

## School of General Studies Standards for Faculty Evaluation

December 3, 2007

### Preamble

According to the new policies and procedures negotiated between the Stockton Administration and the Stockton Federation of Teachers, each academic school of the college is to develop a set of standards for evaluating faculty members housed in that school. In particular, the task is to “. . . develop standards interpreting the College standards within the context of its own disciplinary traditions.” (Richard Stockton College Policy # TBD, p. 10.)

The School of General Studies at Stockton is distinctive, both beyond and within the College. Recognizing the many differences between general and disciplinary education, Stockton offers a separate general studies curriculum. This approach stands apart from that found at most institutions where introductory courses in the various disciplines are expected to serve the disciplines and general education. Moreover, General Studies differs from all other Schools at the College in that all students and faculty from throughout the College come together here to participate in the study of intellectual common ground.

The faculty of the School of General Studies is distinctive, as well. The school includes no programs with majors. Faculty members teach in the Basic Studies (BASK) program, the Writing program, which offers a minor, and other interdisciplinary minors.

The recently adopted policies include college-wide expectations for faculty regarding teaching, scholarly and creative activity, and college and community service. Given the diversity of the faculty of the School of General Studies, we propose that the statement of faculty responsibilities (pp. 2-3) and the description of college standards for faculty evaluation (pp. 4-9) contained in the aforementioned policy document be adopted as the School of General Studies standards for faculty evaluation.

### 6.00 ELABORATION OF COLLEGE STANDARDS FOR TEACHING FACULTY

#### 6.1 Teaching

6.1.1 Educating students, both inside and outside the classroom, studio, or laboratory is the College's primary purpose. Therefore, performance in teaching carries the greatest weight in the evaluation of faculty. All aspects of teaching, including preceptorial teaching, 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 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.

6.2.4.2A 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 educational settings

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 College 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 writings should be published in appropriate scholarly journals, 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 reputation and whether or not the journal or proceedings are peer reviewed.

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 profession 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 (if submitted as documentation) from appropriate journals 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 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.

work will be developed at the program level and approved through the standard procedure.

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.

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## 6.3 College and Community Service

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

6.3.2 Faculty may also contribute in broader arenas such as state or regional organizations or disciplinary associations. In addition, faculty may contribute to the College's public mission through service to our community, region, and the State or the Nation.

6.3.3 Normally the College expects probationary faculty to serve the College and community in selected activities, while faculty who are tenured and/or of senior rank would be expected to have more substantial records in this area, as demonstrated by achievements in leadership on campus and to their disciplines and 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, and the effectiveness of participation. Clear goals, adequate preparation and appropriate ~~mode~~ 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.

6.3.5 Evidence of effectiveness in College or community service may include such items as:

6.3.5.1 One or more instances when one has used one's professional skills or knowledge for the benefit of the College, or of a non-college group or individual.

6.3.5.2 Contributions to professional organizations that are focused on service or professional responsibility as opposed to ~~those~~ scholarship, research, or artistic/creative work. For example, an officership 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.

6.3.5.3 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.