

Policy II-10.5 Faculty Evaluation Policy
Summary of Comments

Policy Reference Number	Comment	Resolution/Suggestions	New text
<p>2.1.7 Excellence in teaching entails respect for students as members of the Stockton academic community and the effective response to student questions and may also entail seeking opportunities outside the classroom to enhance student learning.</p>	<p>How are respect and effective defined? Seems like there is some rationale or example of situations that have called for this language to be added. What would be an example of a faculty member not respecting a student, or not providing an effective response? I worry we are adding terms that ca be charged and we do not have a clear way to operationalize them which could lead to discriminate enforcement by certain administrators and faculty being arbitrarily sanctioned based upon one person's idea of what constitutes respect or effectiveness, or not. I think the Union should definitely be part of the discussion on this policy.</p>	<p>How are respect and effective defined? Are these defined in program standards?</p> <p>Africana Studies Program Standards on page 4 list examples of excellence.</p> <p>Could we refer to the program standards?</p> <p>“broad terms” are provided in the Business program standards page 1. Criminal Justice on page 4 Social Work on page 2</p>	
<p>2.1.13 Participation in University organizations and activities such as Faculty Assembly/Senate, 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.</p>	<p>I wonder how we operationalize this as well. Are we referring to graduation? Social Work club meet and greet? Constitution day? How will this be measured or tracked? Will these things be defined differently for graduate vs undergraduate faculty? For example, when I was junior faculty, it was understood that I attend all undergraduate events as well as graduate evens, but this was inequitable, because undergrad faculty were not expected to attend graduate student events.</p>	<p>Program Standards 6.3.1 in Visual Arts Business also provides examples.</p> <p>Social Work program p. 9 “Acting as Advisor to the Social Work Club.”</p>	

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<p>5.0 The University expects faculty to excel in a variety of ways and to balance teaching, scholarship/creative activity (if applicable), and service effectively. Sustained excellence in teaching is a necessary but not in itself a sufficient condition for reappointment, tenure or promotion to higher rank or for reappointment to any faculty position that includes teaching. Scholarship leading to peer-reviewed publication, successful peer-reviewed grants, and/or peer-reviewed creative activity is also a requirement for tenure and concurrent promotion to higher rank. Exceptions to this expectation that are not documented below in 5.1 will be documented in the evaluation process through a recommendation at any level of review. Faculty are also expected to contribute to University, community, and/or professional life through service activities. Excellence in teaching and impact of service are sufficient conditions for reappointment of nontenure track or other faculty positions that exclude scholarly or creative activity.</p>	<p>I am concerned that this is a significant shift in scholarship requirements for folks in the arts or other programs where peer-reviewed publication is not a standard reflection of scholarship.</p> <p>Also, here I concur with Marc, "successful" is a new threshold and the union should be aware of this substantive change. For example, our program standards count a grant proposal towards scholarship regardless of whether it is funded.</p>	<p>Text in blue is new.</p> <p>Scholarly and creative activities are documented on page 3 in the ARTP program standards (6.2) and they expand into expectations for rank and tenure.</p> <p>In Visual Arts they are defined on page 2 and is pretty specific.</p> <p>Social Work page 6</p>	
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<p>5.2.1 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 after attaining tenure.</p>	<p>Is this for instructor lines? I think we need to be clear about what rank would qualify for tenure without having research.</p> <p>This only applies to those who have a terminal degree and are in tenure-track instructor lines as stated in 10.1.1.1. Correct?</p>	<p>All teaching faculty</p>	
<p>6.1.3.4 The ability to lead, promote, and/or participate in successful credit-bearing experiences in experiential learning which may include but are not limited to community engagement, service-learning, and global education.</p>	<p>Would faculty-sponsored/mentored credit-bearing research be included here as well? It does say “may include” before the examples but would this be an important one to specifically list? How does this apply to graduate faculty?</p>	<p>See program standards.</p>	<p>6.1.3.4 The ability to lead, promote, and/or participate in successful credit-bearing experiences in experiential learning which may include but are not limited to community engagement, service-learning, and global education.</p>

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<p>6.2.4.6 Articles, essays, 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.</p>	<p>This is inconsistent with above language that uses peer reviewed scholarly journals.</p>	<p>Refer to program standards.</p>	
<p>6.2.4.6.7 Reviews 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.</p>	<p>Redundant. If reviews are included (see end of sentence) then they would have been submitted as documentation.</p>	<p>The redundant text was removed – the original text was - Reviews (if submitted as documentation) from appropriate journals <u>and other outlets specified at the School and Program level</u> 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.</p>	
<p>6.3.4 Evaluation of achievements in this area focuses on the significance of participation, the impact of service, the scope of</p>	<p>Should the text in red read or the comment was “Marc's comment, this should be "or"?” (text in red)</p>		<p>This too aligns with the Program Standards – Social Work p. 9 “College and Community Service”</p>

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<p>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 its use to improve the quality of future service are all aspects of documenting achievement in campus and community service. Sustained significant service is expected to meet the minimum requirement of this responsibility. Compensated service is generally not sufficient to meet the minimum requirements; However, expectations for how it can be used to demonstrate excellence may be conveyed in School and Program standards.</p>			<p>Africana Studies p. 3 University and Community Service.</p> <p>Business Studies p. 5 “College and Community Service”</p> <p>Criminal Justice p. 13 “University and Community Service”</p>
<p>7.1.2.5 Contributions to the advancement of the profession through such activities as participation in professional organizations, presentation of papers, and scholarly publication.</p>	<p>Suggested deletion - comment Why remove this? Isn't it valuable to have librarians who are contributing to the scholarly community?</p>	<p>Christy Goodnight deleted the comment on March 18, 2021</p>	
<p>8.2 Programs are academic units of the University usually linked to</p>	<p>The language about minors is missing now. Is this okay? I don't know if we</p>	<p>We do not have faculty assigned to a minor as their</p>	

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<p>their own academic degrees (majors) at the graduate or undergraduate level. First-Year Studies and other academic units to which full-time or part-time faculty lines have been assigned are also Programs for the purpose of this policy.</p>	<p>have anyone assigned specifically to a minor as their primary program</p>	<p>primary program, nor are there Program Standards. There are Program Standards for the FRST program.</p>	
<p>13.2 Has not previously received a range adjustment within rank;</p>	<p>The master agreement requires that schools have “merit-based” criteria for range adjustment programs. This criterion does not seem to be merit based. Article XXI, Section I.5: “There shall be a Range Adjustment Program at each College/University where fulltime faculty are employed. Full-time faculty members who meet or exceed the merit-based criteria established for range adjustments are eligible to be considered for and may apply for a range adjustment within rank. The merit-based criteria will be established by the College/University and published for the understanding of affected employees”</p>	<p>Criteria for range adjustment is listed in this section 13</p> <p>Please edit as needed.</p>	