

Policy II-10.5: Faculty Evaluation Policy

Summary of Proposed Key Changes

The Policy has been open for faculty input during the spring 2021 semester. Open comment period ended on April 16, 2021. On September 9, 2022, edits from the “Consolidated April 2021 recommendations were merged with this document (ABG).”

Key suggestions include:

- Edited language around separation of tenure and promotion (5.0)
- Cleaned up language to ensure “creative” was included with “scholarly activity” throughout the document
- Added language around the value of experiential learning which may be defined as community engagement (6.1.3.4., 6.2.3., 6.3.2.)
- Added language around equity and inclusion
- Refined language around internal & external service (6.3.4.) after discussion of compensated v uncompensated service
- Revised definition of “program” to include First-Year Studies (8.2)
- Removed tenure quota (9.5.4.)
- Added language for NTTP Teaching/Clinical Specialists (10.2)
- Clarified language for Library Faculty (11.0)

STOCKTON UNIVERSITY



POLICY

Faculty Evaluation Policy

Policy Administrator: Provost
Authority: N.J.S.A. 18A:60-8
Effective Date: May 2, 2007; September 1, 2016; TBD
Index Cross-References:
Policy File Number: II-10.5
Approved By: Board of Trustees

This policy covers all members of the faculty. For this purpose, the following definitions of faculty apply:

- Regular faculty includes tenure-track and part-time, non-tenure track faculty;
- Non-Tenure Track Teaching and/or Clinical Professionals include Levels I and II faculty;
- Adjunct faculty includes teaching-only, non-tenure-track, term-based faculty,
- Visiting faculty includes non-tenure track faculty pursuant to Article XIII, and;
- Library faculty includes all librarians who hold academic rank.

1.0 PREAMBLE

- 1.1 As a nationally ranked public liberal arts university, Stockton University is committed to high standards of faculty performance that will sustain and extend the excellence we have achieved. This commitment embodies the teacher-scholar model central to the liberal arts tradition. In turn, the dynamic relationship between teaching and scholarship is part of maintaining the currency of the University's approach to interdisciplinary learning. While much of this policy focuses on evaluation of individual faculty members, this policy also affirms that interdisciplinary, liberal arts education is not the work of an individual, but necessarily involves purposeful collaboration in order to achieve the University's mission.
- 1.2 The status of faculty members changes as they earn reappointment, tenure and promotions or move from part-time, temporary, teaching/clinical specialist or visiting employment to a tenure-track position. As one's status changes so do expectations and, in some cases, the method of evaluation.
- 1.3 Although formal evaluation processes take place on varied cycles, the University expects the highest level of professionalism at all times. Faculty are expected to perform their roles in a manner that reflects

Commented [GA1]: Second version states:
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•Visiting faculty includes non-tenure track faculty pursuant to Article XIII, and;
•Library faculty includes all librarians who hold academic rank.

positively on themselves and on the University. Education is a shared enterprise that entails the ability to work well with colleagues and others on campus and to contribute to institutional, School, and Program goals.

- 1.4 University expectations of faculty performance fall into two broad areas: those areas of faculty responsibility traditionally used by institutions of higher education to judge performance and the continued development of their faculty, and those expectations that reflect obligations of faculty as University employees.
- 1.5 Throughout the remainder of this policy the term “faculty” shall mean teaching faculty and the term “library faculty” shall be used to refer to librarians covered under Article XVII of the Master Agreement.

2.0 STATEMENT OF FACULTY AND LIBRARY FACULTY RESPONSIBILITIES

2.1 Statement of Faculty Responsibilities

- 2.1.1 While individual appointment contracts outline general responsibilities of a faculty member’s appointment, the evaluation of faculty requires a clear statement of the responsibilities of all faculty, including those who are tenured. These responsibilities include sustained and consistent success in:
 - 2.1.2 Teaching, including General Studies teaching and teaching in all areas where a faculty member is listed as a member of the Program faculty or associated faculty in the University’s official publications.
 - 2.1.3 Keeping abreast of developments in one’s areas of teaching responsibility and in pedagogical innovations as well as incorporating this knowledge into teaching.
 - 2.1.4 Regular and systematic assessment of the achievement of student learning outcomes in one’s Program and General Studies teaching, as appropriate within the context of Program objectives, and the use of this assessment in the continual improvements of teaching and professional work.
 - 2.1.5 Precepting as applicable, including facilitation of students’ academic and career planning/decision making; conscientious attention to students’ progress toward graduation; and helping students to access resources to reinforce these efforts. Prompt and timely communication with students and preceptees, including stewardship of student records and the maintenance of grading and attendance records in a manner consistent with University policy and all relevant statutes.
 - 2.1.6 Where appropriate, fulfilling all expectations of faculty required to acquire and maintain professional or other accreditation of the University’s programs.

Commented [GA2]: This edit was taken from the 4/21 copy

2.1.7

- Excellence in teaching entails respect for students as members of the Stockton academic community and the effective response to student questions and may also entail seeking opportunities outside the classroom to enhance student learning.

2.1.8

2.1.9 Positive collaboration with one's colleagues in the achievement of individual, Program, School, and University purposes. This includes active participation in Program, School, and other meetings and providing support for, and contribution to the development of, new faculty and adjunct faculty.

2.1.10 Regular participation in and support of program activities, including those designed to foster student learning outside the classroom.

2.1.11 Active participation in faculty recruitment, including efforts to achieve diversity, equity, and inclusion.

2.1.12 Research, scholarship, or artistic/creative work as applicable, which may include the development of successful grant proposals as defined in Section 6.2.4.6.10, applied research, or other approaches to the discovery of new knowledge, and where appropriate, its integration with teaching.

2.1.13 Participation in University organizations and activities such as Faculty Assembly/Senate, faculty and University task forces and committees, student recruitment, the maintenance of positive relations with alumni, and the support of student organizations and activities. A pattern of ongoing participation in those events that contribute to the intellectual life of the University, including ceremonial events.

2.1.14 The ~~uncompensated~~ use of one's professional talents, whether based in one's discipline or not, in service to the University and to non-University audiences, communities, and/or organizations in a manner that reflects positively on the University and its purposes. ~~While laudable and sometimes required, compensated service is not an expected faculty responsibility.~~

2.1.15 Any other duties as may be assigned within the context of one's individual appointment contract.

2.2 Statement of Library Faculty Responsibilities: While an individual appointment contract outlines general responsibilities of a Library faculty member's appointment, a clear statement of the Library faculty member's responsibilities must be included in the evaluation file of a tenured or non-tenured Library faculty member. These responsibilities include sustained and consistent success in:

2.2.1 Keeping abreast of developments in one's area of responsibilities

Commented [HR3]: How are respect and effective defined? Seems like there is some rationale or example of situations that have called for this language to be added. What would be an example of a faculty member not respecting a student, or not providing an effective response? I worry we are adding terms that ca be charged and we do not have a clear way to operationalize them which could lead to discriminate enforcement by certain administrators and faculty being arbitrarily sanctioned based upon one person's idea of what constitutes respect or effectiveness, or not. I think the Union should definitely be part of the discussion on this policy.

Commented [TC4R3]: Agreed

Commented [HR5]: I wonder how we operationize this as well. Are we referring to graduation? Social Work club meet and greet? Constitution day? How will this be measured or tracked? Will these things be defined differntly for graduate vs undergraduate faculty? For example, when I was junior faculty, it was unerstood that I attend all undergraduate events as well as graduate evens, but this was inequitable, because undergrad faculty were not expected to attend graduate student events.

and in innovations in theory and practice, as well as incorporating this knowledge into one's work.

- 2.2.2 Regular and systematic assessment of the outcomes of library services in one's area of assigned responsibility, contributing to the assessment of library service as a whole, and the use of this outcomes assessment in the continual improvement of one's professional work.
 - 2.2.3 Promoting and exhibiting positive collaboration with one's colleagues in the achievement of individual, unit, Library, and University purposes, including active participation in Library and other meetings.
 - 2.2.4 Active participation in Library faculty and staff recruitment, including efforts to assist the University and Library achieve its diversity, equity, and inclusion goals.
 - 2.2.5 Regular participation in unit and Library activities, including those designed to foster student learning, faculty research, and teaching.
 - 2.2.6 Research, scholarship, or artistic/creative work as applicable, which may include the development of successful grant proposals as defined in Section 6.2.4.6.10, applied research, or other approaches to the discovery of new knowledge, and its integration with library services.
 - 2.2.7 Participation in University organizations and activities, such as Faculty Senate, faculty and University task forces and committees, and events that contribute to the intellectual life of the University, including ceremonial events, student recruitment, the maintenance of positive relations with alumni, and the support of student organizations and activities.
 - 2.2.8 The use of one's professional talents in service to the University and to non-University audiences, communities, and organizations in a manner that reflects positively on the University and its purposes.
 - 2.2.9 Any other duties as may be assigned within the context of one's individual appointment contract.
- 2.3 Library Faculty with Teaching Responsibilities: When librarians assume classroom teaching responsibilities in load, the standards in sections 2.1.2 through 2.1.4 will apply, and classroom teaching will be evaluated under 6.00 (Elaboration of University Standards for Teaching Faculty). When librarians assume responsibilities of preceptors, the standard set in 2.1.5 will apply.

3.0 OTHER RESPONSIBILITIES OF FACULTY AND LIBRARY FACULTY

Other responsibilities and expectations of faculty that derive from their employment by the State and the University these include:

- 3.1 Adherence to all policies and procedures of the University as well as public laws, administrative rules, or other official regulations and directives.
- 3.2 Adherence to all obligations and procedures outlined in the Master Agreement and all locally negotiated agreements.
- 3.3 Regular attendance and performance of one's professional responsibilities to the University, consistent with guidelines issued by one's supervisor.
- 3.4 Provided reasonable notice has been given, timely responses to all official communications and requests for information, including the provision to the Program Chair and School Dean of a syllabus for every course each term as well as timeliness in the performance of one's responsibilities to the University and its students.
- 3.5 Regular availability to students, colleagues, and staff.

4.0 EVALUATION OF FACULTY

- 4.1 It is the policy of the University to evaluate regularly the performance of all faculty, including library faculty and those who have been granted tenure. The purposes of such evaluation are 1) to provide probationary faculty with a clear statement of University, School, and Program expectations of performance; 2) to provide all faculty with timely information regarding the extent to which they are meeting these expectations of performance; 3) to identify aspects of a faculty member's performance that may need improvement in order to meet or continue to meet University expectations; 4) to provide a foundation for discussions of performance issues between the faculty member and the Dean or other direct supervisor as well as their peers; and 5) to determine whether a faculty member should be reappointed, tenured, or promoted.
- 4.2 Adjunct faculty are expected to meet the obligations that derive from employment by the State and the University listed above, those noted in the Agreement for State Colleges/Universities Adjunct Unit, and those obligations listed above that focus primarily on teaching, i.e., 2.1.1, 2.1.2, 2.1.3, 2.1.6, and 2.1.13.

5.0 UNIVERSITY STANDARDS FOR FACULTY EVALUATION

The University expects faculty to excel in a variety of ways and to balance teaching, scholarship/creative activity (if applicable), and service effectively. Sustained excellence in teaching is a necessary but not in itself a sufficient condition for reappointment, tenure or promotion to higher rank or for reappointment to any faculty position that includes teaching. Scholarship leading

Commented [HR6]: I am concerned that this is a significant shift in scholarship requirements for folks in the arts or other programs where peer-reviewed publication is not a standard reflection of scholarship.

Also here I concur with Marc, "successful" is a new threshold and the union should be aware of this substantive change. For example, our program standards count a grant proposal towards scholarship regardless of whether it is funded.

to peer-reviewed publication, successful peer-reviewed grants, and/or peer-reviewed creative activity is also a requirement for tenure and concurrent promotion to higher rank. Exceptions to this expectation that are not documented below in 5.1 will be documented in the evaluation process through a recommendation at any level of review. Faculty are also expected to contribute to University, community, and/or professional life through service activities. Excellence in teaching and impact of service are sufficient conditions for reappointment of non-tenure track or other faculty positions that exclude scholarly or creative activity.

Commented [HR9]: This contradicts the portion above that says scholarship in peer reviewed journals.....

- 5.1 Specifically, the University recognizes five scenarios:
- 5.2 Faculty who are hired under the full-time, Tenure-Track instructor MOA earn Tenure at the rank of instructor. The emphasis of their work is expected to be on teaching and service. Scholarship and/or creative activities is not required for the achievement of tenure. However, those seeking promotion to a higher rank must meet the standards, as applicable.
- 5.2.1 It is sometimes advisable to appoint, as tenure-track faculty, individuals who have excellent credentials as practitioners or clinicians in an applied field but have not previously had need to develop a scholarly program. Typically, these individuals will have terminal degrees that are not research-based degrees. Such individuals should be identified early in their time at the University. They may be considered for tenure without concurrent promotion to Assistant Professor or Associate Professor, provided that they have demonstrated a particularly high level of excellence in teaching and service and that they are deemed likely to meet the standards for promotion in the area of scholarship/creative activity after attaining tenure.
- 5.2.2 Candidates who successfully pursue early promotion will be evaluated for tenure based upon their performance during their entire probationary period and will not be required to pursue additional concurrent promotion.
- 5.2.3 Visiting (Article XIII) positions in this policy are not eligible for tenure and/or promotion. However, all faculty members who aspire to apply to a tenure-eligible position may engage in activities that will be expected of them, should they succeed in attaining a tenure-track position.
- 5.2.4 Some of the positions in this policy include opportunities for a change from Level II to Level I, as applicable to their appointment and the needs of the University. In no cases is concurrent level change an expectation for reappointment.

Commented [TC10]: Is this for instructor lines? I think we need to be clear about what rank would qualify for tenure without having research.

Commented [LW11]: This only applies to those who have a terminal degree and are in tenure-track instructor lines as stated in 10.1.1.1. Correct?

5.3 University Standards

Commented [HR12]: Is this congruent to the MOA?

- 5.3.1 This section outlines University standards for the evaluation of all faculty and the process whereby School and Program standards, consistent with the University standards, are restated in terms consistent with the character of the different Schools and disciplines.

5.3.2 The University expects all faculty to meet and sustain these standards with consistent evidence of positive development in all areas of evaluation. Adjunct, part-time, pre-tenured, tenured and faculty serving on non-tenure-track contracts are expected to sustain an overall pattern of excellence consistent with their rank and/or assigned responsibilities.

Commented [EB13]: awkward

5.3.3 The University recognizes that faculty members, either in response to evaluations or in the interest of continuing vitality, may create individual paths towards excellence in a blend of teaching, service and/or scholarship/creative activity, as applicable, that allows them to distinguish themselves. 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, short periods of relatively less activity in one area should be complemented by greater activity in the others, producing balance and a consistently high level of accomplishment overall.

6.0 ELABORATION OF UNIVERSITY STANDARDS FOR TEACHING FACULTY

6.1 Teaching

6.1.1 Educating students, both inside and outside the classroom, studio, or laboratory is the University's primary purpose. Therefore, performance in teaching carries the greatest weight in the evaluation of faculty. All aspects of teaching, including preceptorial teaching as applicable, will be evaluated in order to gain a clear understanding of each faculty member's performance.

6.1.2 In broad terms excellence in teaching is characterized by:

6.1.2.1 A thorough and current command of the subject matter, teaching techniques, and methodologies of the disciplines one teaches.

6.1.2.2 Sound and inclusive universal course design and delivery in all teaching assignments—whether program or General Studies, introductory or advanced offerings—as evident in clear learning goals and expectations, content reflecting the best available scholarship or artistic practices, and teaching techniques aimed at student learning.

6.1.2.3. The ability to organize course material and to communicate this information effectively. The development of a comprehensive syllabus for each course taught, including expectations, grading, and attendance policies and the timely provision of copies to students.

6.1.2.4 Excellence in teaching also entails respect for students as members of the Stockton academic community, the effective response to student questions, and the timely evaluation of and feedback to students.

6.1.3 Where appropriate, additional measures of teaching excellence are:

6.1.3.1 Ability to use technology in teaching.

6.1.3.2 The capacity to relate the subject matter to other fields of knowledge.

6.1.3.3 Seeking opportunities outside the classroom to enhance student learning of the subject matter.

6.1.3.4 The ability to lead, promote, and/or participate in successful credit-bearing experiences in experiential learning which may include but are not limited to community engagement, service-learning, and global education.

6.1.3.5 Ability to create and inclusive and respectful environment.

6.2 Scholarly and Creative Activity

6.2.1 The teacher-scholar model recognizes that a serious and continuing commitment to engaging in the scholarship or creative activity of one's disciplinary and/or interdisciplinary work consistent with rank and/or assigned responsibilities, enriches teaching and is the foundation of sustained excellence within the classroom.

6.2.2 Publications and creative work in support of reappointment and tenure are those achieved during the tenure candidate's probationary period. Activity in support of a post-tenure promotion or range adjustment is that work completed since the most recent promotion or range adjustment.

6.2.3 The University recognizes a wide variety of scholarly vehicles: disciplinary or interdisciplinary research, pedagogical research, applied research, integrative scholarship, community engagement and service-learning, artistic or creative activity, and grant writing. Scholarly or creative activities may take many forms and use different vehicles to communicate with the broader academic community.

6.2.3.1 The University recognizes that the time and effort required to complete scholarly or artistic projects may vary markedly among disciplines and sub-disciplines. Such variance is addressed in approved School and Program standards.

Commented [RM14]: Would faculty-sponsored/mentored credit-bearing research be included here as well? It does say "may include" before the examples but would this be an important one to specifically list?

Commented [HR15]: How does this apply to graduate faculty?

Commented [KL16]: Isn't this integrative scholarship? We could add community engagement, experiential learning, service learning etc....

6.2.4 The burden is always on the candidate to document the excellence of one's work. In cases of shared or multiple authorship, clarification of the degree of one's participation is expected. In cases of conference presentations or proceedings, clarification should be provided with regard to the selectivity of the review process.

Typically, central to judgments regarding scholarly and creative activity are:

6.2.4.1 The capacity to bring scholarly or creative projects to completion.

6.2.4.2 A mix of scholarly activities appropriate to one's appointment e.g., in some cases scholarly activity will be primary, in others creative activity.

6.2.4.3 Judgments of the worth and significance of the work by those qualified to make such judgments. These may include disciplinary peers, professional organizations, ad hoc groups, such as evaluation, judging, or refereeing panels.

6.2.4.4 Documentation of the impact of one's work

- with students
- within the scholarly area
- within higher education generally
- on documented standards of best practices in pedagogy
- in the application of one's work
- as evident in citations of one's work
- on public policy or institutions
- in the artistic/cultural realm
- or in an educational setting

6.2.4.5 Just as in the case of traditional scholarship involving the discovery of new knowledge, when one's work consists of pedagogical, integrative, or applied scholarship, its significance may be documented by demonstration of clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique. Presentation before peers and colleagues and advancing the discipline are also expectations of alternate forms of scholarship.

6.2.4.6 The University understands excellence in a variety of scholarly or creative activities to embody the following:

6.2.4.6.1 Books should be published by reputable academic or trade presses and reviewed in appropriate journals.

6.2.4.6.2 Articles, essays, and creative writing should be

published in appropriate scholarly/creative journals or venues, whether print or electronic. Some assessment should be made as to the quality of the journal in which the piece appears, in particular, its scholarly/creative reputation and whether or not the journal or proceedings are peer reviewed.

Commented [HR17]: This is inconsistent with above language that uses peer reviewed scholarly journals.

- 6.2.4.6.3 Scholarly and creative activity that involves students as co-presenters, co-participants, or co-authors.
- 6.2.4.6.4 A presentation should be evaluated on the quality of its content and on the prestige of the meeting where it was delivered. Qualitative judgments are best made when copies of presentations are made available. National and regional meetings should rank higher than local meetings in most instances. Scholarly presentations should be ranked more highly than non-scholarly ones. Competitive selections as well as presentations receiving disciplinary acknowledgement for excellence should be noted. In most disciplines a record of scholarship based on presentations alone will not be evaluated as highly as one including refereed publications.
- 6.2.4.6.5 Work in the arts may be evaluated by a number of different measures: assessment of its quality by peers or professional critics; the reputation of the gallery, museum, or other artistic venue where it is shown or presented; the respect afforded the organization for which it is performed or under contract; or some other measure of its success or impact (e.g. royalties, awards, or impact on public debate or on other artists).
- 6.2.4.6.6 Other forms of scholarly or creative activity that may appear in emerging scholarly or artistic media may be included as well, provided that comparable standards of peer review can be applied to them.
- 6.2.4.6.7 **Reviews** from appropriate journals and other outlets specified at the School and Program level may be included. Where reviews are included in a file as evidence of the worth of scholarly or artistic work, attention should be given to the professional credentials of the reviewer and the reputation of the journal or publication.
- 6.2.4.6.8 Professional activities undertaken as a practitioner or consultant are considered scholarly activity when they go beyond the routine application of knowledge to the creation of new knowledge and the

Commented [MM18]: Redundant. If reviews are included (see end of sentence) then they would have been submitted as documentation.

development of new standards for practice. Such qualities distinguish between scholarship and professional service. Those making the judgments regarding the standards for applied research necessarily involve more than clients and include academic peers familiar with the area of practice under consideration.

6.2.4.6.9 In those disciplines with strong expectations of practice to maintain current competency, appropriate standards for determining the significance of this work will be developed at the Program level and approved through the standard procedure.

6.2.4.6.10 Grants or monetary awards that are funded or reviewed as fundable from governmental or non-governmental organizations are considered examples of scholarship if those grants and awards are subject to external peer review.

6.2.4.6.11 Faculty engaged in community outreach can make a difference in the communities and beyond by defining or resolving relevant social problems or issues, by facilitating organizational development, by improving existing practices or programs, and by enriching the cultural life of the community. Scholarship may take the form of widely disseminating the knowledge gained in community-based projects in appropriate professional venues in order to share its significance with those who do not benefit directly from the project.

6.3 University and Community Service

6.3.1 The faculty role includes contributions to the achievement of the University's mission through effective participation in governance activities, including leadership roles at the Program, School, or University-wide levels. These contributions may require the capacity to work collaboratively with other members of the University community, including activities related to alumni and the University Foundation.

6.3.2 Faculty may also contribute in broader arenas such as state, regional, national or international organizations and disciplinary/professional associations. In addition, faculty may contribute to the University's public mission through service to our community, region, state or nation. Per the Carnegie definition, community engagement and service-learning that enriches scholarship, research, and creative activity; enhances curriculum, teaching and service-learning; prepares educated, engaged citizens; strengthens democratic values and civic responsibility; addresses critical societal issues; contributes to the

public good enriches scholarship. Community engagement and service-learning is particularly valued at Stockton.

- 6.3.3 The University expects faculty in their first five years of service to serve the University and community at levels commensurate with their rank. Faculty who are tenured, have multi-year contracts, and/or are of senior rank would be expected to have more substantial records in this area, as demonstrated by achievements in leadership on campus, in the community, to their disciplines, and to professional organizations.
- 6.3.4 Evaluation of achievements in this area focuses on the significance of participation, the impact of service, the scope of responsibilities, the effectiveness of participation, and contributions to the functioning, administration, and development of the University and other entities. Clear goals, adequate preparation and appropriate methods of providing service, significant results of the service, and reflection on the contribution and its use to improve the quality of future service are all aspects of documenting achievement in campus and community service. Sustained significant service is expected to meet the minimum requirement of this responsibility. Compensated service is generally not sufficient to meet the minimum requirements; However, expectations for how it can be used to demonstrate excellence may be conveyed in School and Program standards. ~~Compensated service of each type (program, school, university, external) is considered as equivalent to uncompensated service of each type (program, school, university, external) or as appropriate within school or program.~~
- 6.3.5
- 6.3.6 Evidence of effectiveness in University or community service may include such items as:
- 6.3.6.1 One or more instances when one has used one's professional skills or knowledge for the benefit of the University, or of a non-University group or individual.
 - 6.3.6.2 Contributions to professional organizations that are focused on service or professional responsibility as opposed to scholarship, research, or artistic/creative work. For example, an officer ship or service on a professional board may be more appropriately listed here, whereas editing a special issue of a journal may be more appropriately listed under the section on scholarship.
 - 6.3.6.3 General civic or community activities to which one has contributed one's professional skills or a significant amount of time, talent, energy, and involvement beyond that which might be expected by the usual citizen or member.

Commented [HR19]: with Marc's comment, this should be "or"?

7.1 Librarianship

7.1.1 Performance in the delivery of library service carries the greatest weight in the evaluation of library faculty. All aspects of library service in the library faculty member's assignment of responsibilities will be evaluated in order to gain a clear understanding of each library faculty member's performance. Contribution to scholarship and the profession of librarianship will also be evaluated.

7.1.2 In broad terms excellence in librarianship is characterized by:

7.1.2.1 A thorough and current command of librarianship and best practices in library service.

7.1.2.2 Promotion of student learning through the appropriate collection and classification of materials, through appropriate reference or consultation, and through design of effective delivery systems to make the University a learning resource- rich environment.

7.1.2.3 Sound design and application of assessment in one's area of librarianship.

7.1.2.4 Ability to use technology appropriately in the provision of information and library services.

~~7.1.2.5 Contributions to the advancement of the profession through such activities as participation in professional organizations, presentation of papers, and scholarly publication.~~

7.1.2.6 Excellence in librarianship entails respect for students as members of the Stockton academic community and the effective response to student questions, and may also entail seeking opportunities outside the Library to enhance student learning.

Commented [TC21]: Why remove this? Isn't it valuable to have librarians who are contributing to the scholarly community?

7.2 Library Faculty with Teaching Responsibilities

When library faculty members assume classroom teaching responsibilities, teaching will be evaluated under section 6.1 (Teaching).

7.3 Library Faculty Scholarly and Creative Activity

Library faculty members will be evaluated under section 6.2 (Scholarly and Creative Activity)

7.4 Library Faculty University and Community Service

Library faculty members will be evaluated under section 6.3 (University and Community Service)

8.0 DEFINITION OF SCHOOL AND PROGRAM STANDARDS

The University standards outlined above are applicable to all faculty as specified, but their application requires that they be interpreted in light of disciplines represented in each academic School and Program. Each School and Program will develop standards interpreting the University standards within the context of its own disciplinary and interdisciplinary traditions. Thus, Program definitions should be consistent with both School and University standards and School standards will be consistent with the University standard. Prior to their application, each standard will be approved through the process outlined in the local agreement "Procedure for the Evaluation of Faculty and Library Faculty."

8.1 A School is a unit of the University headed by an academic Dean or other academic officer with line responsibility over faculty. For purposes of this definition, the Library shall be considered a School. Any new School created by the University that meets this definition shall automatically be covered.

8.2 Programs are academic units of the University usually linked to their own academic degrees (majors) at the graduate or undergraduate level. First-Year Studies and other academic units to which full-time or part-time faculty lines have been assigned are also Programs for the purpose of this policy.

Commented [TC22]: The language about minors is missing now. Is this okay? I don't know if we have anyone assigned specifically to a minor as their primary program.

9.0 STATUTORY REQUIREMENTS FOR TENURE IN ACADEMIC RANK

9.1 Tenure in academic rank in New Jersey public colleges and universities is governed by statute N.J.S.A. 18A:60-8, which was changed effective September 1, 2014, and provides:

9.1.1 "Faculty members at a State college shall be under tenure in their academic rank, but not in any administrative position, during good behavior, efficiency and satisfactory professional performance, as evidenced by formal evaluation and shall not be dismissed or reduced in compensation except for inefficiency, unsatisfactory professional performance, incapacity or other just cause and then only in the manner prescribed by sub article B of article 2 of chapter 6 of Title 18A of the New Jersey Statutes, after employment in such college or such Board of Trustees for:

(1) 6 consecutive calendar years; or

(2) 6 consecutive academic years, together with employment at the beginning of the next academic year; or

(3) the equivalent of more than 6 academic years within a period of any 7 consecutive academic years."

9.2 Tenure by Exceptional Action

Notwithstanding the above, a Board of Trustees, upon the recommendation of the President of the University, may, as an exceptional action and upon a 2/3 roll call vote, grant tenure to an individual faculty member after employment in such State college for two (2) consecutive academic years.(N.J.S.A. 18A:60-9)

9.3 University Perspectives on Tenure

Tenure, as established by New Jersey law, is viewed by the University as a specific condition of employment, which is afforded to those members of the academic community who qualify for it, and is a means of making the teaching profession attractive to persons of exceptional ability. While academic tenure is one important protection for academic freedom, it is not a shield for mediocrity, incompetence, or academic irresponsibility. Notwithstanding the granting of tenure, a member of the faculty is expected to attain and maintain that standard of excellence that led the University to award tenure in the first place.

9.4 The following guidelines established by the Board of Trustees are used by the University to consider appointments that confer tenure:

9.4.1 Tenure should be awarded only to individuals whose performance during their probationary period gives clear evidence of the ability and willingness to make a significant and continuing contribution to the growth and development of the institution.

9.4.2 Tenure should be awarded after presentation of positive evidence of excellence in the achievement of University, School, and Program standards.

9.4.3 Tenure should be awarded to those who can demonstrate the ability to fulfill professional responsibilities, as members of the faculty and employees of the University, and not solely because negative evidence to the contrary is not presented.

9.4.4 Assistant Professors normally receive promotion to the rank of Associate Professor concurrent with their reappointment with tenure, unless there are unusual circumstances in the individual tenure/promotion situation. Such unusual circumstances would include those noted in 5.1 above.

9.4.5 The University reserves the right not to tenure a faculty member under certain circumstances, including:

9.5.6.1 fiscal exigency as determined by the Board of Trustees;

9.5.6.2 the determination by the University that long-term patterns of enrollment and degrees granted within the candidate's primary program or the future of the program do not warrant the conferral of additional tenure appointments; and/or

9.5.6.3 other institutional considerations as determined by the Board of Trustees upon recommendation of the President.

10.0 EXPECTATIONS FOR RANK

The general criteria for faculty expectations have been outlined above. In addition, the University has specific expectations for each rank. The expectations for each specific rank are used to evaluate performance within that rank and when judging readiness for promotion to the next higher rank. Generally, only performance since the last promotion will be considered in the new evaluation.

10.1 Instructors:

10.1.1 have earned a minimum of a master's degree or equivalent from an accredited institution in a field appropriate for the initial appointment. There are two types of situations where individuals hold the rank of Instructor:

10.1.1.1 Those hired in tenure-track Instructor lines because of their teaching excellence and from whom we do not expect scholarship or creative activity. These individuals are expected to provide evidence for excellence in teaching (in both Program and General Studies courses), professional activity, and service as specified in their contracts.

10.1.1.2. Those hired as Instructors because they do not yet hold the terminal degree in their field. These individuals are expected to:

10.1.1.2.1 Actively pursue an accredited terminal degree, and

10.1.1.2.2 Provide evidence in meeting the University and Program's standards for excellence in teaching, scholarship or creative activity, and service commensurate with rank of Assistant Professor.

10.1.1.2.3 Only those hired with expectations specified in their contract of earning a terminal degree will automatically receive rank adjustment to Assistant Professor upon documented completion of the terminal degree provided that

Commented [DE24]: What exactly does this mean?

evaluations to that point are satisfactory.

10.2 Teaching/Clinical Specialists (Non-Tenure-Track Position II):

10.2.1 Have a minimum of a master's degree or its equivalent in a field appropriate for the appointment, and

10.2.2 Demonstrate a record of teaching toward excellence (in both Program and General Studies courses); consistent with the program standards.

10.2.3 The capacity to contribute effectively through the use of professional skills in service to the program, school, University, discipline, and community, as applicable.

10.3 Teaching/Clinical Specialists (Non-Tenure-Track Position I):

10.3.1 In addition to 10.2.1, must also achieve and maintain consistent excellence in teaching (in both Program and General Studies courses, as assigned) and/or excellence in non-teaching responsibilities as assigned and/or demonstrate capability in pedagogical leadership, such as the ability to demonstrate pedagogical innovations to others within or outside their program; and

10.3.2 Document progressively important service roles and demonstrate a capacity for leadership, as identified in their individual contracts.

10.4 Assistant Professors:

10.4.1 Have a terminal degree or its equivalent from an accredited institution in a field appropriate for the appointment, and

10.4.2 Demonstrate a record of continuous improvement in teaching (in both Program and General Studies courses) toward excellence,

10.4.3 Demonstrate a growing record of scope and/or significance of scholarly and creative activity beyond that presented to secure rank, and

10.4.4 Demonstrate the capacity to contribute effectively in the use of professional skills in service to the University, discipline, and community.

10.5 Associate Professors:

10.5.1 Must achieve and maintain consistent excellence in teaching (in both Program and General Studies courses) and demonstrate capability in pedagogical leadership, such as the ability to demonstrate pedagogical innovations to others within or outside their program;

10.5.2 Demonstrate a record of scholarly/creative activity that is recognized by others within their discipline or area of specialization; and

10.5.3 Document progressively important service roles and demonstrate a capacity for leadership.

10.6 Professors:

10.6.1 Must achieve a consistent record of excellence in teaching (in both Program and General Studies courses), including curricular contributions, pedagogical leadership, and/or in activities that support the achievement of teaching excellence throughout the University;

10.6.2 Must achieve and continue to demonstrate a record of scholarly/creative activities that are nationally and/or internationally recognized as outstanding and significant; and

10.6.3 Must be stewards of service; they must play and continue to play a major role in significant University initiatives, major public initiatives, or hold key positions in their professional organizations. Professors must demonstrate that their service is recognized as outstanding in quality, effectiveness, and scope.

11.0 EXPECTATIONS FOR RANK: LIBRARY FACULTY

11.1 Instructors (~~Librarian III~~):

11.1.1 Have a master's degree or equivalent from an accredited institution in a field appropriate for the initial appointment.

11.1.2 Provide evidence of satisfactory performance of professional responsibilities and scholarly or creative activity or substantive, documented contributions to librarianship appropriate to one's discipline and one's rank.

11.2 Assistant Professors (~~Librarian II~~):

11.2.1 Demonstrate a record of continuous improvement in performance of their professional responsibilities toward excellence. Such excellence is demonstrated through excellence in library service outcomes, the effective utilization of the most recent scholarship and methods of librarianship and information science, and through the integration of one's activities into improved library service and student learning.

11.2.2 Demonstrate a growing record of breadth and significance in scholarly or creative activity or substantive, documented contributions to library science beyond that presented to secure rank.

11.2.3 Demonstrate the capacity to contribute effectively through the use of professional skills in service to the University and/or to non-University environments.

11.3 Associate Professors (Librarian I):

- 11.3.1 Provide evidence of successful performance in terms of the expectations in the Assistant Professor rank.
- 11.3.2 Have achieved consistent excellence in the performance of their professional responsibilities. Associate Professors should be capable of leadership in the areas of their professional responsibilities, including the ability to demonstrate new innovations in librarianship to others within or outside the Library.
- 11.3.3 Have achieved a record of scholarly or creative activity or substantive, documented contributions to library science that are recognized by others within their discipline or chosen area of specialization.
- 11.3.4 Have played progressively important roles in support of Library or University activities.

Commented [GC26]: This seems redundant.

11.4 Professors (Assistant Director):

- 11.4.1 Provide evidence of successful performance in terms of expectations for Associate Professor.
- 11.4.2 Have achieved a consistent record of excellence in the performance of all their professional and administrative responsibilities, in the successful application of innovations to library service, in demonstrated leadership in the Library, and in activities that support the achievement of excellence in student learning throughout the University.
- 11.4.3 Have achieved a scholarly or creative record of significance as demonstrated by a record of publications, conference presentations or creative activities of similar scope, activity or substantive, documented contributions to library science and by leadership within their professional organizations.
- 11.4.4 Play and continue to play a major role in the most significant University initiatives and/or major public initiatives and demonstrate that such leadership is recognized to be of outstanding quality, effectiveness, and scope.

12.0 DISTINGUISHED PROFESSOR

12.1 Internal Appointments

- 12.1.1 The title of Distinguished Professor is reserved for individuals who have exceeded all standards for Professor and have received university-wide and/or frequent recognition for their exceptional sustained achievement in teaching and nationally/internationally

recognized achievement in either scholarship/creative activity or service.

12.1.2 Candidates must submit evidence of significant accomplishments that have been achieved since the last promotion or range adjustment, when documenting their consistently excellent performance.

12.1.3 Unless exceptional circumstances apply, candidates for the title of Distinguished Professor must have held the rank of Professor for ten years.

12.2 External Appointments

Individuals who are not members of the University faculty may be appointed to the University at the rank of Distinguished Professor provided that they meet the criteria for Professor and Distinguished Professor as indicated above.

12.3 Remuneration

Upon recommendation by the President to the Board of Trustees, the Board will determine the appropriate salary adjustment upon conferral of the title and may grant other privileges commensurate with the candidate's qualifications and professional needs.

12.4 Continuing Expectations

In addition to continuing to meet the expectations of faculty at the rank of Professor, each recipient will be expected to engage actively in University service that has significant impact (reviewed in consultation with the Dean and/or Provost).

13.0 CRITERIA FOR RANGE ADJUSTMENT

In accordance with the Master Agreement, full-time tenured faculty and library faculty members who meet or exceed the merit-based criteria established by the University are eligible to be considered for and may apply for a range adjustment within rank. As established by the University, the following criteria must be met:

13.1 The applicant is currently not eligible for promotion due to insufficient progress in meeting the criteria required for promotion to the next rank.

13.2 Has not previously received a range adjustment within rank;

13.3 Presently exhibits, and has consistently demonstrated over the entire time since their last promotion:

13.3.1 Fulfillment of all expectations for faculty and library faculty responsibilities as specified in 2.0 of this Policy;

Commented [RM28]: The master agreement requires that schools have "merit-based" criteria for range adjustment programs. This criterion does not seem to be merit based. Article XXI, Section 1.5: "There shall be a Range Adjustment Program at each College/University where full-time faculty are employed. Full-time faculty members who meet or exceed the merit-based criteria established for range adjustments are eligible to be considered for and may apply for a range adjustment within rank. The merit-based criteria will be established by the College/University and published for the understanding of affected employees"

13.3.2 Exceptional teaching; and

13.3.3 Exceptional performance that is demonstrable of impact in either scholarship/creative activity or service.

14.0 NON-SUBSTANTIVE CHANGES

In any year, non-substantive changes may be made to this document to reflect clarifications and changes in semantics and nomenclature.

Approval History:

	Date
Policy Administrator	09/28/2021
Divisional Executive	09/28/2021
AA Leadership	9/9/2022
Faculty Senate	
Divisional Executive	
General Counsel	
Cabinet	
President	
Board of Trustees	