

## **First-year Studies (FRST) Program Standards for Faculty Evaluation** (Program name updated 6/2/2014/Program standards revised Fall 2020, Revisions in yellow highlighting)

Introduction to the Document: Following are the standards for faculty evaluation for the First-year Studies (FRST) program. These standards are linked and numbered according to the approved University standards. In each section, standards and related discussion specific to the FRST program are italicized.

Please note that faculty members pursuing tenure at the rank of Instructor do not need to provide documentation of research, scholarship, and/or creative work. As such, Section 2.1.10, the second paragraph of Section 5.00, and all of Section 6.2 Scholarly and Creative Activity (6.2.1 – 6.2.4.6.11) do not apply to those faculty members. In contrast, faculty pursuing tenure at the rank of Instructor have an increased service component, defined in the introduction to 6.3 University and Community Service and outlined in the summary table at the end of the document.

Note regarding changes to proposed program standards as of Fall 2020: The FRST program recognizes the increasing challenges in our teaching responsibilities starting in the Fall of 2017 and continuing. The FRST program is offering more sections of FRST 1000-level courses, and candidates are more likely, as individuals, to be teaching a larger number and proportion of such courses in their teaching load. Stockton has more students entering with lower levels of academic preparation, more and more impactful learning differences, and higher levels of mental illness. Teaching the new student populations adds significantly to the percentage of time candidates need to spend on teaching. At the same time, and, rightly, the University and program's joint greater emphasis on retention has added significantly to the labor of everyone in the University community, as colleagues spend more time collaborating with EOF, LAP, Athletics, Veteran's Affairs, Care and Community Standards, and Student Success to track students and support them, in and out of the classroom. Faculty members send and respond to check-in emails, submit early alerts and follow up on them, participate in the peer mentor program, support a larger number of students repeating our courses, and design, implement, and assess changes to increase the chances of student success in the first, second, or third attempt. Given these increases in teaching demands, the FRST program modified its program standards to reduce expectations in other areas.

Note regarding COVID-19 pandemic temporary program standard changes: Please note that faculty members going through the personnel process at any stage starting in September 2020 will likely have been negatively impacted by the global COVID-19 pandemic. The pandemic resulted in problems like, but not limited to

- cancelled conferences
- delays in review and publication of scholarly and creative work
- a quick change to remote teaching in Spring 2020, potentially resulting in problems with teaching/learning, student perception due to circumstances not under the control of the teacher
- a change to different teaching modalities for Fall 2020, including most faculty having to move to hybrid or online teaching due to limited availability of large classroom spaces and family and health constraints
- significant caregiver challenges
- reduced internal and external grant opportunities

Some of these challenges affected all faculty members, but there is evidence that they have affected women and faculty of color disproportionately:

- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7302767/>
- <https://www.biorxiv.org/content/10.1101/2020.07.04.187583v1>
- <https://arxiv.org/abs/2006.10194>

Faculty members of color are also more likely to have been impacted by the illnesses or deaths during the pandemic, due to its disproportionate impact on communities of color. Faculty with caregiver responsibilities, not limited to but including parents who've had childcare and remote schooling challenges, have been impacted (note here that although "parent" is being used to be inclusive of a variety of families, in most cases, women are being much more heavily burdened).

In order to adapt our program standards to ameliorate the negative, and uneven, impacts of the pandemic, we propose the changes underlined below, with the suggested change starting in Fall 2026 in brackets, to be in place at least through 2026 at which time we'll re-evaluate our program standards.

## 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 so 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.

*Elaboration: Faculty members in the First-year Studies (FRST) program teach courses in writing, reading, and mathematics, primarily to first-year students, including FRST-acronym courses, as well as a variety of other W-designated and Q-designated courses. As part of their responsibilities teaching first-year students, FRST faculty teach the most underprepared, at-risk students, who must complete 1000-level FRST acronym courses to remain in college. Thus, FRST faculty must demonstrate particular facility with the unique pedagogical challenges of teaching underprepared, high-risk students.*

1.2 The status of faculty members changes as they earn tenure and promotions or move from part time, temporary, or grant funded 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 positively on themselves and on the University. Also, 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 its faculty and those expectations that reflect obligations of faculty as University employees.

1.5 Throughout this policy and accompanying procedures 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

2.2.1 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:

*Elaboration: Additional details on expectations in these areas can be found in sections 4-6 and in the table at the end of this document.*

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, 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.

2.1.7 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.

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

2.1.9 Active participation in faculty recruitment, including efforts to achieve diversity.

2.1.10 Research, scholarship, or artistic/creative work, 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.

2.1.11 Participation in University organizations and activities such as Faculty Assembly, 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.

2.1.12 The use of one's professional talents, whether based in one's discipline or not, in service to the University and to non-University publics, communities, and organizations in a manner that reflects positively on the University and its purposes.

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

### 3.00 OTHER RESPONSIBILITIES OF FACULTY AND LIBRARY FACULTY

There are 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 Coordinator 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.

### 4.00 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 his/her 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.

## 5.00 UNIVERSITY STANDARDS FOR FACULTY EVALUATION

The University expects faculty to excel in a variety of ways and to balance teaching, scholarship/creative activity, and service effectively. Sustained excellence in teaching is a necessary but not in itself a sufficient condition for tenure or promotion to higher rank. Except in unusual circumstances, scholarship leading to peer-reviewed publication and/or peer-reviewed creative activity is also a requirement for tenure and promotion to higher rank. Any exception to the expectation will be documented in writing. Faculty are also expected to contribute to University, community, and/or professional life through service activities.

5.1 Specifically, the University recognizes that 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 in the near future.

### 5.2 University Standards

5.2.1 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.

5.2.2 The University expects all faculty to meet and continue to meet these standards. For probationary faculty the University will expect consistent evidence of positive development in all areas of evaluation. Adjunct, part-time, and tenured faculty are expected to sustain an overall pattern of excellence consistent with their rank and assigned responsibilities.

5.2.3 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, scholarship/creative activity, and service 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.

## 6.00 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, will be evaluated in order to gain a clear understanding of each faculty member's performance.

*Elaboration: Because teaching first-year students, including those who are at highest risk academically, is central to the mission of the FRST program, and because this teaching requires unusual amounts of time, commitment, energy, and creative talent, teaching performance carries a higher weight than scholarship and service in the evaluation process. Such emphasis is consonant with the University's*

*primary focus on teaching.*

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.

*Elaboration: In the FRST program, we expect faculty members to demonstrate deep understanding of fundamental content principles and diverse practices that underpin teaching and learning in reading, writing, or mathematics.*

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.

*Elaboration: As appropriate, course goals and expectations should be consistent with written course standards previously established by the program. Among courses for which standards exist are all FRST-acronym courses, as well as other W-designated and Q-designated courses usually taught by program faculty.*

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.

*Elaboration: In the FRST program, we especially value the ability to help students make connections between their course work and everyday life, present or future academic work, and prospective careers.*

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 international education and global engagement.

*Summary Elaboration of 6.1 Teaching: Although candidates have choices about what evidence to provide to support each particular teaching standard, the program notes that all candidates' files are expected to include the following items:*

- *Syllabi*
- *Student evaluations*
- *Teaching observations*
- *Self-evaluation of teaching*

*With respect to syllabi, minimum required sources of evidence are a representative syllabus for each course taught since a) hire, if file is for purposes of reappointment up to and including the tenure decision, or b) attainment of present rank, if file is for purposes of post tenure promotion.*

*With respect to student evaluations, given that our approach to writing, reading, and*

mathematics in FRST is distinctive, comparisons of student evaluations in similar courses at other institutions may not be meaningful, even in adjusted scores. Also, we note that there is now substantial research evidence of gender bias, racial bias, and bias against instructors whose native language is not English, among other likely biases, in student ratings of faculty, and so student evaluations and student comments should be interpreted and applied with extreme care, so as not to unfairly disadvantage some candidates or unfairly advantage others. Among myriad publications on this topic are these two:

- Fan, Y.; Shepherd, L.J.; Slavich, E.; Waters, D.; Stone, M.; Abel, R., & E. L. Johnston. (2019). *Gender and cultural bias in student evaluations: Why representation matters*. PLOS ONE. <https://doi.org/10.1371/journal.pone.0209749>
- Chavez, K, & Mitchell, K. (2020). *Exploring bias in student evaluations: Gender, race, and ethnicity*. PS: Political Science and Politics.

Candidates can choose whether to include additional items, as they determine would be helpful to evaluators. Such items might include the following:

- Course assignments
- Student work (with or without instructor feedback)
- Test results
- Evidence of successful adjustments in pedagogy or course design during a semester or from semester to semester
- Relevant scholarship
- Discussion of relevant training experiences

In interpreting the evidence presented in files, the FRST program faculty emphasizes the importance of using multiple indicators. Each indicator alone is an imperfect measure of teaching quality, but together, they can form a useful and meaningful mosaic for evaluation. In some cases, one indicator can help explain or moderate the story told by another. As candidates prepare their self-evaluation as a guide to the multiple indicators of their excellent teaching, those indicators should include things similar to the following examples:

- A clearly stated, sound philosophy of teaching, linked to a teacher's pedagogical practice
- Teaching observations, student evaluations, and other evidence that indicate regular use of relevant pedagogical techniques for the students, subject, and course learning objectives
- A pattern of IDEA summary results in which at least half of scores are “similar” or “higher” [the preponderance of scores are “similar” or “higher”] and/or the preponderance are 3.3 or higher [3.5 or higher].

Within the portfolio, the faculty member's self-evaluation of teaching will serve as the primary guide to the evidence contained in the file for the evaluation of teaching. We expect that each candidate will refer to relevant evidence as well as University, School, and Program standards in demonstrating the effectiveness of teaching in the self-evaluation.

## 6.2 Scholarly and Creative Activity

6.2.1 The teacher-scholar model recognizes that a serious and continuing commitment to scholarship or creative activity enriches teaching and is the foundation of sustained excellence within the classroom.

*Elaboration: Teacher-scholars serve as important models of academic life, especially for first-year students. Scholarly and creative work contributes to the academic world and enriches society by expanding our knowledge base, leading to real-world applications, and inspiring us. In addition, given the unique pedagogical challenges noted above and in the context of the nature of the responsibilities of FRST faculty, scholarship about pertinent pedagogy is valued as much as other creative and scholarly*

work.

6.2.2 Publications and creative work in support of reappointment and tenure are those achieved during the applicant'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, artistic or creative activity, grant acquisition. 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 divisional and program standards.

*Elaboration: The FRST program is a microcosm of the institution with respect to the diversity of scholarly and creative work among our faculty. Examples of acceptable activities range from theoretical mathematical research to educational research to personal essays to poems to performance. Because these diverse forms of scholarly and creative work each warrant assessment consistent with the scope and nature of the work, we recognize that each of these forms requires different degrees of time, effort, and focus.*

6.2.4 It is always the case that the burden is 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 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 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 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, coparticipants, 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 (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.

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 their 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.

*Elaboration: We recognize and value that FRST faculty members frequently engage in community-based, academic partnerships leading toward grant acquisition or other scholarly/creative activity.*

### 6.3 University and Community Service

*Whereas the FRST program is the primary program in the relatively small School of General Studies, requiring a disproportionate amount of committee representation, and since FRST program faculty are also often responsible for a variety of university-wide programs such as Writing, QUAD, and first-year seminars, as well as serving as G-convenors and in in-service activities with area schools and other organizations, their service demands are unusually high. Nevertheless, while quantity of service demands is important in the FRST program, our expectations are commensurate with the University Standards in that the impact and effectiveness of one's service is the central point.*

*Documentation of the effectiveness of service might include items like letters detailing individual contributions from selected committee chairs or persons in leadership positions of organizations.*

Faculty members pursuing tenure at the rank of Instructor have an increased service component, as outlined in their contracts, which exceeds the service expectations of faculty at the rank of Assistant Professor. This increased service, to be completed cumulatively between years two through five, could be documented in the form of the following:

- a) one (1) labor-intensive/high stakes/leadership project [*one (1) labor-intensive/high stakes/leadership project and one (1) smaller/more participatory project*]
- b) two (2) smaller/more participatory projects [*three (3) smaller/more participatory projects*]
- c) or some other combination agreed upon by the faculty member and the FRST Program.

A list of these projects can be found in the Introduction to the Summary Table.

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, divisional, 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.

*Elaboration: This is especially true for FRST program faculty, given our involvement with many university-wide programs, such as The Writing Program, QUAD, and first-year seminars. This service often involves leadership or active participation in these areas. Also, several members of the FRST faculty participate as associated faculty in other programs at the University. Accordingly, we value evidence of significant and effective University service in such roles.*

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 University's public mission through service to our community, region, and state or nation.

6.3.3 Normally the University expects probationary faculty to serve the University 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, 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 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.

6.3.5 Evidence of effectiveness in University 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 University, or of a non-University group or individual.

6.3.5.2

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

## 8.00 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 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 A Program is an academic unit of the University with its own academic degree (major) at the graduate or undergraduate level. Those academic units with only minors or certificates are not considered Programs for personnel evaluation purposes, with the exception of those minors to which full-time or part-time faculty lines have been assigned.

## 9.00 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 for Previously-Employed Faculty Members

In the case of a faculty or library faculty member who was employed at a State college prior to the effective date of September 1, 2014, tenure shall be granted in accordance with the provisions in effect prior to that date. Page 16 of 22

9.3 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).

9.4 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.

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

9.5.1 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.

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

9.5.3 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.

9.5.4 In granting tenure to individuals, the needs of the University and the proportion of presently-tenured faculty on both the University-wide and Program-wide basis should be considered. No tenure quota is imposed. However: existing minimum qualifications for appointment or promotion to certain ranks constitute necessary, but not sufficient, justification for awarding tenure.

9.5.5 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.

9.5.6 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.

## 10.00 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.

### 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 evaluations to that point are satisfactory.

### 10.2 Assistant Professors:

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

10.2.2 demonstrate a record of continuous improvement in teaching (in both Program and General Studies courses) toward excellence, a growing record of scope and/or significance of scholarly and creative activity beyond that presented to secure rank, and the capacity to contribute effectively in the use of professional skills in service to the University, discipline, and community.

### 10.3 Associate Professors:

10.3.1 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;

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

10.3.3 document progressively important service roles and demonstrate a capacity for leadership.

#### 10.4 Professors:

10.4.1 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;  
10.4.2 must achieve and continue to demonstrate a record of scholarly/creative activities that are nationally and/or internationally recognized as outstanding and significant; and  
10.4.3 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.

### 12.00 DISTINGUISHED PROFESSOR

#### 12.1 Internal Appointments

12.1.1 The title of Distinguished Professor is reserved for those individuals who have exceeded all standards for Professor and have received recognition for their exceptional achievement in teaching and widely recognized achievement in either scholarship/creative activity or service.

12.1.2 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).

### 13.00 CRITERIA FOR RANGE ADJUSTMENT

In accordance with the Master Agreement, full-time 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 not making progress towards satisfying the stated criteria 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 his/her last promotion:

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

13.3.2 exceptional teaching; and

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

*A Note about Faculty Plans*

*FRST Faculty members are expected to develop their faculty plans in a way that addresses program, school, and institutional standards. They should consult with program members and other faculty members for guidance as they develop their plans.*

***Introduction to the Summary Table***

*The following table summarizes the minimum requirements in teaching, scholarly/creative activity, and service activity for tenure and promotion in the FRST program. Satisfying the minimum standards in each of the three areas is considered to be a necessary, but not sufficient condition for reappointment, tenure, or promotion. We expect candidates to exceed the minimum requirements significantly in at least one of the three areas. These minimum requirements are an elaboration of, not a replacement for the University and School standards. The program's minimum requirements for scholarly activity as listed in the table refer to work that is peer reviewed, refereed, invited, or other work of demonstrable quality and impact. In addition to the requirements listed in the table, promotion to full professor requires a consistent record over time, indicating excellence in all areas of performance as well as an informed understanding of the institution's history and mission.*

*Consistent with the University standards, in the FRST program we recognize that faculty members may choose diverse paths in working towards excellence in teaching, scholarly and creative activity, and service. Therefore, although these program standards offer specific guidance to individuals seeking tenure and/or promotion, we understand the need for some degree of flexibility in their application. That is we recognize that exceptions may exist. In these cases, it is the faculty member's responsibility to present a compelling argument that his or her accomplishments are equivalent to those that meet the standards.*

*Anyone hired at the rank of Associate Professor or Professor will be evaluated in accordance with the Expectations for Rank given in 10.3 or 10.4 respectively, of the Faculty Evaluation Policy during pre-tenure reviews.*

*Faculty members pursuing tenure at the rank of Instructor have an increased service component beyond membership on an average of two committees per year, in years three to five. Faculty members pursuing tenure at the rank of Instructor might undertake labor-intensive/high stakes/leadership projects from this partial list:*

- *Assuming a supervisory role, managing tutors, internships, and/or independent studies*
- *Facilitating the FRST TA/Peer Mentor Program*
- *Overseeing the development and implementation of the high school dual-credit developmental math program (or other FRST program)*
- *Writing a five-year review or completing an external accreditation process*
- *Serving as a Convenor or Coordinator*
- *Playing a significant leadership role in a new program/university-wide initiative, assessment, curriculum development, Teaching Circle, or special project implementation*
- *Other significant labor-intensive/high stakes/leadership role as defined by faculty member*

*Faculty members pursuing tenure at the rank of Instructor might undertake smaller/more participatory projects from this partial list:*

- *Higher precepting (50% higher than the median of precepting load of other faculty in the program)*
- *Providing mentorship and professional development for new adjunct/TT faculty in FRST*

- *Representing Stockton University at local, regional, and national conferences and organizations and fundraising events; through community partnerships; or through publication or other scholarly activity*
- *Serving on a hiring committee*
- *Playing a more participatory role in a new program/university-wide initiative, assessment, curriculum development, Teaching Circle, or special project implementation*
- *Other smaller/more participatory role as defined by faculty member*

	Tenure and Promotion to Associate	Tenure, Instructor	Professor
Teaching	<p><i>A pattern of results in all the evidence presented in teaching both FRST and non-FRST courses that suggests the successful attainment of excellence in teaching commensurate with University, School, and Program standards as set forth in 6.1 above.</i></p> <p>&amp;</p> <p><i>A record of reflection and satisfactory continued effort to improve teaching.</i></p> <p>&amp;</p> <p><i>Satisfactory summative evaluations by peers.</i></p>	<p><i>Same as tenure and promotion for Associate</i></p>	<p><i>Continued consistent teaching as described in university standards for Professor in both FRST and non-FRST courses.</i></p>
Scholarly / Creative Activity	<p><i>A combination of <u>two</u> [<u>three</u>] less extended works (e.g. journal articles; book chapters; essays; substantive, scholarly book reviews; papers in selective, conference proceedings; or creative works). A fundable grant may be used to substitute for one of these items.</i></p> <p>&amp;</p> <p><i><u>One</u> [<u>Two</u>] presentation(s) at international, national or regional conferences.</i></p> <p>  <i>OR</i></p>	<p><i>Not applicable</i></p>	<p><i>Continued activities demonstrating ongoing involvement in scholarly/creative work as described in university standards for Professor.</i></p>

	<p><i>A contract for publication of a full-length manuscript and/or substantive progress towards one extended work that seems likely to be given a contract (e.g. scholarly/creative book, substantial textbook that entails a semester's content). Because contracts and processes differ widely, it is challenging to succinctly define what "substantive progress" might look like. In general, a candidate should have done a similar amount and quality of scholarly/creative work as would go into the two [three] less extended works as described above and it should seem likely that the manuscript will be published. Where contracts are not possible until a book is complete, the candidate must demonstrate the book's likely publishability through other ways (finalist in high quality contests, etc.)</i></p> <p><i>&amp;</i></p> <p><i><u>One</u> [<u>Two</u>] presentations at international, national or regional conferences.</i></p>
Service	<p><i>Regular, substantive contributions to the program via participation at meetings and program events and participation on 1-2 working groups, subcommittees, and/or search committees in the pre-tenure period. Evidence of effective membership on university committees, including committees and Task Forces of the Faculty Senate or Assembly, as well as ad hoc committees.</i></p> <p><i>Membership on an average of <u>one</u> [two] committee(s) per year, in years <u>three</u> [two] to five.</i></p> <p>a) <i>One (1) labor-intensive/high stakes/leadership project [one (1) labor-intensive/high stakes/leadership project and one (1) smaller/more participatory project]</i></p> <p>b) <i>two (2) smaller/more participatory projects [three (3) smaller/more participatory projects]</i></p> <p>c) <i>or some other combination agreed upon by the faculty member and the FRST Program.</i></p> <p><i>Ongoing activities, as described in university standards for Professor.</i></p>