



## Summary Guide for SECOND YEAR-FIFTH YEAR Faculty

A **second-year file** is a Decision “Action” Review. If your performance is satisfactory, you will receive an additional two-year contract (years 3-4). If you are not adequately making progress towards tenure and promotion, you will receive a terminal one-year contract (teach in year 3 only). If your performance is exceedingly poor, your contract will terminate at the end of year two. A **third-year file** is a Feedback Review. No decisions will be made in year three; however, you will prepare a full file in the same manner as in year two. A **fourth-year file** is a decision “action” review. If your performance is satisfactory, you will receive an additional two-year contract (years 5-6). If you are not adequately making progress towards tenure and promotion, you will receive a terminal one-year contract (teach in year 5 only). A **fifth-year file** is a **Tenure and Promotion file**. This file review will determine if you receive tenure/promotion. If granted tenure and promotion, your tenure will begin September 1<sup>st</sup> of your seventh year. If you are denied tenure, and meet certain requirements, you may choose to exercise the option for reconsideration in year 6.

### [PERSONNEL CALENDAR:](#)

To access deadlines for closing of files, click on the Personnel Calendar link above. Underneath the colored checklist on the right side of the screen, click “none”. This will remove all the check marks. Find the year related to your file and click the check box. This will pull dates specific to your year. For **second-year faculty**, you must also check the personnel calendar for **Faculty Plan deadlines**.

[Click here for PRECEPTORIAL ADVISING Resources](#)

### Fall Term

- 1) Thoroughly read the locally-negotiated agreements: [Faculty Evaluation Policy \(2016\)](#) which outlines standards of excellence for faculty performance, and the [Faculty Evaluation Procedures \(MOA 2015\)](#) which outlines procedures for evaluating faculty performance and promotion.
- 2) Attend [file construction workshops](#) led by the CTLD in consultation with Faculty Review Committee members. **(Optional)**
- 3) For **second-year faculty**, revise the draft of your **Faculty Plan** (if needed from your first year) and submit it to your PRC by the appropriate deadline. The PRC will review and forward it to

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your Dean for approval. The Plan should be approved by the end of the fall semester.

**(Required)**

- 4) With your Review Advisor (or mentor), arrange for [peer evaluation of teaching](#). You must be observed in at least two classes annually by a tenured faculty member chosen by you in consultation with the Dean and the Review Advisor. **(Required)**
- 5) Prepare to propose/be approved to teach a General Studies course for the following academic year (if applicable). Submit proposals based on the instructions on the [General Studies](#) website. Typically, the approval process for GENS courses make it requisite that you propose a course a full year before it is taught. **(Required or Optional depending on your Program)**
- 6) Provide [precepting](#) to students based on the Preceptorial Advising Calendar. You will find video tutorials and sample advising syllabi by following the link.
- 7) Adhere to deadlines and instructions for Student Ratings of Teaching (IDEA, Small Class Instrument Form). An official email from an IDEA Liaison is typically sent in early October. **(Required)**

### **Between Fall and Spring Terms**

Before your file closing deadline, you should prepare your file for electronic upload (at least two weeks in advance). For the Review File, you should do the following:

- 1) Provide a copy of your approved Faculty Plan. **(Required)**
- 2) Provide a copy of your updated Curriculum Vitae. **(Required)**
- 3) Write a 1-2-page **Executive Summary** assessment of your achievements **(Required)**. Explain progress on goals as outlined in the approved Faculty Plan and [University, School](#), and [Program](#) standards. \*It is highly recommended that you write your Executive Summary after you have written your self-evaluation and reviewed your achievements in teaching, scholarship, and service.
- 4) Write a **Self-Evaluation** (suggested 5 pages for second-year files, additional years may be lengthier) **(Required)**. Include activities since your Stockton hire date. Strive for brevity and clarity and address areas of concern brought up in previous personnel letters. The statement should be written as a single document and include the following:
  - a. **Teaching** (connect what you say to the [University, School](#), and [Program](#) for excellence in teaching). **(Required)**
    - i. Briefly explain pedagogical approach/teaching philosophy.

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- ii. Explain how your pedagogy helps students meet learning goals and assess how well students meet those goals.
    - iii. Address, as applicable, teaching of different kinds at different levels, creation of new courses or curricula, unique teaching assignments (e.g., honors, first year or transfer seminars), mentoring of students in independent study, steps taken to improve teaching.
    - iv. Explain how the materials provided in the teaching portfolio (see below for portfolio documents) support what you say here about your teaching.
    - v. Comment, if applicable, on General Studies teaching.
    - vi. Comment, if applicable, on precepting.
  - b. **Scholarship or creative activity** (connect what you say to the [University](#), [School](#), and [Program](#) for excellence in scholarship or creative activity). **(Required)**
    - i. Compose a short statement briefly communicating your scholarly/creative program and a self-assessment of your progress.
    - ii. Make it clear what presentations and publications have been peer-reviewed, juried, invited, etc.
    - iii. Document the quality of the venues (e.g., selectivity/reputation of conferences, selectivity/reputation of journals) using reviews, citation indexes, and/or other sources.
    - iv. If applicable, clarify your contributions to collaborative projects.
  - c. **Service** (connect what you say to the [University](#), [School](#), and [Program](#) for excellence in service). **(Required)**
    - i. Compose a short statement demonstrating the contributions you specifically made to the University (i.e. Committees) and in broader arenas and provide a self-assessment of your effectiveness.
- 5) Prepare appendices for your file. **(Required)**
  - a. **Teaching Portfolio (Documentation of Teaching Effectiveness)** - Prepare an appendix that serves as a teaching portfolio and includes the following:
    - i. Copies of syllabi for courses taught so far at Stockton. **(Required)**
    - ii. Copies of student ratings of teaching and preceptor evaluations (IDEA and Small Class Instruments). **(Required, provided by your School Office)**
    - iii. Copies of all peer-evaluator observations (2 from each year). **(Required)**

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- iv. If you desire, any of the following may be added (**Optional**):
  1. Analysis of student evaluation data (IDEA, Small Class Instrument) and/or student comments; Additional written feedback from students (e.g., midterm evals, unsolicited student feedback); Additional evidence of peer review (peer review of portfolios or course materials); Representative student work; Grading samples; Relevant program assessment materials; Copies of course materials; Evidence of precepting achievement (e.g., advising syllabus, student feedback.)
- b. **Scholarship/Creative Activity** - Prepare an appendix with any of the following, as applicable: (**Required**)
  - i. Samples of scholarly/creative work (electronically, as PDF or .doc or other files on CD or flash drive, where possible—more detail is provided in the main [Procedures](#))
  - ii. Copies of reviews of publications, panels, etc. (electronically as described above)
  - iii. Notifications of Awards for scholarly or creative work.
  - iv. Letters of External Reviewers (if applicable): Typically, in year 5, you may choose to invoke the Formal Procedures for Soliciting External Reviews of your scholarly work. This process begins no later than three months before the closing of your file. If you would like to choose this option, meet with your Director and read Section II.B.c.1 (pg. 10) in the [Faculty Evaluation Procedures \(MOA 2015\)](#)
- c. **Service** - Prepare an appendix with letters from committee chairs, community partners, etc. to document service work (as needed and if applicable). (**Required**)

Your school will have prepared the other required parts of your file (cover form, description of position, student evaluations, i.e. IDEA and Small Class Instrument forms, including written student comments for first semester courses, and preceptor evaluations). If you need help, please meet with the staff member in your School who is the administrator of evaluation files.

## Spring Term

- 1) Arrange for [peer evaluation of teaching](#). Two (2) observations total are needed annually. (**Required**)

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- 2) Continue to provide [precepting](#) to students based on the Preceptorial Advising Calendar. In the spring, students who meet with their preceptors are given the opportunity to evaluate their preceptors through an online survey. Assistant Deans in each school are responsible for distributing them to preceptors on request. Encourage students to evaluate you. **(Required)**
- 3) Continue to participate in student evaluations (IDEA, Small Class Instrument form) of teaching. **(Required)**
- 4) Continue to implement your Faculty Plan by expanding your focus in teaching excellence, scholarship/creative activity, and service to the University, students, and community. **(Required)**

Do you need additional help? You may find additional assistance for file construction and tenure from assigned mentors, file reviewers, your program, school, the CTLD, and the SFT. Please do not hesitate to utilize the many resources at your disposal!

[Center for Teaching and Learning Design \(CTLD\)](#)

[Stockton Federation of Teachers \(SFT\)](#)

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