

FACULTY RETENTION AND PROMOTION

CLARIFIED CRITERIA

APPENDIX III

I. Criteria

The retention and tenuring of faculty shall be based on professional performance, professional growth, and potential contribution to the faculty and the University in terms of present and future programs. Potential contribution to the department, program and the University in terms of present and future programs shall be consistent with the following:

- A. The needs and purposes of the University as stipulated in long-range institutional goals, i.e., mission, strategic goals, and tactical plan. Copies of these documents are available in the Office of the Provost and Senior Vice President.
- B. The outcomes required by the University's academic plan.

All faculty are expected to demonstrate productivity in all areas. Professional performance and growth shall be measured in areas of:

- Teaching
- Research scholarly activity
- Service

A. Teaching

Demonstration of effective teaching is foremost among the criteria for retention and tenure. Teaching excellence can be achieved through a variety of stylistic approaches and out of a wide range of pedagogical basis. However, within this diversity, it is commonly accepted that excellence in teaching is characterized by:

1. Command of one's subject.
2. Knowledge of current development in one's field.
3. Ability to relate one's subject to other areas of knowledge and endeavor.
4. Ability to provoke and broaden student interest in one's subject matter.
5. Ability to use effective and varied teaching methods and strategies.
6. Contributions to curriculum through course/curricula development or redesign.
7. Possession of discipline, integrity, industry, open-mindedness, and objectivity in teaching.
8. Recognition and knowledge of the general and individual academic and extracurricular needs of one's students.
9. Participation in special courses, seminars, or workshops which develop teaching skills.
10. The ability to speak and write efficiently and effectively.

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

1. Course planning activities play an important role in subsequent classroom activities. Syllabi, 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.

2. Performance in classroom, laboratory and studio activities 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, department chairs and College Deans. Additional sources may include analysis of team-teaching situations, videotaped presentations or group interactions.
3. Academic performance of students is another factor which may be considered in making judgments concerning teaching effectiveness. This might include such factors as appraisal of student developments, demonstrated competencies or student outcomes, evidence of student's ability to perform in subsequent sequence courses, honors and awards received by students, written and oral presentations, creative exhibits, and recitals developed by students.
4. Ability to be self-critical/self-reflective, to benefit from the assessment of others, and effect change in one's teaching based on assessments also play a significant role in achieving teaching effectiveness. In demonstration of such ability, a faculty member may call attention to course revisions, improvement in teaching strategies, and enhancement of teacher-student interaction.

B. Research/Scholarly Activity

The distinguished feature of a College or University is that each member of its faculty is a scholar.

To be a scholar is to possess the knowledge, skills, talents, and wisdom appropriate to a given field of inquiry. To be an active scholar is to put these capabilities into practice. All Universities, including ones dedicated primarily to the education of students, need active scholars. They contribute to the overall intellectual and artistic climate of the institution; they serve as exemplars to students and they 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.

To be considered scholarly for these purposes, an activity must be judged against two criteria:

1. Is it practiced by an individual who has expertise in the field in question? (A talk by a faculty member on the current middle East situation may or may not be a scholarly activity, depending upon the knowledge and background of the speaker, the audience's expectations, etc.).
2. Does it meet the normal standards of professional accomplishment in the field?

As traditional fields of inquiry have expanded and as new disciplines and programs have entered the curricula of higher education, the scope of the term "scholarly activity" has also broadened. Although one traditional view of scholarship is discipline research which results in the discovery and dissemination of new knowledge, other accepted forms of scholarly activity include applied research, or applying theory and knowledge to the human agenda. It can include writing, speaking, inventing, creating, performing, working on social and community problems, devising new procedures and techniques and a host of other activities.

For purposes of the retention, tenuring and promotion of faculty, scholarly activity refers to documented achievement in the following areas:

1. **Scholarly writing.** This typically takes the form of publications based on peer review or other scholarly critical evaluation, although some more popular publications can fulfill this

standard. In the case of not-yet-published work, evaluation by qualified independent reviewers is necessary.

2. **Scholarly talks.** Normally these take the form of presentations at scholarly meetings, but can also include public lectures if they meet the two criteria mentioned above.
3. **Creative work.** The creation and interpretation of works of art in painting, sculpture, music, dance, theatre, film, video, radio, or other art forms, and inventions are typical examples of creative work. Where available, reviews 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.
4. **Applied Scholarship.** Application of scholarly expertise to community and social problems.
5. **Pedagogical materials and techniques.** The development and refinement of courses is not, per se, a scholarly activity. However, if the development results in a new approach to a traditional field or helps significantly to give shape to an emerging field, then the activity involved could be considered scholarly. If the activity leads to such results (e.g. the writing of a widely used teaching manual or anthology of readings) then it would clearly be a scholarly activity.

Surrounding these central forms of scholarly activity are others that can be relevant to decisions concerning retention, tenure and promotion.

1. **Playing an active role in a disciplinary or professional association.** Such activities can help to facilitate the central scholarly activities of others and thus may be considered scholarly in a derivative sense.
2. **Obtaining grants, fellowships and awards.** These are not so much scholarly activities as they are evidence that one's scholarly activities or scholarly potential has been recognized by others. Of course, a fellowship designed to help one begin to renew one's scholarly activities would typically be less significant than a fellowship awarded on the basis of a concrete project.

C. Service

All members of William Paterson University are encouraged to contribute to the University and/or regional community through service. Simply put, all constituencies are expected to assume the responsibilities of good citizenship.

In some instances, such service might result from a vocational interest, talents or as a consequence of life roles other than that of the University faculty member or expert in a particular discipline. The University certainly encourages and often applauds such participation. However, service which is meaningful to the retention/tenure/promotion process(es) is that which is a direct extension of one's professional abilities or area of discipline specialization.

Within this framework service activities might be delineated in a variety of ways. In all instances, though, the focus must be on the academic life of the institution, the vitality of the professional association, and the well being of the regional/local community. More specifically, excellence in service should contribute significantly to the quality of teaching and scholarly activity. Service on University committees or task forces which have a role in preparing proposed academic policies, recommending guidelines for implementation of academic information systems, shaping and reviewing curriculum developments meaningfully informs faculty teaching. Actively participating in professional societies, consulting, providing expert advice or assistance in areas of professional competence to civic groups meaningfully informs faculty scholarship.

Common examples of these various types of service include:

1. Service on University Committees or Task Forces, represented by departmental committees, College-wide committees/task forces such as those for convocation, graduation, All-University retention, or accreditation committees, the mentor/mentee program, or a study abroad student selection panel.

2. Service to Community and the Profession, illustrated by holding office in professional societies, working on educational committees of the State, acting as institutional liaison to agencies/organizations, offering workshops and symposia without honoraria, 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.
3. Consultantships with/for professional organizations and societies, educational institutions, industry, government (state and federal), or inter/intra departmental.
4. Faculty Mentor of Student Activities such as honor societies, departmental clubs, professional clubs, Greek Student Organizations, the University literary magazine or newspaper.