Dean, will have their review packet forwarded to the CPTC. The CPTC will review the full packet and make a recommendation concerning reappointment to the Provost.*

**4.6.7. Step 7 – CPTC Appeal Hearing (if applicable and requested)**

The CPTC conducts appeal hearings for any Year 5 candidate who requests such a hearing, and forwards its recommendation to the Provost. (If candidates will be traveling during the appeal period, they must notify the CPTC chair and Academic Affairs in advance, should alternate arrangements be necessary due to limited communication access. Reasonable arrangements will be worked out between the candidate, CPTC chair, and Provost's Office.)

**4.6.8. Step 8 – Provost Review**

The Provost reviews the complete application packet, including the evaluation reports from the PRC and the Dean, and prepares a recommendation concerning reappointment for the President and the Board of Trustees. The Provost may meet with the candidate, PRC, or Dean as needed in preparing this recommendation.

The Provost notifies the candidate in writing of their decision to either recommend or not recommend reappointment to the President. The Provost sends the applicant packet and recommendation to the President.

**4.6.9. Step 9 – Candidate may respond to Provost evaluation**

The candidate has the right to respond formally to the Provost's recommendation. The Provost will include the response as part of the candidate's application.

#### **4.6.10.→Step 10 – President Review**

The President reviews the candidate's packet, including the evaluation reports from the PRC and the Dean and the recommendation from the Provost, and notifies the candidate of their recommendation for reappointment or their decision not to recommend for reappointment.

#### **4.6.11.→Step 11 – Board of Trustees Action**

Action is taken by the Board of Trustees on the President's recommendation for reappointment. The President notifies the candidate of reappointment.

### **5. Promotion<sup>16</sup>**

#### **5.1. Distinction from Reappointment with Tenure and Promotion**

For decades, TCNJ treated reappointment (including tenure) and promotion as separate processes, with the former occurring in the spring and the latter in the fall. In 2014, the State of New Jersey revised its tenure statute, requiring "6 consecutive academic years, together with employment at the beginning of the next academic year," which in turn permitted TCNJ to align standards for *select* promotions with those for tenure.

Hence, pre-tenure candidates can now be awarded promotion to Associate Professor, to Librarian II, or if desired, to Librarian I, *concurrent* with their reappointment with tenure. The process for reappointment with tenure and promotion is described above, in Section 4.

The process for promotion only (separate from reappointment) is described in this section, and it applies to the following candidates:

- Tenured candidates, including those in Year 6 who are approved for tenure, seeking promotion to Associate Professor, Professor, Librarian I, or Assistant Director in the Library.
- Pre-tenure, Year 1-4 candidates (if eligible), seeking promotion to Associate Professor, Librarian II, or Librarian. (Pre-tenure, Year 5 candidates should *not* apply for fall promotion to Associate Professor, Librarian II/I, as their promotion decision will be made concurrent with their tenure decision during their Year 5 *spring* reappointment process.)

#### **5.2. Promotion Process**

##### **5.2.1. Step 1 -- Notify PRC and Academic Affairs of Intent to Apply**

By date specified in Timeline 6.2, candidate notifies the department/program and Academic Affairs of their plan to apply for promotion in the next semester (<http://academicaffairs.pages.tcnj.edu/faculty/promotions-reappointment/>).

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<sup>16</sup> That is, for promotions pre-tenure (Years 1-4) or after approval for tenure (Years 6+), or for promotion of NTPP.

**5.2.2. Step 2 – Interdisciplinary Candidates Notify PRC and Dean of Intention to Use Multiple Disciplinary Standards**

Interdisciplinary scholars seeking tenure and promotion must choose aspects of multiple *Disciplinary Standards* by submission of the paperwork for the third year review and candidates for promotion to Professor must do so by the date specified in Timeline 6.2. Candidates who wish to self-identify as interdisciplinary, and to have the option to use elements of more than one set of *Disciplinary Standards*, submit the Intention to Use Multiple Disciplinary Standards (see 8.1), declaring their intention and identifying the disciplines that are relevant to the evaluation of their work. The form is signed by the candidate, the chair of the PRC, and the Dean of the candidate's home department/program. This initiates the collaborative process of determining the specific elements of the multiple *Disciplinary Standards* that will be used in evaluation of the candidate's activities, and informs decisions regarding the selection of outside members of the PRC and external reviewers, where appropriate. The final collaboratively-determined set of *Disciplinary Standards*, along with a descriptive cover letter written by the candidate in collaboration with the PRC and Dean, are submitted by the PRC by the date specified in Timeline 6.2.

**5.2.3. Step 3 – Coordinate sufficient peer reviews of teaching with PRC**

Arrange for peer review of teaching after consultation with the Department Promotion and Reappointment Committee (PRC), during the relevant semesters prior to the submission of the application packet as set forth in Timeline 6.2.

**5.2.4. Step 4 – Coordinate external review with PRC (if applicable; see 3.2.4 and 5.3)**

External Review is required for candidates seeking promotion to the rank of Professor or Assistant Director in the Library.

In special circumstances, candidates may request to use external review for promotion to Associate Professor, Librarian II, or Librarian I (see "candidate responsibilities" in Section 3.2.4.2.).

**5.2.5. Step 5 – Candidate prepares packet**

The candidate presents and explains a clear, complete, and compelling case for promotion, organizing and focusing the application in order to convey the information that is most relevant in the record of achievement (see Section 7). The candidate needs to establish the exemplary nature of their record of achievement, and to identify how their accomplishments meet specific expectations as described in the Disciplinary Standards. The candidate reviews this policy to ensure that the major components of the Standard Application

for Reappointment and/or Promotion are included in the application packet. Applications that are missing any required section noted herein, or that do not adhere to the timeline established herein, will not be considered by both the PRC and the College Promotion and Tenure Committee (CPTC). Applications that are missing elements within sections will be evaluated by the CPTC, although such omissions are likely to lower the candidate's likelihood of promotion. Nonetheless, the CPTC will use its discretion in evaluating such applications, and will consider any omissions in light of the application as a whole. The candidate may choose to have a conference with a member of the PRC to confirm the completeness of the application and may appear before the CPTC to amplify and explain documentation submitted with the application. If the candidate is re-applying for promotion, the candidate must include the report of the prior CPTC(s) and explain how the applicant has addressed whatever shortcomings were identified by the earlier CPTC(s).

Coordinates with the chair of the department (or the chair of the PRC, if there is no department chair or the department chair is a candidate) to ensure that the materials from the department (e.g., peer teaching observations, blinded external reviews) are relayed to the candidate in a timely manner

**5.2.6. Step 6 – PRC Review**

The PRC evaluates each applicant in terms of the Bases and Standards for Promotion and the relevant Disciplinary Standards, with a careful, thorough, and thoughtful analysis that considers the candidate's strengths and weaknesses. The PRC completes the Department/Program Recommendation for Promotion (see 8.2) indicating how the application materials demonstrate that the recommended candidates are eligible in terms of the Bases and Standards for Evaluation and how the candidate's scholarship/creative/professional activity meets specific expectations described in the Disciplinary Standards. The PRC recommends for promotion only those candidates who clearly warrant such promotion.

**5.2.7. Step 7 – Candidate may respond to PRC evaluation**

The candidate indicates by signature that they have read the entire PRC recommendation and have been afforded an opportunity for comment and response. If the candidate chooses to file a response, it is due to the PRC by the date specified in Timeline 6.2.

**5.2.8. Step 8 – Dean Review**

The Dean takes the PRC's report into consideration and prepares a separate written statement for each recommended candidate and each non-recommended candidate wishing to continue. That recommendation must outline the Dean's reasoning for their decision by explaining how the

application materials demonstrate that the candidate meets or does not meet the Bases and Standards for Promotion and how the candidate's scholarship/creative/professional activity meets the expectations described in the Disciplinary Standards. Only packets containing all required parts of the Standard Application for Reappointment and/or Promotion may be forwarded to the CPTC.

**5.2.9. Step 9 – Candidate may respond to Dean evaluation**

The candidate may, within three (3) working days of receiving the recommendation, request a meeting with the Dean to discuss that recommendation. The discussion shall take place within three (3) working days of the request. Within three (3) working days of the discussion, the Dean notifies the candidate in writing of the final recommendation. If there is any response from the candidate, it must be in writing and becomes part of the application packet that is forwarded to the CPTC.

**5.2.10. Step 10 – CPTC Review**

The CPTC evaluates each applicant in terms of the Bases and Standards for Evaluation (see Section 2) and the relevant *Disciplinary Standards* and recommends promotion only for those candidates who clearly warrant such promotion. The CPTC notifies in writing recommended and non-recommended candidates on the date specified in Timeline 6.2.

The CPTC's feedback letter to non-recommended candidates must indicate that, as set out in the Bases and Standards for Evaluation, improvement is needed in one or more of the following: teaching/librarianship; scholarly/creative/professional activity; service. Note: The feedback provided should be given careful attention and special consideration in a future CPTC's evaluation of a subsequent application for promotion.

**5.2.11. Step 11 – Candidate may request CPTC Appeal Hearing**

Candidates and/or their representatives have an opportunity to appear before the CPTC to amplify and explain the documentation submitted with the application. A request to appear before the CPTC must be made in writing on or before the date specified in Timeline 6.2.

**5.2.12. Step 12 – Provost Review**

The Provost prepares a written statement indicating concurrence or areas of non-concurrence with the CPTC's recommendations once appeals to the CPTC have been completed and the CPTC's final recommendations have been made. In instances of non-concurrence, the Provost must indicate how the application materials demonstrate that the candidate meets or does not meet the Bases and Standards for Evaluation.



The Provost transmits their report to the candidate, by the date specified in Timeline 6.2, for review and response.

The Provost forwards to the President the Provost's report and any response by the candidate to the Provost's final recommendation by the date specified in Timeline 6.2.

**5.2.13. Step 13 – Candidate may respond to Provost evaluation**

Should the Provost make a recommendation contrary to that made by the CPTC, the candidate may request a meeting with the Provost. The request must be made within two (2) working days of receiving the recommendation, and the discussion must take place within two (2) working days of receiving the request. Within two (2) working days of the discussion, the Provost notifies the candidate in writing of the final recommendation.

**5.2.14. Step 14 – President Review**

The President transmits to the candidate a written statement of concurrence or non-concurrence with the CPTC and/or the Provost. Should the President make a negative promotion recommendation contrary to that made by the CPTC and/or the Provost, the candidate may request a meeting with the President to discuss the reasons for non-concurrence. The request must be made within two (2) working days of receiving the recommendation, and the discussion takes place within two (2) working days of receiving the request.

Prior to the next BOT meeting, President transmits recommendations for Promotion to the Board of Trustees

**5.2.15. Step 15 – Board of Trustees Action**

Within 30 days of the BOT meeting, recommendations of the President to the Board of Trustees and decisions of the Board are delivered in writing to all candidates.

**5.3. External Review**

External Review is required for candidates seeking promotion to the rank of Professor or Assistant Director in the Library.

In special circumstances, candidates may request to use external review for promotion to Associate Professor, Librarian II, or Librarian I (see “candidate responsibilities” in Section 3.2.4.2.).

Candidates have important responsibilities in the external review process (see Section 3.4 for complete information):

- Step 1 – Candidate creates list of potential external reviewers and shares it with PRC
- Step 2 – Candidate collaborates with PRC and Dean to produce final list of reviewers

- Step 3 – Candidate submits scholarly materials to PRC Chair for forwarding to reviewers
- Step 4 – Candidate receives redacted, anonymized external reviews, and may respond to external review in writing
- Step 5 – Candidate may decide to have the PRC chair reveal the identity of one or both reviewers to all evaluators

## 6. Timelines

IMPORTANT NOTE: If a specified date is a non-work day, the deadline will be moved forward to the next work day. In addition, all dates set forth in this section may be subject to adjustment as follows:

- All dates may be subject to adjustment by up to, but not exceeding, three days in the event the dates conflict with Spring Commencement or the Memorial Day Holiday. In the event any date shall be adjusted for this reason, the Provost shall provide notice to the academic community by September 1 of the academic year in which such adjustment(s) shall be made.
- All dates may be subject to adjustment in the event of a campus closure due to inclement weather or other emergency during the promotion or reappointment process. The adjustment shall be equal to the number of days of the campus closure. In the event any dates shall be adjusted for this reason, the Provost shall provide notice to the academic community as soon as practicable.

### 6.1. Review and Reappointment Timelines for Tenure Track Faculty and Librarians

Pre-Tenure (Year 1-5) Review & Reappointment Timelines			
Review Year	Actions	Ordinary Timeline*	QLE Modified Timeline*
1	Candidate submits packet for review	AY1 – May 15	AY2 – Sep 15
	PRC conveys letter summarizing conversation with candidate	AY1 – May 25	AY2 – Oct 1
	Candidate has right to respond to PRC letter	AY1 – June 7	AY2 – Oct 8
	Dean conveys acknowledgement of PRC letter and candidate's packet	AY1 – June 21	AY2 – Oct 16
2	Candidate applies for reappointment to the <b>fourth year</b>	AY2 – March 20	AY3 – Sep 15
	PRC conveys its review letter to candidate and Dean	AY2 – April 3	AY3 – Oct 1
	Candidate has right to respond to PRC review	AY2 – April 10	AY3 – Oct 8

	Dean conveys review of complete packet	AY2 – May 1	AY3 – Oct 20
	Candidate has right to respond to Dean	AY2 – May 8	AY3 – Oct 27
	Provost reviews complete packet and conveys recommendation letter	AY2 – June 11	AY3 – Nov 14
	Candidate has right to respond to Provost	AY2 – June 18	AY3 – Nov 21
	President reviews packet and conveys recommendation letter	AY2 – June 30	AY3 – Dec 1
	Action is taken by Board of Trustees to reappoint to the <b>fourth year</b>	AY2 – July 30	AY3 – Next available Board Meeting
3	The candidate applies for reappointment to the <b>fifth and sixth year</b>	AY3 – March 20	AY4 – Sep 15
	PRC conveys its review letter to candidate and Dean	AY3 – April 3	AY4 – Oct 1
	Candidate has right to respond to PRC review	AY3 – April 10	AY4 – Oct 8
	Dean conveys review of complete packet	AY3 – May 1	AY4 – Oct 20
	Candidate has right to respond to Dean	AY3 – May 8	AY4 – Oct 27
	Provost reviews complete packet and conveys recommendation letter	AY3 – June 11	AY4 – Nov 15
	Candidate has right to respond to Provost	AY3 – June 18	AY4 – Nov 21
	President reviews packet and conveys recommendation letter	AY3 – June 30	AY4 – Dec 1
	Action is taken by Board of Trustees to reappoint to the <b>fifth or to the fifth and sixth years</b>	AY3 – July 30	AY4 – Next available Board Meeting
<i>table continues on the next page</i>			

\*If a specified date is a non-work day, the deadline will be moved forward to the next work day.

Pre-Tenure (Year 1-5) Review & Reappointment Timelines (continued)			
Review Year	Actions	Ordinary Timeline*	QLE Modified Timeline*

4	Candidate submits packet for review <b>Note:</b> If in Year 3, the candidate was reappointed to Year 5 only, they apply for reappointment to Year 6 and follows the same process and timeline of Year 3.	AY4 – May 15	AY5 – Sep 15
	PRC conveys letter summarizing conversation with candidate	AY4 – May 25	AY5 – Oct 1
	Candidate has right to respond to PRC letter	AY4 – June 7	AY5 – Oct 8
	Dean conveys acknowledgement of PRC letter and candidate's packet	AY4 – June 21	AY5 – Oct 16

5	Candidate applies for reappointment to the <b>seventh year with tenure</b>	AY5 – March 20	AY6 – Sep 15
	PRC conveys its review letter to candidate and Dean	AY5 – April 3	AY6 – Oct 1
	Candidate has right to respond to PRC review	AY5 – April 10	AY6 – Oct 8
	Dean conveys review of complete packet	AY5 – May 1	AY6 – Oct 20
	Candidate has right to respond to Dean	AY5 – May 8	AY6 – Oct 27
	(IF APPLICABLE) CPTC reviews complete packet and prepares recommendation	AY5 – May 14	AY6 – Oct 30
	(IF APPLICABLE) CPTC completes appeal hearings	AY5 – May 21	AY6 – Nov 3
	Provost reviews complete packet and conveys recommendation letter	AY5 – June 11	AY6 – Nov 14
	Candidate has right to respond to Provost	AY5 – June 18	AY6 – Nov 21
	President reviews packet and conveys recommendation letter	AY5 – June 30	AY6 – Dec 1
	Action taken by Board of Trustees to reappoint to the seventh year with tenure	AY5 – July 30	AY6 – Next available Board Meeting

\*If a specified date is a non-work day, the deadline will be moved forward to the next work day.

See [Section 6](#) for additional information about date adjustments.

AY: Academic Year

QLE: Qualified Life Event (see [Section 3.1.4.](#))

## 6.2 Review and Reappointment Timelines for Non-Tenure Track Teaching Positions on a 2-year

Contract

Non-Tenure Track Teaching Position Review & Reappointment Timelines		
Review Year	Actions	Ordinary Timeline*
2	Candidate applies for reappointment to the third and fourth year	Sep 15
	PRC conveys its review letter to candidate and Dean	April 3
	Candidate has right to respond to PRC review	April 10
	Dean conveys review of complete packet	May 1
	Candidate has right to respond to Dean	May 8
	Provost reviews complete packet and conveys recommendation letter	June 11
	Candidate has right to respond to Provost	June 18
	President reviews packet and conveys recommendation letter	June 30
	Action is taken by Board of Trustees to reappoint to the third and fourth year	July 30

\*If a specified date is a non-work day, the deadline will be moved forward to the next work day.

**6.3** Review and Reappointment Timelines for Non-Tenure Track Teaching Positions on a 3-year Contract

Non-Tenure Track Teaching Position Review & Reappointment Timelines		
Review Year	Actions	Ordinary Timeline*
3	Candidate applies for reappointment to the fourth, fifth, and sixth year	Sep 15
	PRC conveys its review letter to candidate and Dean	April 3

	Candidate has right to respond to PRC review	April 10
	Dean conveys review of complete packet	May 1
	Candidate has right to respond to Dean	May 8
	Provost reviews complete packet and conveys recommendation letter	June 11
	Candidate has right to respond to Provost	June 18
	President reviews packet and conveys recommendation letter	June 30
	Action is taken by Board of Trustees to reappoint to the fourth, fifth, and sixth year	July 30

\*If a specified date is a non-work day, the deadline will be moved forward to the next work day.

## 6.2. Promotion (only, separate from reappointment) Timeline

Promotion Timeline	
Action	Date*
Interdisciplinary <b>candidate</b> notifies department/program and dean of intention to use multiple disciplinary standards	Sep 15 of the year preceding application
<b>PRC</b> for interdisciplinary candidate, collaborating with candidate and dean, finalizes the merged disciplinary standards to be used during review	Feb 10
<b>Candidate</b> notifies department/program and Academic Affairs of their plan to apply for promotion in the next semester	Feb 15
<b>Candidate / PRC</b> coordinate peer reviews of teaching and implement external review process (if applicable; see External Review timeline)	Feb 15-Apr 10
<b>Academic Affairs &amp; Human Resources</b> notifies candidate of eligibility for promotion	Mar 15
<b>PRC</b> ranks and writes to external reviewers (if applicable; see External Review timeline)	Apr 15
<b>Candidate</b> forwards CV, (optional) interpretative statement, and representative samples of scholarly/creative/professional activity to <b>PRC chair</b> , who in turn forwards these to external reviewers (if applicable; see External Review timeline).	Jun 1

External reviewer reports due to <b>PRC chair</b> (if applicable, see External Review timeline)	Aug 15
<b>Candidate</b> submits application packet to PRC. <b>Candidate</b> may also request in writing that the external reviewers names be revealed to campus evaluators	Sep 15
At either the request of the <b>candidate</b> or <b>PRC</b> , the candidate shall meet with the PRC to amplify and/or explain the documentation	Sep 15-Oct 7
<b>PRC</b> informs candidate in writing of its evaluation and recommendation	Oct 16
<b>Candidate</b> indicates by signature that they have read the entire contents of the PRC's recommendation, and have been afforded an opportunity for comment and response. Such written response is delivered to the <b>PRC chair</b> and <b>dean</b> , who will ensure it is forwarded to the College Promotions and Tenure Committee (CPTC) as part of the application packet. A non-recommended <b>candidate</b> may choose to continue an application. To do so, they must notify the chair of the CPTC in writing (with copies to the Dean and the chair of the PRC)."	Oct 30
<b>PRC</b> forwards recommendation and candidates' documentation materials to the appropriate Dean.	Nov 3
<i>table continues on the next page</i>	

See Sections [3](#) and [5](#) for complete information about the promotion process and specific responsibilities.

\*If a specified date is a non-work day, the deadline will be moved forward to the next work day. See [Section 6](#) for additional information about date adjustments.

Promotion Timeline (continued)	
Action	Date*
The <b>Dean's</b> recommendation is transmitted in writing to the candidate. The candidate may, within three (3) working days of receiving the recommendation, request a meeting with the Dean to discuss that recommendation. The discussion must take place within three (3) working days of the request. Within three (3) working days of the discussion, the Dean must notify the candidate in writing of the final recommendation. If there is any response from the candidate, it must be in writing within three (3) working days of receiving the final recommendation and shall become a part of the application and forwarded to the CPTC.	Nov 20
<b>Dean</b> conveys all promotion materials to the CPTC.	Dec 7
Each <b>candidate</b> and/or representative shall have the opportunity to appear before the CPTC to amplify and explain the documentation submitted with the	2 <sup>nd</sup> Monday in December

application. A request to appear before the CPTC must be made in writing on or before the second Monday in December	
Each candidate receives written notification of the recommendation of the <b>CPTC</b>	Jan 17
<b>Candidates</b> have five (5) days after receipt of the CPTC's recommendation to submit an appeal.	Jan 22
The <b>CPTC</b> must hear and decide a candidate's appeal within five (5) days of the deadline for submitting an appeal.	Jan 27
A list of candidates recommended for promotion is forwarded from the <b>CPTC</b> to the Provost.	Feb 1
The <b>Provost</b> transmits to the candidate a written statement of concurrence or non-concurrence with the CPTC. Should the Provost, make a negative promotion recommendation contrary to that made by the CPTC, the candidate may request a meeting with the Provost within two (2) working days of receiving the recommendation, with the discussion takes place within two (2) working days of receiving the request. Within two (2) working days of the discussion, the Provost notifies the candidate in writing of the final recommendation. If there is any response from the candidate, it must be in writing within two (2) working days of receiving the final recommendation and is forwarded to the President along with the Provost's final recommendation.	Feb 3
<b>Candidate's</b> last day to file a union grievance charging procedural, discriminatory, or academic freedom violation which impacted CPTC's final recommendation. If sustained, <b>CPTC</b> must reprocess its application review and send an updated recommendation to the Provost no later than March 1.	Feb 8
The <b>Provost</b> sends final report to the President along with any response from the candidate.	Feb 15
<i>table continues on the next page</i>	

See Sections [3](#) and [5](#) for complete information about the promotion process and specific responsibilities.

\*If a specified date is a non-work day, the deadline will be moved forward to the next work day. See [Section 6](#) for additional information about date adjustments.

Promotion Timeline (continued)	
Action	Date*
The <b>President</b> transmits to the candidate a written statement of concurrence or non-concurrence with the CPTC and/or the Provost. Should the President make a negative promotion recommendation contrary to that made by the CPTC and/or the Provost, the candidate may request a	Feb 17



meeting with the President to discuss the reasons for non-concurrence. The request must be made within two (2) working days of receiving the recommendation, and the discussion takes place within two (2) working days of receiving the request	
<b>President</b> transmits recommendations for Promotion to the Board of Trustees	Prior to next BOT meeting
Recommendations of the <b>President</b> to the Board of Trustees and decisions of the Board are delivered in writing to all candidates	Within 30 days after BOT meeting

See Sections [3](#) and [5](#) for complete information about the promotion process and specific responsibilities.

\*If a specified date is a non-work day, the deadline will be moved forward to the next work day. See [Section 6](#) for additional information about date adjustments.

### 6.3. External Review Timeline

External Review Timeline	
Action	Date*
<b>Candidate</b> notifies department/program and Academic Affairs of their plan to apply for promotion in the next semester, and need/desire for external review	Feb 15
<b>PRC</b> , in consultation with department chair and respective dean, renders decision on requests to use external review by applicants for Associate Professor, Librarian II/I, or reappointment.	Mar 1
<b>Candidate</b> creates and shares with <b>PRC</b> a list of 3-6 potential external reviewers	Mar 20
<b>PRC</b> creates and shares with <b>candidate</b> a list of 3-6 additional potential external reviewers	Mar 25
<b>Candidate</b> merges and edits reviewer list, returns it to PRC	March 30
<b>PRC</b> reviews and edits merged reviewer list	April 5
<b>Dean, PRC, and candidate</b> meet as needed to finalize unranked external reviewer list	Apr 6-14
<b>Dean</b> approves final unranked reviewer list, sends to candidate and PRC	Apr 15
<b>PRC</b> ranks and writes to external reviewers	Apr 16-20
<b>Candidate</b> forwards CV, (optional) interpretative statement, disciplinary standards (optional), and representative samples of scholarly/creative/professional activity to <b>PRC chair</b> , who in turn forwards these to external reviewers	Jun 1
External reviewer reports due to <b>PRC chair</b> , who can if necessary extend deadline to Aug 31	Aug 15
<b>Candidate</b> response(s) to review(s) due to PRC, or within 14 days of receipt of review, whichever is later.	Sep 15
<b>Candidate</b> may also request in writing that the external reviewers names be revealed to campus evaluators	Sep 15

See [Section 3.2.4.](#) for complete information about the external review process

\*If a specified date is a non-work day, the deadline will be moved forward to the next work day. See [Section 6](#) for additional information about date adjustments.

### 6.4. PRC and CPTC Nomination and Election Timeline

PRC and CPTC Election Dates	
Action	Date*
<b>Department</b> election of <b>PRC</b> members and chair for upcoming academic year	Jan 31
<b>Department</b> notifies Dean of <b>PRC</b> members and chair, and <b>Dean</b> notifies Academic Affairs.	Feb 1
Call for nominations (including self-nominations) to <b>CPTC</b> posted to campus	Feb 21
All nominations to <b>CPTC</b> due to Academic Affairs	Mar 5
Voting for <b>CPTC</b> is by school (or library). Academic Affairs prepares and distributes electronic ballots	Mar 12
Voting for <b>CPTC</b> is completed, results verified by CPTC election committee	Mar 19
Run-off <b>CPTC</b> ballots, if necessary, are distributed by Academic Affairs	Mar 26
Run-off voting for <b>CPTC</b> is completed	Apr 3
<b>CPTC</b> announces election results	Apr 10
<b>CPTC</b> membership begins	Sep 1
Chair of prior <b>CPTC</b> calls first meeting of newly constituted CPTC	Sep 15

See Sections [3.2.2.](#) and [3.4.3.](#) for complete information about PRC and CPTC nominations and elections

\*If a specified date is a non-work day, the deadline will be moved forward to the next work day. See [Section 6](#) for additional information about date adjustments.

**7. Standard Application for Reappointment and/or Promotion for Tenure Track Faculty, Non-Tenure Track Teaching Positions, and Librarians (including Standardized Curriculum Vita)**

The Standard Application includes the following items: (A) the Cover Page, (B) the Table of Contents, (C) the Professional Development Essay, (D) the Disciplinary Standards, (E) Evaluation Letters/Reports, (F) the Standardized Curriculum Vita, (G) External Reviews of Scholarship (if applicable), (H) Student Teaching Evaluations, (I) Peer Reviews of Teaching, (J) Course Syllabi, (K) Scholarly/creative/ professional work, and all selected supporting documentation. The specific contents of all of these sections are described in the text that follows.

Candidates may select and include additional supporting documentation to support the application. For guidelines, see the Selected Supporting Documentation section and the descriptions of Sections L-N on the last two pages of this form.

Applications for promotion and for reappointment in Years 2,3, and 5, must include all elements as described here.

Applications for informal reappointment review (in Year 1 and 4<sup>17</sup>) include the following items: (A) the Cover Page, (F) Standardized Curriculum Vita, (H) Student Teaching Evaluations, and (I) Peer Reviews of Teaching; the candidate may submit any other documents to support the application.

**A. Cover Page** The online submission system (Faculty Process) collects cover page information.

**B. Table of Contents**

It is essential that all the Standard Application items that comprise the candidate's application packet be available for each level of review. To aid in the assembly and tracking of these materials, the Table of Contents document should be prepared by the candidate and appear after the cover page. The candidate should carefully check their packet against the Table of Contents, ideally reviewing with their PRC chair that all required elements have been included. If the chair of the PRC or the Dean discovers that any required section is missing or empty, the PRC Chair or Dean will immediately notify the candidate, who must submit the missing materials within two (2) working days of notification. If the candidate does not submit the missing materials in this timeframe, the application will not receive further consideration.

Use the following format:

Table of Contents	
Standard Application	
A. Cover page	
B. Table of Contents	
C. Professional Development Essay	
D. Disciplinary Standards	
E. Evaluation Letters/Reports	
F. Standardized Curriculum Vita	
G. External Reviews of Scholarship	
Supporting Documentation	
H. Student Teaching Feedback Forms	
I. Peer Reviews of Teaching	

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<sup>17</sup> If reappointed to 5<sup>th</sup> & 6<sup>th</sup> year, the Year 4 review is formative. If reappointed to 5<sup>th</sup> year only, the Year 4 review is substantive and all elements must be included.

J. Course Syllabi

K. Scholarly/creative/professional work

**Selected Supporting Documentation**

L. Teaching Materials

M. Scholarly/creative/professional Materials

N. Service Materials

O. Other Materials (add, as needed, to customize packet)

-----End of Table of Contents-----

**C. Professional Development Essay**

This document appears immediately after the Table of Contents and precedes the Disciplinary Standards section. Informal review cycles (during Year 1 and Year 4\*) omit this item.

The essay allows the candidate to interpret and explain the significance of the record as presented in the application. It enables the candidate to reflect deliberately on their professional development in the areas of teaching or librarianship, scholarly/creative/professional activity, and service. It should include specific examples of excellent teaching/librarianship and its effectiveness in achieving learning outcomes, in preparing students for life after college and careers, of the significance of scholarship etc., and the scope of service, including length of time, major outcomes, and whether reassigned time was awarded. The essay should specify how the candidate's record of scholarly/creative/professional achievement meets the expectations described in the Disciplinary Standards. The essay should also include a description of how the candidate believes they have fulfilled the appropriate qualifications for reappointment, tenure, or promotion, as well as a discussion of future goals and aspirations. An effective presentation is clear, concise, accurate, and balanced. The Professional Development Essay typically range from three (3) to five (5) single-spaced pages, and should use a 12-point font with one-inch margins. Essays may not exceed six (6) single-spaced pages.

The Professional Development Essay is optional for *Clinical Specialists* and Lecturers (of any rank) who seek reappointment only.

**D. Disciplinary Standards**

This section appears after the Professional Development Essay and before Evaluation Letters/Reports. Both the PRC's and the Dean's assessments of the application should explicitly address how the candidate's scholarly/creative/professional activities meet the expectations described in the Disciplinary Standards in this section. For candidates who have chosen to use elements of multiple Disciplinary Standards as the basis for

evaluating their scholarly/creative/professional activities, this section includes each applicable Disciplinary Standards document as well as a cover letter outlining the ways in which elements of the included Disciplinary Standards apply to their activities. Candidates for Promotion wishing to use elements of multiple Disciplinary Standards must have obtained the signatures of the PRC chair and the Dean on the Intention to Use Multiple Disciplinary Standards form (8.1) by the deadline indicated in Timeline 6.2.

The Disciplinary Standards section is not required for *Clinical Specialists* and Lecturers (of any rank).

#### **E. Evaluation Letters/Reports**

This section appears after the Disciplinary Standards and before the Standardized Curriculum Vita. This section contains copies of previous reappointment or promotion letters/reports and candidate's responses (if applicable). Candidates for reappointment should include all letters from previous reappointments. Candidates for promotion should include only letters from previous promotion applications during the last three (3) years.

If the candidate is reapplying for promotion, then the Professional Development Essay must clearly address how weaknesses in the unsuccessful application were remedied.

#### **F. Standardized Curriculum Vita**

The format that follows standardizes candidate applications for reappointment or promotion. Standardization is particularly important for those who review application materials outside of the candidate's department (e.g., Dean, CPTC, Provost).

- Not every category below will be relevant for every candidate.
- Add information to those categories that are significant in conveying your record of achievement and that will assist others in understanding the nature and importance of your professional work.
- Retain the heading for omitted categories and type "N/A" to indicate that this category is not relevant to your professional work.

##### **STANDARDIZED CURRICULUM VITA**

Full Name

Current job title

Date of appointment to current job title

Department/Program

#### **I. Overview of Accomplishments Since Last Reappointment/Promotion Review**

Using single spacing, a 12-point font, and *no more than the 1st page*, provide a bulleted list of your most important teaching, scholarly/creative/professional, and service accomplishments *since* your last reappointment review or promotion application.

**II. Academic and Professional Employment**

Indicate dates, employer, title, and brief job description as appropriate, beginning with the most recent experience. Indicate whether full-time or part-time experience.

**III. Educational Background**

A. Degrees and diplomas, including dates, institutions and areas of specialization.

B. Title of dissertation and name of supervisor.

C. Post-doctoral fellowships or advanced professional certifications.

**IV. Academic or Professional Honors, Prizes, and Awards**

Provide type of honor, conferring authority/organization, and date of honor. Do NOT include honors, prizes, and awards received by your (the candidate) students or mentees.

**V. Teaching Record**

A. Delivery of instruction for courses taught at TCNJ.

1. List by course, noting which semesters each was offered and course enrollments (based on final class roster).
2. Discuss the quality of your teaching effectiveness. Summarize and refer to supporting documentation, such as Student Teaching Evaluations (Standard Application section H), Peer Reviews of Teaching (Standard Application section I), Course Syllabi (Standard Application section J), and other supporting evidence (Standard Application section L). Candidates for reappointment (including tenure) should provide supporting documentation for all of the years during which they have taught at TCNJ. Candidates for promotion should limit their supporting documentation to the past three (3) to five (5) years. (For additional details, see the descriptions of Sections H, I, J, and L in the Standard Application for Reappointment and/or Promotion document.)
3. Discuss your contributions to the College Core program such as First Year Seminar (FYS).
4. Describe any courses or projects that involved community-engaged learning (CEL) and/or supporting community efforts.

B. New courses, curricula, or pedagogies developed at TCNJ.

- C. Independent research, independent studies, and other non-classroom modes of instruction. Provide evidence of success in an appendix (or appendices).
- D. External curricular grants, including those awarded, those resubmitted with revision, and those submitted but declined.
- E. TCNJ curricular grants awarded.
- F. Participation in professional conferences or workshops related to teaching in your discipline. Indicate sponsoring group, topic, date, place, and extent of participation. Discuss the impact on the candidate's teaching.

**VI. Librarianship Record**

**A. Areas of responsibility at TCNJ**

List by service or activity. Provide applicable examples and documentation such as:

- 1. Accomplishments in performance of daily activities.
- 2. Work on new programs and policies.
- 3. Liaison services to campus community.
- 4. Peer letters.

- B. Materials prepared for colleagues or library users.
- C. New programs, policies, or services developed at TCNJ.
- D. Library reading programs or other individual instructional activities.
- E. Administrative, coordinating or supervisory activities.
- F. Participation in professional conferences or workshops related to librarianship or (for departmental liaisons) to your area of subject specialization. Indicate sponsoring group, topic, date, place, and extent of participation. Discuss the impact on the candidate's librarianship.
- G. Describe any efforts or projects that involved community-engaged learning (CEL).

**VII. Academic Advising and Student Mentoring Record**

Describe academic advising and student mentoring contributions.

- A. Describe advising roles and advising load.
- B. Describe mentoring activities.



- C. Discuss the quality of the candidate's effectiveness as a mentor and advisor.
- D. While not required, a candidate is free to add any supporting documentation that the candidate feels may be relevant to explaining their advising and mentoring record (e.g., letters of support from students mentored by the candidate explaining the impact of said mentorship).

#### VIII. Scholarly Record

List items under each category in reverse chronological order, with most recent publications and accepted work listed first. Use a standard bibliographic format used in one of the academic disciplines. Where there are co-authors, indicate order of authorship and explain the degree and nature of collaboration with special attention paid to your contributions. All published work should be included in the materials presented during the evaluation process, but candidates should make clear (1) which work has been conducted subsequent to appointment at the College, and (2) which scholarly accomplishments have been achieved since the last promotion. Provide evidence of the quality of the scholarly venue and explain all measures used to provide evidence of quality scholarship (e.g., journal impact factors, journal acceptance rates, etc.)

- A. Books and monographs authored.
- B. Books edited or compiled.
- C. Books and monographs in progress. Specify extent of progress and nature of volume (authored or edited), including especially any contracts with publishers.
- D. Journal articles (published or in press in scholarly, refereed journals).
- E. Journal articles completed and "under review" for publication. Indicate date, place, and status of submission.
- F. Articles published in refereed conference proceedings.
- G. Chapters, essays, and reference articles published or in press in edited volumes (note manner of invitation or selection).
- H. Papers, lectures, posters, abstracts, and/or presentations at professional conferences (note significance of the conference within the discipline; whether it was national, regional, or local; and whether refereed).
- I. Published software, audio, multimedia, and so on (note whether refereed).

- J. External peer-reviewed scholarly grants, including those awarded, those resubmitted with revision, and those submitted but declined.
- K. TCNJ scholarly grants awarded.
- L. Reviews of books, software, creative performances, and so on.
- M. Reports from grant or contract work.
- N. Essays or other written work in news/popular media without scholarly referees.
- O. Additional research projects or scholarly works in progress. Specify nature of the work and provide evidence of the extent of progress.
- P. Editorships of scholarly journals or volumes.
- Q. Invited reviews of scholarly journals, volumes, works, or proposals.

**IX. Creative Record**

- A. Creative works completed. Indicate type of work, date of completion, collaborators, if any, and nature of and extent of collaboration, and current location of work. If there is a sponsoring organization, provide information about its significance within the discipline.
- B. Juried shows, exhibitions, and performances (note whether national, regional, or local).
- C. Un-juried shows, exhibitions, and performances.
- D. Creative works commissioned or sold.
- E. Performances by others of music, poetry, plays, etc. that you have authored.
- F. External peer-reviewed creative grants, including those awarded, those resubmitted with revision, and those submitted but declined.
- G. TCNJ creative grants awarded.
- H. Creative works in progress. Specify extent of progress and nature of the work.

**X. Professional Activity Record**

Professional services as a consultant or practitioner are considered scholarly activity when they involve the creation rather than application of knowledge and impact significantly on one's discipline. Work that involves the application of knowledge should be included in the Record of Service. Indicate type of work, name of institution/organization, dates, description of activity.

- A. Original research performed while serving as a consultant. If results from these activities were published in referred journals, then the activity should be listed here if it involved contract research.
- B. Standards created for a national or regional accreditation agency.
- C. Curricula designed for national or regional use.

**XI. Professional, Intellectual, Creative Development**

- A. Current matriculation in a degree program. Submit in the supporting documentation a letter from the appropriate graduate advisor indicating: student status, nature of study, Program, institution, anticipated date of completion.
- B. Courses completed since highest degree was awarded. Provide photocopy of transcript in the supporting documentation.
- C. Post-doctoral study, internships, personal study, workshops attended, recertification

**XII. Record of Service to The College Community**

Indicate those assignments which involved significant service, briefly describing your role and the nature of your work. Provide evidence of quality and length of service, position on committees or sub-committees, major outcomes or accomplishments and/or significant consistent contributions, and indicate whether reassigned time was awarded.

- A. Administrative or coordination activities of departments or programs.
- B. Training or supervising staff and/or mentoring of other colleagues on the faculty.
- C. Departmental committees or formal assignments
- D. School or library committees or formal assignments
- E. College committees or formal assignments
- F. Other forms of significant service, including faculty sponsorship of student-run organizations. Incidental items (such as talks to campus organizations, lecturing in a colleague's class, participation in campus groups or events) that are a routine part of the life of the College need not be listed unless there is some exceptional aspect.

**XIII. Record of Outside Service**

- A. Leadership roles in or significant contributions to a professional organization, including formal office, membership in a task force or

accrediting team, and so on. Please provide information on the membership size of the organization and other relevant details to provide background.

- B. Service as a referee, guest editor or consulting editor for a scholarly journal or press. Please describe the nature of your service, including how the number of articles reviewed and how often.
- C. Contributions as a consultant to another institution.
- D. Contributions to the surrounding community or collaborations with community partners. Mention only those that involved significant service related to your professional expertise, briefly describing your role and the nature of your work, and its connection to your professional expertise.

*-----End of Standardized Curriculum Vita-----*

**G. External Reviews of Scholarship (if applicable)**

The list of potential external reviewers and external review letters in this section should be based upon the processes set out in 3.2.4. and 8.3.

**H. Student Feedback on Teaching**

This section contains survey results from students, both quantitative summary tables and open-ended, write in responses. For reappointment applications, include summary tables and open-ended responses for every course taught at TCNJ. For promotion applications, include summary tables and open-ended responses for every course taught in the three (3) to five (5) years prior to the application. (Candidates who are eligible to apply for reappointment or promotion within three years of initial appointment should submit required documentation (e.g., student evaluations, peer reviews) for all years of employment at the College.) Candidates must follow the TCNJ/AFT Memorandums of Agreement that govern the sharing of student feedback stored electronically (these instructions are also included in Faculty Process).

**I. Peer Reviews of Teaching**

This section contains all original Peer Reviews of Teaching (see 3.2.3).

**J. Course Syllabi**

This section contains copies of syllabi for all courses taught in the previous three (3) to five (5) years (include the most recent example of each; see 2.2).

**K. Scholarly, Creative, or Professional Work**

This section contains evidence of scholarly/creative/professional work which may include:

1. copies of published books, articles, essays, abstracts, reports, grants, grant reviews, and so on, arranged according to the categories listed in the Standardized Curriculum Vita.
2. copies of letters indicating acceptance of materials submitted for publication or the status of materials under review

**L. Teaching Materials**

The following are examples of materials you might include to support teaching.

1. Evidence of pedagogical advances and innovations (Faculty) - examples of materials, handouts, assignments, exams, etc., that enhance student learning or expand the curriculum in significant ways.
2. Evidence of advancement of library operations or services (Librarians) - examples of materials, handouts, web pages, etc., created for student or staff use that demonstrate advancement of library operations or services.
3. Independent Research or Study Students - list of student names and a brief abstract of their projects (as appropriate); short description of post-graduation accomplishments of mentored students.
4. Academic Advising and Mentoring - materials developed or used in support of academic advising and mentoring; any supporting documentation that the candidate feels may be relevant to explaining their advising and mentoring record (e.g., letters of support from students mentored by the candidate explaining the impact of said mentorship).

**M. Scholarly/creative/professional Materials**

The following are examples of materials you might include to support scholarly/creative/professional work.

1. Copies of Letters from External Reviewers (see 3.2.4) - external professional peer evaluations of your scholarly/creative/professional work. Original External Reviews should appear in Section G.
2. Objective or independent information pertaining to the significance of your work such as copies of professional reviews of your scholarly or creative work, citation counts, and course adoptions.
3. Copies, photographic images, audiotapes or videotapes, URL addresses, etc. of creative work produced.

**N. Service Materials**

The following are examples of materials you might include to support scholarly/creative/professional work.

1. Copies of significant written material produced (e.g., reports or documents), indicating your specific contribution.
2. A letter from a person in a supervisory capacity citing any special contribution.

**O. Other Materials**

Add, as needed, to customize application packet.

**8. Other Forms**

**8.1. Intention to Use Multiple Disciplinary Standards**

This form is to be used by candidates for Promotion who self-identify as interdisciplinary and who wish to consider the option of using elements of multiple Disciplinary Standards in the evaluation of their scholarly/creative/professional activities. Deadline for submission of this form is one year prior to the date for intent to apply for promotion.

**Intention to Use Multiple Disciplinary Standards**

Name:

Department or Program:

Applying for (check one)

☐ Promotion to Associate Professor

☐ Promotion to Professor

For the purposes of evaluating my interdisciplinary work, I propose the use of Disciplinary Standards of these disciplines, departments, or programs, in addition to those of my own department(s) or program(s):

<hr/>	
<hr/>	<hr/>
Candidate's Signature	Date
<hr/>	<hr/>
Signature of Department or Program PRC Chair	Date
<hr/>	<hr/>
Signature of Department or Program Dean	Date

-----End of Intention to Use Multiple Disciplinary Standards-----

## 8.2. Department/Program Recommendations

### 8.2.1. For Reappointment

#### DEPARTMENT/PROGRAM RECOMMENDATION FOR REAPPOINTMENT

Candidate \_\_\_\_\_

Department/Program \_\_\_\_\_

*Evaluate the applicant in terms of the Bases and Standards for Evaluation, with a careful, thorough, and thoughtful analysis for each area listed below, as well as a discussion of the efforts made by the department/program to mentor the candidate.*

- I. Teaching or Librarianship
- II. Scholarly/Creative/Professional Activity
- III. Service

The candidate ☐ is ☐ is not (check one) recommended for formal reappointment to:

☐ Fourth Year

☐ Fifth and Sixth Year

☐ Fifth Year

☐ Sixth Year

Signed:

\_\_\_\_\_  
\_\_\_\_\_[Insert PRC Chair Name] Date

\_\_\_\_\_  
\_\_\_\_\_[Insert PRC Member Name] Date

To Applicant for Reappointment:

The collective bargaining agreement requires that individuals have an opportunity to read and, if they wish, respond to any documents placed in their personnel files. Please sign below:

I attest that I have read this document. I do \_\_\_\_\_ do not \_\_\_\_\_ (check one) intend to forward a response by April 10 to the chair of the PRC.

Name \_\_\_\_\_ Date \_\_\_\_\_

A CANDIDATE WISHING TO APPEAL A DECISION ON PROCEDURAL GROUNDS SHOULD FOLLOW APPEALS PROCEDURE CITED IN THE AGREEMENT BETWEEN THE STATE OF NEW JERSEY AND COUNCIL OF NEW JERSEY STATE COLLEGE LOCALS.

-----END OF DEPT/PROG. RECOMMENDATION-----

### 8.2.2. For Reappointment to Seventh Year with Tenure

#### DEPARTMENT/PROGRAM RECOMMENDATION FOR REAPPOINTMENT TO SEVENTH YEAR WITH TENURE

Candidate \_\_\_\_\_

Department/Program \_\_\_\_\_

*Evaluate the applicant in terms of the Bases and Standards for Evaluation, with a careful, thorough, and thoughtful analysis for each area listed below, as well as a discussion of the efforts made by the department/program to mentor the candidate.*

- I. Teaching or Librarianship
- II. Scholarly/Creative/Professional Activity
- III. Service

The candidate ☐ is ☐ is not (check one) recommended for formal reappointment to:

☐ Seventh Year (with tenure)

Signed:

\_\_\_\_\_

\_\_\_\_\_ [Insert PRC Chair Name] Date \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ [Insert PRC Member Name] Date \_\_\_\_\_

To Applicant for Reappointment with Tenure:

The collective bargaining agreement requires that individuals have an opportunity to read and, if they wish, respond to any documents placed in their personnel files. Please sign below:

I attest that I have read this document. I do \_\_\_\_\_ do not \_\_\_\_\_ (check one) intend to forward a response by April 10 to the chair of the PRC.

Name \_\_\_\_\_ Date \_\_\_\_\_



A CANDIDATE WISHING TO APPEAL A DECISION ON PROCEDURAL GROUNDS SHOULD FOLLOW APPEALS PROCEDURE CITED IN THE AGREEMENT BETWEEN THE STATE OF NEW JERSEY AND COUNCIL OF NEW JERSEY STATE COLLEGE LOCALS.

-----END OF DEPT/PROG. RECOMMENDATION-----

### 8.2.3. For Promotion

#### DEPARTMENT/PROGRAM RECOMMENDATION FOR PROMOTION

Candidate \_\_\_\_\_

Department/Program \_\_\_\_\_

*Evaluate the applicant in terms of the Bases and Standards for Evaluation, with a careful, thorough, and thoughtful analysis for each area listed below:*

- I. Teaching or Librarianship
- II. Scholarly/Creative/Professional Activity
- III. Service

The candidate ☐ is ☐ is not (check one) recommended for promotion to:

☐ Associate Professor

☐ Librarian II

☐ Professor

☐ Librarian I

☐ Assistant Director in the Library

Signed:

\_\_\_\_\_  
[Insert PRC Chair Name] Date

\_\_\_\_\_  
[Insert PRC Member Name] Date

To Applicant for Promotion:

The collective bargaining agreement requires that individuals have an opportunity to read and, if they wish, respond to any documents placed in their personnel files. Please sign below:

I attest that I have read this document.

I do \_\_\_\_\_ do not \_\_\_\_\_ (check one) intend to forward a response by October 30 to the chair of the PRC.

I do \_\_\_\_\_ do not \_\_\_\_\_ (check one) want my application forwarded to the College Promotions and Tenure Committee.

Name \_\_\_\_\_ Date \_\_\_\_\_

A CANDIDATE WISHING TO APPEAL A DECISION ON PROCEDURAL GROUNDS SHOULD FOLLOW APPEALS PROCEDURE CITED IN THE AGREEMENT BETWEEN THE STATE OF NEW JERSEY AND COUNCIL OF NEW JERSEY STATE COLLEGE LOCALS.

-----END OF DEPT/PROG. RECOMMENDATION-----

### **8.3. Letter to External Reviewer**

#### **8.3.1. For Promotion to Rank of Professor**

Note: Text offset by brackets in the letter must be customized for each candidate.

Dear [external reviewer name]:

[Name] has applied for promotion to the rank of Professor in the Department of [Department name] at The College of New Jersey. The Department Promotion and Reappointment Committee requests your evaluation as an external reviewer of the scholarly/creative/professional activity of this candidate. The contents of the external review letters are shared with the candidate. However, the identity of the reviewer is kept confidential to the candidate and all evaluators in the promotion process and will not be released unless required by law. The candidate has the right to ask for your identity to be revealed to evaluators and respond to the reports as part of the promotion application. Reviewer identities are still concealed from the candidate if they exercise the option to reveal reviewer identity to promotion evaluators. If you are willing to serve as an external reviewer, your review must be received no later than August 15, [year].

The College of New Jersey (TCNJ) is an exemplary comprehensive institution with the mission of offering a quality education to high-achieving students in a residential setting where teaching and scholarly/ creative/professional activity are essential priorities. The current standard teaching load is three courses per semester; prior to the 2004-2005 academic year, the standard teaching load was four courses per semester. Regarding faculty scholarly accomplishments, TCNJ embraces the model of a professor as teacher-scholar in which a serious and continuing commitment to scholarship complements and enriches one's teaching.

For promotion, faculty members are expected to demonstrate accomplishments in the three areas of teaching, scholarly/creative/professional activity, and service. Your review will assist us in evaluating the second area, the candidate's scholarly/creative/professional activity. Promotion to Professor at TCNJ requires that a faculty member "demonstrate a sustained pattern of achievement since attaining the rank of Associate Professor, with evidence indicating the maturation of the scholarly/creative/ professional record." As the external reviewer, please describe how the candidate has established a sustained pattern of scholarly/creative/professional achievement and evaluate how the candidate's record has matured. Please do not indicate your opinion about whether or not the candidate merits promotion to the rank of Professor or if the candidate would be likely to be promoted in your department or institution.

If you are willing to serve as an external reviewer for the scholarly/creative/professional activity of [name], please let us know by [date]. If you agree to provide an external review for this candidate's promotion application, we will send you the candidate's relevant application materials.

Thank you.

*-----End of External Review (for Professor) letter-----*

### **8.3.2. For Promotion to Assistant Director in the Library**

Note: Text offset by brackets in the letter must be customized for each candidate.

Dear [external reviewer name]:

[Name] has applied for promotion to the rank of Assistant Director in the Library (concurrent rank is Professor in the Library) in the R. Barbara Gitenstein Library at The College of New Jersey (TCNJ). The library Promotion and Reappointment Committee requests your evaluation as a peer reviewer of the scholarly/creative/professional activity of this candidate. The contents of the reports of the peer reviewers are shared with the candidate, although the identity of the reviewer is kept confidential; the candidate has the right to respond to the reports as part of the promotion application. If you are willing to serve as a peer reviewer, your review must be received no later than August 15, [year].

TCNJ is an exemplary comprehensive institution with the mission of offering a quality education to high-achieving students in a residential setting where librarianship and scholarly/creative/professional activity are essential priorities. Librarians are typically twelve month employees, with some release time for scholarly/creative/professional activity. Regarding librarian scholarly accomplishments, TCNJ embraces the model of librarian-scholar in which a serious and continuing commitment to scholarship complements and enriches one's librarianship.

For promotion, librarians are expected to demonstrate accomplishments in the three areas of librarianship, scholarly/creative/professional activity, and service. Your review will assist us in evaluating the second area, the candidate's scholarly/creative/professional activity. Promotion to Assistant Director in the Library at TCNJ requires that a librarian demonstrate a sustained pattern of achievement since attaining the previous rank of Librarian I, with evidence indicating the maturation of the scholarly/creative/professional record. As the external reviewer, please describe how the candidate has established a sustained pattern of scholarly/creative/professional achievement and evaluate how the candidate's record has matured. Please do not indicate your opinion about whether or not the candidate merits promotion to the rank of Assistant

Director in the Library, or if the candidate would be likely to be promoted at your institution.

If you are willing to serve as a peer reviewer for the scholarly/creative/professional activity of [name], please let us know by [date]. If you agree to provide a peer review for this candidate's promotion application, we will send you the candidate's relevant application materials.

Thank you.

-----End of External Review (for Asst Director in Library) letter-----

### **9. Abbreviated Application for Reappointment and/or Promotion for Non-Tenure Track Teaching Positions (including Standardized Curriculum Vita)**

Clinical Specialists and Lecturers seeking promotion must submit an abbreviated version of the Standard Application for Reappointment and/or Promotion (See Section 7 for details) . Elements of this application include:

1. Cover Page, HR Eligibility Letter, and all Hiring and Reappointment Offer Letters
2. Table of Contents
3. Professional Development Essay
  - a. The essay allows the candidate to interpret and explain the significance of the record as presented in the application. It enables the candidate to reflect deliberately on their professional development in the area of teaching and of service, and should include specific examples of excellent teaching and its effectiveness in achieving learning outcomes and in preparing students for life after college and careers, and the scope of service, including length of time and major outcomes. The essay should also include a description of how the candidate believes they have fulfilled the appropriate qualifications for reappointment and/or promotion, as well as a discussion of future goals and aspirations. An effective presentation is clear, concise, accurate, and balanced.
  - b. The Professional Development Essay typically ranges from two (2) to three (3) single-spaced pages, and should use a 12-point font with one-inch margins. Essays may not exceed four (4) single-spaced pages. The Professional Development Essay is optional for Clinical Specialists and Lecturers (of any rank) who seek reappointment only.
4. Evaluation Letters/Reports
5. Standardized Curriculum Vita
  - a. Overview of Accomplishments Since Last Reappointment/Promotion Review. Using single spacing, a 12-point font, and no more than the 1st page, provide a bulleted list of your most important teaching and service accomplishments since your last reappointment review or promotion application. This overview is optional for Clinical Specialists and Lecturers (of any rank) who seek reappointment only.

- b. Academic and Professional Employment. Indicate dates, employer, title, and brief job description as appropriate, beginning with the most recent experience. Indicate whether full-time or part-time experience.
- c. Educational Background
  - i. Degrees and diplomas, including dates, institutions and areas of specialization
  - ii. Title of dissertation and name of supervisor (if applicable)
  - iii. Post-doctoral fellowships or advanced professional certifications (if applicable)
- d. Academic or Professional Honors, Prizes, and Awards. Provide type of honor, conferring authority/organization, and date of honor. Do not include honors, prizes, and awards received by your (the candidate's) students or mentees.
- e. Teaching Record
  - i. Delivery of instruction for courses taught at TCNJ
    - 1. List by course, noting which semesters each was offered and course enrollments (based on final class roster)
    - 2. Discuss the quality of your teaching effectiveness. Summarize and refer to supporting documentation, such as Student Teaching Evaluations (Standard Application section H), Peer Reviews of Teaching (Standard Application section I), Course Syllabi (Standard Application section J), and other supporting evidence (Standard Application section L). Candidates should provide supporting documentation for the most recent five (5) years during which they have taught at TCNJ. This discussion is optional for Clinical Specialists and Lecturers (of any rank) who seek reappointment only.
    - 3. Discuss your contributions to the College Core program such as First Year Seminar (if applicable). This discussion is optional for Clinical Specialists and Lecturers (of any rank) who seek reappointment only.
  - ii. New courses, curricula, or pedagogies developed at TCNJ
  - iii. Independent studies and other non-classroom modes of instruction. Provide evidence of success in an appendix (or appendices)
  - iv. External curricular grants, including those awarded, those resubmitted with revision, and those submitted but declined
  - v. TCNJ curricular grants awarded
  - vi. Participation in professional conferences or workshops related to teaching in your discipline. Indicate sponsoring group, topic, date, place, and extent of participation. Discuss the impact on the candidate's teaching. This discussion is optional for Clinical Specialists and Lecturers (of any rank) who seek reappointment only.
- f. Record of Service to the College Community  
Indicate those assignments which involved significant service, briefly describing your role and the nature of your work. Provide evidence of quality and length of service, position on committees or sub-committees, major outcomes or accomplishments and/or significant consistent contributions.

This section (xii) is optional for **Clinical Specialists** and Lecturers (of any rank) who seek reappointment only.

- i. Departmental committees or formal assignments
    - ii. School or library committees or formal assignments
    - iii. College committees or formal assignments
    - iv. Other forms of significant service, including faculty sponsorship of student-run organizations. Incidental items (such as talks to campus organizations, lecturing in a colleague's class, participation in campus groups or events) that are a routine part of the life of the College need not be listed unless there is some exceptional aspect.
  - g. Record of Outside Service. This section (xii) is optional for **Clinical Specialists** and Lecturers (of any rank) who seek reappointment only.
    - i. Leadership roles in or significant contributions to a professional organization, including formal office, membership in a task force or accrediting team, and so on. Please provide information on the membership size of the organization and other relevant details to provide background.
    - ii. Contributions to the surrounding community. Mention only those that involved significant service related to your professional expertise, briefly describing your role and the nature of your work, and its connection to your professional expertise.
  - h. Student Feedback on Teaching
  - i. Peer Reviews of Teaching. This section contains all original Peer Reviews of Teaching. Paragraph 13 of MOA 126 specifies "Clinical Specialists/Lecturers will be evaluated through the established peer evaluation process on an annual basis." Applicants must have a minimum of three (3) peer reviews from the preceding three (3) academic years at the time of their application.
  - j. Course Syllabi
  - k. Teaching Materials
  - l. Service Materials
  - m. Other Materials [optional]
6. Scholarly/Professional/Creative Activity: Scholarly/professional/creative activity is neither required nor expected from Clinical Specialists/Lecturers of any rank. In addition, service activity tied to scholarly/professional/creative activity, such as membership on the Sabbatical or SOSA Councils, is not expected or appropriate for Clinical Specialists/Lecturers of any rank. Thus, items in the RPD's Standard Application that do not appear above have been intentionally excluded and are not evaluated for Clinical Specialists/Lecturers.
7. Reappointment: The procedures described herein also apply to Clinical Specialists/Lecturers of any rank seeking only reappointment via new contract.
- a. Clinical Specialists/Lecturers on two-year contracts must submit their reappointment packet (See above) by September 15, or the soonest business day thereafter, during the second academic year of their contract.
  - b. Clinical Specialist/Lecturers on three-year contracts must submit their

reappointment packet by September 15, or the soonest business day thereafter, during the third academic year of their contract.

8. Timeline: The reappointment and promotion process for Clinical Specialist/Lecturers will follow relevant dates in the promotion timeline that appears in the RPD (currently, timeline 6.2). Application packets are due September 15, or the soonest business day thereafter.
9. Department/Program Personnel Review Committee (PRC): The department/program PRC is responsible to collaborate with the Clinical Specialist/Lecturer to facilitate the peer reviews of teaching, as described in the RPD (currently, section 3.2.3). The department/program PRC is also responsible for the review of the applicant's materials as described in the RPD (currently, section 5.2.6), and for meeting the relevant review/evaluation deadlines specified in the RPD's promotion timeline (currently, timeline 6.2).
10. Packet Review Process and Timeline:
  - a. The promotion and reappointment applicant's packet, following its review by the PRC, will then be reviewed by the dean, the college-wide promotion and tenure committee (CPTC), the provost, and the president, and, in the event the president recommends the applicant for reappointment and/or promotion, that recommendation will be submitted to the board of trustees for final action. This promotion and reappointment review process will follow the promotion review process described in the RPD (currently, section 5) and use the RPD's promotion timeline (currently, timeline 6.2).
  - b. The reappointment applicant's packet, following its review by the PRC, will be reviewed by the dean, who will convey their recommendation to the provost. The provost will convey their recommendation to the president, and the president in turn conveys their recommendation to the board of trustees for a final decision. This reappointment review process will use the RPD's promotion timeline (currently, timeline 6.2).
11. Non-Recommendation for Promotion: Clinical Specialists/Lecturers whose promotion applications are not recommended for promotion may, at the discretion of the College, be recommended for reappointment to a two- or three-year contract as specified in MOA126, paragraph 10.
12. Withdrawal of Promotion Application: An applicant for promotion may, at any time in the process, withdraw the application for promotion without prejudice. An application is withdrawn by submitting a letter to the chair of the PRC or CPTC, dean, provost, or president, depending upon the stage of the application process. Applicants who withdraw their promotion application may request continuing review of their application for reappointment.