

FACULTY RETENTION AND PROMOTION
CURRENT UNIVERSITY CRITERIA as of Fall 2021
APPENDIX IV

I. PREAMBLE

An institution's values and commitment to academic excellence inform its policies and practices for the review of faculty performance. This is essential as it guides whom we recruit and hire, the investments made in professional development and growth, and the rewarding of accomplishments. The William Paterson University Retention, Tenure and Promotion (RTP) Policy affirms the centrality of student success to our mission, an inclusive perspective on scholarly and creative activity, and the importance of campus and community engagement.

William Paterson University of New Jersey's mission is of a public institution that offers an exceptional education to an increasingly diverse student body through baccalaureate, graduate and continuing education programs. Our faculty's growth and development is evidenced through teaching effectiveness, professional achievement, and contributions to the campus and community at all levels. The University's commitment to faculty growth and development encapsulates our commitment to student success.

The sections that follow provide clarity on the expectations evaluated in the RTP process and of ranks. This process affirms the preeminence of teaching, the form and function of research, scholarship, and creative expression, and the valuing of service as it informs the work of faculty.

The provisions of this document are to be implemented in accordance with the NJSA 18A:60-16 *Tenure for Faculty Members at State College* collective bargaining agreement and University documents.

II. CRITERIA

The retention, tenure and promotion of faculty shall be based on professional performance, professional growth, and potential contribution to the University in terms of present and future programs. It is also expected that faculty will engage in effective communication and demonstrate respect and consideration for students and colleagues. Although faculty are expected to demonstrate mastery of the three criteria areas, WPUNJ is primarily a teaching institution.

William Paterson University is committed to a holistic and developmental view of excellence. A holistic view of excellence is a commitment to viewing the areas of teaching, scholarship and service as an intersecting whole. A developmental view of excellence is a commitment to viewing the professoriate as a dynamic entity reflecting expectations commensurate with one's discipline and rank.

In all cases, potential contribution to the department, program and the University is informed by what is stipulated in the University's mission, vision and core values documents, as well as its strategic plan. Furthermore, college and department criteria are expected to align with these University criteria, providing greater specificity as appropriate to college, departmental, and disciplinary standards and norms.

A. Teaching

Characteristics of Effective Teaching

Demonstration of effective teaching is foremost among the criteria for retention and tenure and thus expected to form the largest share of faculty total effort. Teaching effectiveness can be achieved through a variety of stylistic approaches and from a wide range of pedagogical bases. However, within this diversity, it is commonly accepted that effectiveness in teaching is characterized by:

- Mastery of one's areas of expertise.
- Knowledge of current developments in one's field of study.
- Ability to connect one's subject to other areas of knowledge and endeavor.
- Ability to generate and broaden student interest in one's subject matter.
- Ability to use effective and varied teaching methods and strategies.
- Demonstration of discipline, integrity, industry, open-mindedness and objectivity in teaching.
- Ability to communicate successfully through writing and speaking.

Other ways to demonstrate effective teaching include contribution to curriculum through course/curricula development, assessment, or redesign; and participation in professional development through special courses, seminars, or workshops that develop teaching skills.

For Library faculty, the area of teaching shall be satisfied by the performance of duties and responsibilities as a librarian.

Assessment of Teaching

For the purpose of retention and tenure of faculty, the complexity and range of activities that can characterize effective teaching suggest the value of collecting assessment information from a variety of sources. This information should provide insights about the degree of effectiveness in the teaching and learning process.

Course Planning – Planning plays an important role in subsequent classroom activities. Syllabi that include measurable student learning outcomes, course outlines, bibliographies, methods of testing and evaluation, texts, and student assignments may be used to demonstrate the quality of the planning process as it relates to teaching.

Performance in one's instructional setting(s) (e.g. classroom, laboratory, studio, online) – Provides another source of information about teaching effectiveness. Peer reviews can serve as one means of assessing actual performance, educational strategies, and faculty-student interaction. Other assessments can be provided by students (student opinionnaires) and/or department chairs. Additional sources may include analysis of team-teaching situations, videotaped presentations, or group interactions. Noted high achievement by students such as honors and awards, conference presentations,

creative exhibits, and recitals should count as a component of teaching effectiveness.

Ability to be self-critical/self-reflective – Faculty should demonstrate willingness to learn from teaching assessments and willingness to work to improve their teaching. In demonstration of such ability, a faculty member may call attention to assessment of student learning outcomes, course revisions, improvement in teaching strategies, and enhancement of teacher-student interaction.

B. Research/Scholarship/Creative Activity

The distinguishing feature of a college or university is that each member of its faculty is engaged with scholarship and/or creative activities. To be a scholar is to possess the knowledge, skills, talents, and wisdom appropriate to a given field of inquiry. Given that we are primarily a teaching institution, to be a scholar is to put these capabilities into practice within the context of appropriate institutional resources and support. All Universities, including ones dedicated primarily to the education of students, need active scholars. They contribute to the overall intellectual, creative and artistic climate of the institution; serve as exemplars to students and contribute to the solution of theoretical and practical problems. Thus, it is essential that faculty members who are considered for reappointment be evaluated in light of their potential and actual contributions as active scholars, and that faculty members considered for tenure and/or promotion be evaluated in light of their actual contributions as active scholars in relation to university support.

Although one traditional view of scholarship is discipline research which results in the discovery and dissemination of new knowledge or creative activity, multiple accepted forms of scholarly activities are possible. It is this view of scholarship—one that is broad, attentive of institutional and cultural context of faculty work, and aware of the public character of the university—that guides the evaluation of scholarship in the retention/tenure/promotion process.

For example, the Boyer model includes the following:

The Scholarship of Discovery - the search for new knowledge, information, theories (the “traditional” view of scholarship).

The Scholarship of Integration - bringing together knowledge across disciplines (such as writing systematic reviews of the literature or engaging in cross-disciplinary initiatives or artistry; analysis of existing knowledge).

The Scholarship of Application - applying knowledge to real-world problems; developing white papers or consultant or technical reports.

The Scholarship of Teaching – Exploring new teaching and creative pedagogies or application of best practices and publication of the results of that research; testing and evaluating instructional or assessment materials; development of software.

Acknowledging the lacunae in the Boyer model especially with respect to creative work, and the need to view each of the above domains as inclusive of creative work, we also offer the following elaboration:

The Scholarship of Creation and Interpretation – the creative fashioning of material into some other coherence (e.g., any form of art, poetry, novel, creative non-fiction), revealing realms of possibility that were not previously present (or were ‘implicit in the materials’), imaginatively interpreting an artifact (e.g., a play, a score, a choreography, a naturally or socially existing phenomenon, etc.)

The Scholarship of Engagement – the raising of disciplinary or interdisciplinary practice to new levels as theory and research findings are applied in practice settings, tested there, revised, and expanded, thus mutually enhancing research and practice.

For purposes of the retention, tenure and promotion of faculty at WPUNJ, we take Boyer and its modifications above as a guide ‘Scholarly activity’ therefore refers to documented achievement in the following areas:

Scholarly Writing and Creative Work. Scholarly writing typically takes the form of publications based on peer review or other scholarly critical evaluation. In the case of not-yet-published work, evaluation by qualified independent reviewers is necessary. Grant writing, even if the grant proposal is unfunded, is considered to be scholarly writing. Other publications, e.g. popular publications, may be considered scholarly works but must be evaluated in the context of selectivity and prestige of the publication. Creative work typically focuses on the creation and interpretation of works of art, for example in painting, sculpture, music, dance, theatre, film, video, radio, scriptwriting, poetry, fiction-writing, and creative non-fiction, or other art forms and inventions. Independent critical review/acclaim serve as measures of the quality of the creative work. Another measure is the level of selectivity for an exhibit or performance in a certain venue, analogous to the refereeing of scholarly papers.

Scholarly Presentations. Normally these take the form of presentations at scholarly and professional meetings but can also include public lectures and performances.

Applied Scholarship. Application of scholarly expertise to community and social problems. Includes levels of professional engagement, presentations / performances / productions and activities typical of certain professional fields within academia. Presentation of new scholarship on panels, as a keynote presenter or as a judge in a film festival are a few examples of applied scholarship. Dissemination of work that supports expression and scholarship in new media may also be examples of applied scholarship.

Academic and Professional Mentoring. The training of undergraduate and graduate students in advanced methodologies specific to the STEM as well as other disciplines (in the social sciences, humanities, education), such as: research methods, laboratory methods, field studies, experimental design, deductive and inductive methods, critical writing, and communication of results. Output may be measured via outcomes such as numbers of students trained or mentored, presentations at local, regional, or national meetings, small grant proposals submitted and/or funded, theses and independent study projects completed, and publications and patents produced by student-faculty collaborations.

Scholarly Pedagogical materials and techniques. If the development helps produce a new approach to a traditional field or contributes to the shaping of an emerging field, then the activity involved could be considered scholarly (i.e., the Scholarship of Teaching). In addition, if the activity leads to such results (e.g. the writing of a widely used teaching manual or anthology of readings, or the adoption of a creative production or technique) then it would clearly be a very effective scholarly activity. Researching new pedagogies, applying best practices, the publication / performance / production of the results of that research, or testing and evaluating instructional or assessment materials, or development of software qualify as examples.

C. Service

All faculty are expected to serve, in some way, the needs of their Department, College, and University. Service to the profession and/or community are also valued. All constituencies are expected to assume the responsibility of good citizenship.

Any community service that promotes the reputation of the University will be considered a component of the retention, tenure and promotion processing regarding service. However, community service which is most applicable to the retention/tenure/promotion process is a direct extension of one's professional abilities within one's discipline.

Common examples of these various types of service include:

Service on Committees within the Department and College. Demonstrated leadership on these committees is especially valued.

Service on University Committees or Task Forces. College-wide committees/task forces such as those for convocation, graduation, All-University retention, or accreditation committees, or the mentor/mentee program.

Faculty Mentor of Student Activities. Demonstrated by activities such as faculty advisement of students, honor societies, departmental clubs, professional clubs, Greek student organizations, or the University literary magazine or newspaper.

Service to Community and the Profession. Demonstrated by activities such as holding office in professional societies, working on educational committees of the State, acting as institutional liaison to agencies/ organizations, offering workshops and symposia, giving speeches/papers to community groups, contributing to professional organization/institutional position documents on public policy or legislative issues, critiquing scholarly publications and/or grant proposals, serving on boards including editorial boards, or engaging in professional services.

Administrative Service to a Department, College, or the University. Administration of student support centers, and other Department, College, or University-wide programs can require substantial responsibility and ongoing commitment.

Consultancy Work for professional organizations and societies, educational institutions, industry, and government.

III. ACADEMIC RANK AND STANDARDS OF ACHIEVEMENT

Assistant Professor (for Annual Reappointment and Retention). An earned doctorate or other appropriate terminal degree or its equivalent from an accredited institution in an appropriate field of study, or completion of all requirements for the doctorate in an accredited institution except for the dissertation, is required. For persons hired after January 1, 1986 who do not hold the appropriate terminal degree or its equivalent, no reappointment shall be made to the fifth year unless the Board of Trustees of the University determines that for rare and exceptional reasons reappointment is necessary to support the mission of the University. The standards of rank for an assistant professor require annual evidence of effective teaching, scholarship/creative activity, and service appropriate to the mission of the department, college, and institution. Assistant professors are expected to demonstrate growth in these three areas and evidence reflective action on their performance.

Associate Professor (for Tenure with Promotion). An earned doctorate or other appropriate terminal degree from an accredited institution in an appropriate field of study and six years of professional experience are required. Candidates for associate professor are expected to demonstrate sustained instructional quality, a record of scholarship/creative activity and/or grant activity at any one or more of - local, regional, national, or international levels, and engagement in service within the department, and if possible also within the College or the university with increasing levels of responsibility. Service to the community and/or the profession is also valued. Candidates are expected to have demonstrated growth in these three areas and evidence reflective action on their performance.

Professor (for Promotion). An earned doctorate or other appropriate terminal degree from an accredited institution in an appropriate field of study and ten years of professional experience is required. Candidates for professor are expected to demonstrate sustained instructional quality as well as instructional leadership, defined as evidence of teaching mentorship of others or any other activity in support of teaching excellence at the University. With respect to scholarship/creative activity and service, candidates have two options. They should demonstrate excellence in one area and effectiveness in the other. These can be demonstrated either in scholarship/creative activity or in service. Excellence in scholarship/creative activity requires sustained and/or extensive contribution at any one or more of regional, national or international levels. Grant productivity and/or grant-writing can also be weighed as evidence of excellence in scholarship/creative activity. Effectiveness in scholarship/creative activity requires evidence of contribution at the regional or national or international levels. Excellence in service requires sustained contribution through major initiatives or leadership roles at the university. Effectiveness in service requires ongoing contribution through service at the university. Service within the community and/or to the profession is also valued.