STOCKTON

The Richard Stockton College of New Jersey

POLICIES

Policy #   TBD
Title: Instructional Technology Program Faculty Evaluation Policy
Adopted date:
Effective date: Academic year 2008-2009
References: See related Procedures and Policy for Tenure and Promotion of School of Education and
                   Richard Stockton College

This policy covers all members of the Instructional Technology program faculty, including tenure-track, non-tenure track, and part-time faculty.

1.0 PREAMBLE

The Instructional Technology program faculty recognizes the importance of the guidelines set forth by the College and School of Education regarding the role of the faculty member within the institution. The College is committed to high standards of faculty performance in an effort to sustain and extend the excellence already achieved. In support of this commitment, the faculty of the Instructional Technology program supports the following policy as a basis for evaluation for tenure and/or promotion.

1.1 As a nationally ranked public liberal arts college, Richard Stockton College 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 College'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 College's mission.

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 College 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 College. 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 College 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 College employees.

1.5 Throughout this policy and accompanying procedures the term "faculty" shall mean teaching faculty; in this policy and accompanying procedures the term "Library Faculty" shall be used to refer to Librarians covered under Article XVII of the Master Agreement.

2.0 STATEMENT OF INSTRUCTIONAL TECHNOLOGY PROGRAM FACULTY RESPONSIBILITIES

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 the following areas. Additional details on expectations in these areas can be found in sections 4-6.

   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 College's official publications. Note that as a graduate program, the Instructional Technology program may involve greater teaching at the graduate level, and that General Studies teaching has not been an expected part of program faculty loads. However, faculty are encouraged to explore General Studies teaching as a part of their professional development within the institution.

   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 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 College 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 College's programs.

   2.1.7. Positive collaboration with one's colleagues in the achievement of individual, program, School, and College 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 College organizations and activities such as Faculty Assembly, faculty and College 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 College, 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 College and to non- College publics, communities, and organizations in a manner that reflects positively on the College and its purposes.

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

3.0 OTHER RESPONSIBILITIES OF INSTRUCTIONAL TECHNOLOGY PROGRAM FACULTY

There are other responsibilities and expectations of faculty that derive from their employment by the State and the College. These include:

3.1. Adherence to all policies and procedures of the College 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 College and 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 Director and Dean of the School of a syllabus for every course each term, as well as timeliness in the performance of one's responsibilities to the College 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 College 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 College, 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 College 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 College 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 COLLEGE STANDARDS FOR FACULTY EVALUATION

The College 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 College, community and/or professional life through service activities.

5.1 College Standards

5.1.1. This section outlines College standards for the evaluation of all faculty and the process whereby School and Program standards, consistent with the College standards are re-stated in terms consistent with the character of the different Schools and disciplines.

5.1.2. The College expects all faculty to meet and continue to meet these standards. For probationary faculty the College 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.

5.1.3. The College 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 College Standards for Instructional Technology 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.

Elaboration: The program's primary purpose is to provide students with knowledge and skills to improve human performance in K-12 schools and corporate/public settings by demonstrating exemplary training and practices. Performance in aspects of teaching carries strong weight in the evaluation of faculty. Aspects of teaching include instruction in formal classes, facilitation of learning in multiple environments including the workplace, and fostering student engagement in communities of practice, as part of formal credit bearing coursework.

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: A thorough command of the current subject matter and of pedagogically sound techniques and methodologies recognized as appropriate within the field and its disciplines.
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.

Elaboration: For all teaching modalities (face-to-face, hybrid, online and others), performance will be assessed according to nationally recognized best practices, such as those promoted by the SLOAN-C consortium or other reputable organizations, identified for the specific modality and audiences.

6.2 Scholarly and Creative Activity

Elaboration: Guidelines for the minimum requirements for tenure and promotion to the rank of Associate Professor are 3 peer reviewed publications and 4 presentations at national or international level conferences. Although candidates should strive to meet these expectations in terms of quantity, the quality of journal or conference is of great importance as well. Candidates may provide justification for reallocation of these guidelines as necessary.

      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.

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

      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 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 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.

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 Foundation.

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 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 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.

Elaboration: Examples include involvement with cohorts; workshops; continuing education offerings for educational, academic, corporate, governmental environments; volunteer organizations, and additional communities of practice as well as additional outreach and recruitment, outside of formal credit-bearing coursework.

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.