

STOCKTON
THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
POLICIES

Policy # TBD
Title: *Education Program Faculty Evaluation Policy*
Adopted date: May 2008
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 Education program faculty, including tenure-track, non-tenure track, and part-time faculty.

1.0 PREAMBLE

The Education 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 Education 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, divisional 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 EDUCATION PROGRAM FACULTY RESPONSIBILITIES

2.1. STATEMENT OF FACULTY RESPONSIBILITIES

- 2.1.1. 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.
- 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 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, divisional, and College purposes. This includes active participation in program, division 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 EDUCATION 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 Coordinator and Divisional Dean 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, Divisional, 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 Divisional and Program standards, consistent with the College standards are re-stated in terms consistent with the character of the different Divisions 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 TEACHING FACULTY

Elaboration- In addition to meeting all of the responsibilities outlined in 2.0 and 3.0 faculty will be evaluated on teaching, scholarship, and service.

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: Because the purpose of the Education program is to prepare new teachers and enhance the skills of those already in the field, we expect that faculty in the program will model exemplary teaching. As important as teaching performance is to the college as a whole, teaching is of even higher value to the education program.

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 discipline of Education, the subject matter includes both the art and science of teaching as well as content knowledge. Thus, we expect a thorough and current command of subject matter and teaching techniques that recognizes this tapestry.
- 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, courses will be aligned with state, national, international, or other standards.
- 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.

Elaboration:

For Education program faculty, specific indicators of excellence in teaching also include but are not limited to:

- IDEA evaluations
 - Scores at or above program average for all courses instructed
 - Scores of education courses required for certification and endorsements will carry greater weight
- Peer evaluations

Other indicators of excellence in teaching may include:

- Sample student artifacts
- Sample syllabi
- Sample assignments
- Creation and approval of a G-course
- Creation and approval of a new EDUC course
- Teaching of a G-course
- Teaching a wide variety of courses

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: In addition to these characteristics of exemplary teaching, we recognize the following:

- Differentiating instruction based on students' needs and experiences,
- Providing students with opportunities to share educational expertise outside the classroom,
- Create experiences, outside the mandated curricula, that will serve as both learning opportunities to the students and provide service to the community.

This list includes characteristics of exemplary teaching and is not intended to be all inclusive. We expect faculty members to either select from the above or describe other accepted characteristics used within their classrooms.

6.2 Scholarly and Creative Activity

Elaboration- To be considered for tenure and promotion to the rank of Associate Professor the faculty member must have at least 2 peer-reviewed publications and 4 peer-reviewed 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.

Elaboration: In cases of grant acquisition, we consider participation to be primary or a secondary author.

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 divisional and program standards.

Elaboration: We recognize the centrality of scholarly work to academic institutions, both in terms of its capacity to inform teaching and its potential to further new knowledge. As a result, we expect faculty members to contribute accordingly through the vehicles described in 6.2.3.

- 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.

Elaboration: In documenting one's scholarly work it is the candidate's responsibility to establish the connection to the academic life of the Education Program, the School of Education, or the College.

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 the 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.
Elaboration: In the Education Program, we also recognize book chapters published by reputable academic or trade presses in this category.
- 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.
Elaboration: In the case where a faculty member's scholarly work in the area of grant acquisition is presented as peer-reviewed publication, we expect this person will establish his/her major authorship of an external grant, the significance and impact of the grant, and evidence of a high degree of competitiveness in being awarded this grant.

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: In the Education program, we recognize that the definition of scholarly work is fluid. If a faculty member wishes to present a form of scholarship not listed above it is the faculty member's responsibility to establish the appropriateness of this work. It should be understood however that this work should satisfy generally accepted standards for academic scholarship as described in 6.2.4.5.

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, divisional, 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.

Elaboration: Preceptorial responsibilities for program faculty are distinctively high. Faculty members typically serve as preceptor large numbers of undergraduate and graduate students. Because of the unique intricacy of program requirements in education and because of the large number of post-baccalaureate students, faculty members must dedicate comparatively more time and energy to preceptorial advising than those in other programs.

Program service activities require Education program faculty members to devote an inordinate amount of time on an ongoing basis addressing recruitment, admission, orientation, retention, graduation and certification to large numbers of undergraduate, post-baccalaureate, and graduate students.

- 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.
Elaboration: The Education program expects faculty to be knowledgeable of area schools and to provide service to schools and/or related community organizations through formal and/or informal methods.
- 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.
 - 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 DIVISIONAL AND PROGRAM STANDARDS

The College 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 division and program. Each Division and Program will develop standards interpreting the College standards within the context of its own disciplinary traditions.

Thus, program definitions should be consistent with both Divisional and College standards and Divisional standards will be consistent with the College standard. Prior to their application, each standard will be approved through the process outlined in Procedure (Number to be determined).

8.1 A division is a unit of the College headed by an Academic Dean or other academic officer with line responsibility over faculty. For purposes of this definition, Teacher Education and the Library shall be considered divisions. Graduate Studies is considered a division for administrative purposes only. Any new division created by the College that meets this definition shall automatically be covered.

8.2 A program is an academic unit of the College 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

9.0.1 Tenure in academic rank in New Jersey public colleges and universities is governed by statute. N.J.S.A. 18A:60-8 provides:

9.0.2 "Faculty members 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 or article 2 of Chapter 6 of Title 18A of the New Jersey Statutes, after employment in such college or such board of trustees for:

9.0.3 (1) 5 consecutive calendar years; or (2) 5 consecutive academic years, together with employment at the beginning of the next academic year; or the equivalent of more than 5 academic years within a period of any 6 consecutive academic years."

9.1 Tenure by Exceptional Action

9.1.1 Notwithstanding the above, a Board of Trustees, upon the recommendation of the President of the College, may, as an exceptional action and upon a 2/3 roll call vote, grant tenure to an individual faculty member after employment in such college for two (2) consecutive academic years.(N.J.S.A. 18A60:-9)

9.2 College Perspectives on Tenure

9.2.1 Tenure, as established by New Jersey law, is viewed by the College 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 College to award tenure in the first place.

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

9.3.1 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.

9.3.2 Tenure should be awarded after presentation of positive evidence of excellence in the achievement of College, program and divisional standards.

9.3.3 Tenure should be awarded to those who can demonstrate the ability to fulfill professional responsibilities; as members of the faculty and employees of the College; and not solely because negative evidence to the contrary is not presented.

9.3.4 In granting tenure to individuals, the needs of the College and the proportion of presently-tenured faculty on both the College-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.

9.3.5 Normally, tenure will not be granted to a faculty member in the rank of Instructor, except for library faculty. 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.

9.3.6 The College reserves the right not to tenure a faculty member under certain circumstances, including:

- (1) fiscal exigency as determined by the Board of Trustees
- (2) the determination by the College 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.
- (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 College has specific expectations for each rank. The expectations for the next higher rank are used to judge readiness for promotion to that higher rank. The expectations for each specific rank are used to evaluate performance within that rank.

- 10.1 Instructors:
 - 10.1.1 have a master's degree or equivalent from an accredited institution in a field appropriate for the initial appointment. Faculty with Masters degrees in fields in which the latter is the terminal degree would ordinarily be appointed to a higher rank.
 - 10.1.2 actively pursue an accredited terminal degree in an appropriate field.
 - 10.1.3 provide evidence of scholarly or creative activity appropriate to one's discipline and one's rank.
 - 10.1.4 Instructors will receive a rank adjustment upon completion of the terminal degree provided that the previous evaluation was satisfactory.
- 10.2 Assistant Professors:
 - 10.2.1 have a terminal degree or its equivalent in a field appropriate to one's appointment unless there are exceptional programmatic needs as determined by the college.
 - 10.2.2 demonstrate a record of continuous improvement in teaching toward excellence in core teaching responsibilities, i.e. program and General Studies teaching (unless appointed only to a graduate program). Such excellence is demonstrated through attention to achieving student learning outcomes in the courses one teaches, the effective utilization of the most recent scholarship and pedagogical approaches from their disciplines, through the integration of activities outside the classroom into student learning, and through evidence of effective preceptorial teaching.
 - 10.2.3 demonstrate a growing record of scope and/or significance of scholarly and creative activity beyond that presented to secure rank.
 - 10.2.4 demonstrate the capacity to contribute effectively in the use of professional skills in service to the College and/or to non-college environments.
- 10.3 Associate Professors:
 - 10.3.1 provide evidence of successful performance in terms of the expectations in the Assistant Professor rank.
 - 10.3.2 have achieved consistent excellence in teaching in all assigned teaching responsibilities. Associate Professors should be capable of pedagogical leadership, such as the ability to demonstrate new pedagogical innovations to others within or outside their program.
 - 10.3.3 have achieved a record of scholarly /creative activity that is recognized by others within their discipline or chosen area of specialization. Normally, this record will

include the external validation and recognition of one or more major works such as those outlined in 6.2.4.6 above.

- 10.3.4 have played progressively important roles in support of program, divisional, College or professional activities and have demonstrated a capacity for leadership including the achievement of demonstrable outcomes..
- 10.4 Professors:
 - 10.4.1 provide evidence of successful performance in terms of expectations for Associate Professor.
 - 10.4.2 have achieved a consistent record of excellence in meeting all teaching assignments, in pedagogical leadership, and in activities that support the achievement of teaching excellence throughout the College.
 - 10.4.3 have achieved a scholarly/creative record of significance as demonstrated by a consistent record of significant publications, presentations at national or international conferences or creative activities of similar scope, and evidence of internal and external recognition of the record as outstanding and significant.
 - 10.4.4 play and continue to play a major role in significant College initiatives and/or major public initiatives or by leadership in professional organizations, and demonstrate that such leadership is recognized to be of outstanding quality, effectiveness and scope.