

Memorandum of Agreement

Assessment

Participation in assessment activities is part of the normal work of faculty by college policy. Under the terms of negotiated agreements, faculty are collectively responsible for assessment and various designated faculty have specific assessment responsibilities. The parties recognize that assessment of Program and General Studies is an institutional priority.

The SFT and Administration agree that the work of assessing outcomes in a useful and meaningful way varies from program to program and does not fall equally on all faculty. In order to facilitate the work of assessment and to treat faculty equitably, the following agreement is reached:

(1) GENERAL STUDIES ASSESSMENT PROJECT

The School of General Studies has begun a process of assessing student achievement of learning outcomes in each of the G categories. This process is at a critical juncture since it is part of a proposed curriculum reform growing out of a General Studies Task Force. Since all faculty are members of the General Studies faculty, but there is no specific allocation of responsibility for assessment beyond the G-convenor, it is necessary to create an incentive for faculty participation;

Faculty will be asked to serve as assessment readers of student work as set forth in the attached Concept of General Studies Outcomes Assessment. The reading will take place in a manner somewhat similar to that previously used for the Junior Writing Test, in that faculty will meet in a group setting, rubrics will be discussed, norming will take place, and two faculty will (holistically) read each essay with a third involved in case of disagreement. The process will occur at a time that classes are not in session, prior to the beginning of Spring term, 2011.

Selection

Faculty, including adjunct faculty, will be invited to apply to serve as readers in General Studies categories in which they have taught or where they have demonstrable expertise. Applications will be accepted until there are sufficient readers in each category as set forth in the attached Concept of General Studies Outcome Assessment. If there are more applicants than spaces, the Dean of General Studies, in consultation with the G-Convenor, will select faculty.

Responsibilities

Faculty who serve in this role will meet in a group setting, discuss the rubrics, engage in a norming process and do holistic reading of approximately fifty to sixty essays.

Compensation

Each faculty member who participates will be paid a stipend of \$100 for a period of no more than three hours; should additional time be needed, participants can volunteer to work one or more additional three-hour shifts at the same compensation rate, until the reading is complete...

(2) PROGRAM ASSESSMENT

The intent of this section is to assure that the same principles which underlie the College's agreement to pay for the above assessment project in General Studies are equitably applied to assessment activities in degree programs and other curricular units undergoing assessment.

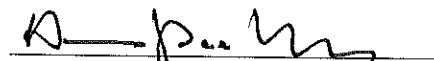
The College each year will set aside a sum of money equivalent to \$1000 for each program (where "program" means any curricular entity expected to undertake assessment even if not degree-granting). This money is to be earmarked for assessment activities. Programs will be able to apply for these funds, which will be allocated based on the assumption that there ought to be an equal opportunity among programs to receive appropriate funding for assessment activities, while not every program will need such funding in any given year. For that reason, the Administration and SFT agree to the following guidelines:


- (a) At the beginning of each academic year, Deans shall solicit applications for Assessment Funding from all programs in their respective Schools. While applications must be written, they can be relatively brief. They should include an explanation as to the need for funding along with a description of any new assessment plan/activity. Examples of appropriate uses of Assessment money include the following: (i) Payment to faculty readers to evaluate student work that is not done as part of the faculty's normal instructional responsibilities (e.g. General Studies readers); (ii) Payment to outside readers with disciplinary-expertise to provide independent, neutral evaluation of student work done as part of the normal classroom work (e.g. history readers); (iii) funding for workshops/conferences related to assessment; (iv) the purchase of assessment instruments; (v) stipend for serving as assessment coordinator when a program has changed in such a way as to necessitate a revised assessment program.
- (b) By October 1, the Dean shall respond to each program's request by indicating whether or not he/she will recommend funding to the Provost. The Dean shall make such recommendations in a way that treats programs fairly and equitably.
- (c) Where a program is not recommended for funding or is recommended for funding in an amount less than it requested, the Dean shall give a written explanation for his/her reasons for such recommendation. The program shall have a right to appeal the denial to the Provost.
- (d) The Provost shall act on those appeals and on the Deans' recommendations no later than October 31. The Provost's decisions will be final.

IN WITNESS THEREOF, the College and the Stockton Federation of Teachers have caused this Memorandum of Agreement to be executed this 3rd day of Dec., 2010.

For Richard Stockton College

For the Stockton Federation of Teachers


Herman J. Saatkamp, President


Tim Haresign, President