

Program Standards for Geology (GEOL)

This policy covers all members of the Geology Program faculty, including tenure-track faculty, non-tenure track faculty, and part-time faculty.

Preamble

The faculty of the Geology Program support the University and NAMS standards and intend for the elements of this document to further elucidate the areas of teaching, scholarship, and service from the perspective of Geology. ***Added elements at the program level beyond University and NAMS Standards are printed in italics.***

The Geology Program faculty supports the University and School Standards and intend the elements of its standards to elucidate the areas of teaching, scholarship, and service from the perspective of Geology, broadly defined.

These standards apply to all members of the Geology Program faculty, including tenured faculty, tenure-track faculty, non-tenure track faculty, and part-time faculty.

NTTP will be held to the same teaching and service standards outlined in sections 6.1 and 6.3 of this document.

The Geology Program faculty recognizes that its members have diverse paths to excellence which will be reflected in Individual Faculty Plans for Tenure and Promotion, as developed through mutual agreement of each faculty member and his/her program mentors.

6.0 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 as applicable, will be evaluated in order to gain a clear understanding of each faculty member's performance. *Our highest priority in GEOL is excellence in teaching.*

6.1.2 The GEOL program expects the faculty to demonstrate teaching effectiveness by a variety of methods. There are many ways of achieving excellence in teaching, and individual faculty members may have a unique way of dealing with the challenges of teaching. Incorporating a field component to most program courses is

essential. In addition to traditional classroom teaching, we recognize that GEOL faculty are often involved in field and laboratory work, independent studies, and other relevant instructional methods which present additional time constraints and challenges.

To demonstrate teaching effectiveness, we encourage the faculty to rely on several indicators of successful teaching in addition to the IDEA. Examples may include but are not limited to: *syllabi, teaching philosophy, handouts, assessments, activities, peer observations, student reflections, midterm evaluations, discussion of IDEA patterns, lab and field manuals, etc.* *The faculty self-evaluation should clearly guide through evidence of teaching effectiveness using these indicators.* 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. *Indicators listed in Section 6.1.2 as appropriate may be submitted as indicators. Participation in professional development opportunities to improve pedagogy (internal and external, professional organizations, conferences, workshops, etc.) may also be submitted as indicators.*
- 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. *Indicators listed in Section 6.1.2 as appropriate may be submitted as indicators. Faculty may submit evaluation of one's course materials and content by members of their program or of General Studies as described in section II.B.3 of the Faculty Evaluation Procedures.*
- 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. *Indicators listed in Section 6.1.2 as appropriate may be submitted as indicators.*
- 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.

6.1.3.4 The ability to lead, promote, and/or participate in successful credit-bearing experiences in community engagement, service-learning, international education, and global engagement.

6.1.3.5 Ability to create an inclusive and respectful environment.

6.1.3.6 Evidence of effectiveness for alternate faculty work assignments and/or non-teaching responsibilities should be demonstrated.

6.2 Scholarly and Creative Activity-Note: Instructors and Non-Tenure Track Teaching Professionals are not required to engage in scholarly or creative activity

6.2.1 The teacher-scholar model recognizes that a serious and continuing commitment to engaging in the scholarship or creative activity of one's disciplinary and/or interdisciplinary work, consistent with rank and/or assigned responsibilities, enriches teaching and is the foundation of sustained excellence within the classroom. Additionally, consideration should be given to scholarship in areas different than the candidate's specialty, if it contributes to the candidate's intellectual and scholastic development and reputation, as it is consistent with Stockton's mission as a liberal arts university.

6.2.2 Publications and creative work in support of reappointment and tenure are those achieved during the tenure candidate'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, community engagement, service-

learning, artistic or creative activity, and grant writing. 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, *particularly in geology . Though we don't establish strict guidelines on the quantity of scholarly work that needs to be completed for promotion, progress in scholarly areas should be demonstrated in some way. Examples may include publications, conference presentations/posters, research projects with students, pedagogical research, internal and external grant proposals (funded or unfunded), scientific and/or program review, community impact/engagement, etc.). Faculty should clearly describe and reflect on this progress in their self-evaluation document.*

6.2.4 The burden is always 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. *In the event that scholarly activities and research fall outside of traditional peer-review processes, the faculty member should find alternative criteria or outlets to determine quality and impact.* Clarifications of the evaluation of scholarly and creative activities are as follows.

Typically, central to judgments regarding scholarly and creative activity are:

6.2.4.1 The capacity to bring scholarly or creative projects to completion may be demonstrated by a publication and presentation record, as well as by periodic grant reports (where applicable). For projects that have not yet resulted in publication, current unpublished manuscripts and comments by knowledgeable peers both internal and external to the University are appropriate to include in the candidate's file.

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, funding agencies, 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 classroom or teaching laboratory
- 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, reviews, and creative writing should be published in appropriate scholarly/creative journals or venues, 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/creative reputation and whether or not the journal or proceedings

are peer reviewed. Additionally, college publications such as lab manuals and other teaching publications should be evaluated by internal or external peers. The quality of material submitted to or contained in government documents should be judged by the level of its pre-publication review.

6.2.4.6.3 Scholarly and creative activity that involves students as co-presenters, co-participants, or co-authors is valued regardless of the venue.

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 such as online journals, websites, fora and blogs, may be included as well, provided that comparable standards of peer review can be applied to them as evaluated by knowledgeable faculty or external evaluators.

6.2.4.6.7 Reviews (if submitted as documentation) from appropriate journals and other outlets specified at the School and Program level 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. These activities may include but are not limited to serving as a peer reviewer or an external program or department reviewer, serving on editorial boards of scientific or other professional journals and publications, and conducting contract research with the appropriate evaluation by the contracting government agency or private company. *The creation of new knowledge or standards of practice should be documented when these activities are presented as evidence of scholarship.*
- 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. In addition, grant applications that receive positive reviews from the external evaluators and the University faculty may be used as evidence of scholarship *even if they are un-funded or no funding decision has been finalized at the time of review.*
- 6.2.4.6.11 Faculty engaged in community outreach can make a difference in the 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 University and Community Service

- 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, School, 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 or other agencies.
- 6.3.2 Faculty may also contribute in broader arenas such as state, regional, national or international organizations and disciplinary/professional associations. In addition, faculty may contribute to the University's public mission, including its commitment to diversity, equity, inclusion, and belonging, through service to our community, region, state or nation. Per the Carnegie definition, community engagement and service-learning that enriches scholarship, research, and creative activity; enhances curriculum, teaching and service-learning; prepares educated, engaged citizens; strengthens democratic values and civic responsibility; addresses critical societal issues; contributes to the public good; and enriches scholarship. Community engagement and service-learning are particularly valued at Stockton.
- 6.3.3 The University expects faculty in their first five years of service to serve the University and community at levels commensurate with their rank. Faculty who are tenured, have multi-year contracts, and/or are of senior rank would be expected to have more substantial records in this area, as demonstrated by achievements in leadership on campus, in the community, to their disciplines, and to 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, the effectiveness of participation, and contributions to the functioning, administration, and development of the University and other entities. Clear goals, adequate preparation, and appropriate methods of providing service, significant results of the service, and reflection on the contribution and impact of service work, and its use to improve the quality of future service are all aspects of documenting achievement in campus and community service. The University standards state that compensated service is generally not sufficient to meet the minimum requirements. However, *NAMS* and *GEOL* value all service irrespective of

whether it is compensated or uncompensated.

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.

6.3.6 GEOL encourages faculty to direct their service efforts in areas and activities that are best suited to their interests, strengths, and faculty plans. The balance of effort among program, school, university, community, and professional service may shift but should result in an overall high level of service. Note these were adapted from the Psychology Program Standards. This is not intended to be an exhaustive list, and GEOL members should tailor their service in a manner that fits their professional goals.

Examples of GEOL program/NAMS school service include but are not limited to:

6.3.6.1 Regular attendance at program meetings

6.3.6.2 Leading or serving on GEOL committees

6.3.6.3 Participating in admissions events such as open houses, discover Stockton, and other recruiting events

6.3.6.4 Contributing to the future of the program via service on search committees, interacting with candidates, and participating in review processes.

6.3.6.5 Serving on or leading NAMS-wide committees

Examples of University service include but are not limited to:

- 6.3.6.6 Serving on University wide committees or task forces
- 6.3.6.7 Serving on Faculty Senate
- 6.3.6.8 Involvement with Union committees and/or officership

Examples of professional service include but are not limited to:

- 6.3.6.9 Chairing or serving on panels at local, regional, national, or international conferences
- 6.3.6.10 Serving as a peer reviewer for journals
- 6.3.6.11 Serving as an officer for professional organizations at the local, regional, national, or international level

Examples of community service include but are not limited to:

- 6.3.6.12 Membership or leadership of local, statewide, national, or international professional boards, charities, institutions, civic, or advocacy groups.
- 6.3.6.13 Educating through workshops, seminars, talks to local, statewide, national, or international professional organizations, charities, institutions, civic, or advocacy groups.