

# ELABORATION OF THE COASTAL ZONE MANAGEMENT PROGRAM STANDARDS FOR TENURE, PROMOTION, AND REAPPOINTMENT

## **Preamble**

The faculty of the Coastal Zone Management Program support the University standards as well as those of the School of Natural Sciences and Mathematics. This document is intended to further elucidate the areas of teaching, scholarship, and service from the perspective of Coastal Zone Management. University, School, and Program standards will be employed in our review and evaluation of full time, part time, and adjunct faculty for reappointment, tenure and promotion.

## 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 supervision of graduate theses and capstones, and preceptorial teaching as applicable, will be evaluated in order to gain a clear understanding of each faculty member's performance.
  
- 6.1.2 The Coastal Zone Management Program (CZMT) encourages the faculty to demonstrate teaching effectiveness by a variety of methods. There are many ways of achieving excellence in teaching, and each program and individual faculty member may have a unique way of dealing with the challenges of teaching. In addition to traditional classroom teaching, we recognize that CZMT faculty are often involved in supervision of graduate student research, independent studies and field and laboratory work, which may present additional time constraints and challenges. To demonstrate teaching effectiveness, we encourage the faculty to rely on several indicators of successful teaching, including but not limited to the ones listed in the following sections. 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. CZMT faculty are expected to integrate the multidisciplinary nature of coastal zone science and management into their graduate-level program courses and align with program-level student learning objectives. Syllabi, teaching portfolios and other course materials may

be submitted as indicators, as well as peer evaluations of teaching.

6.1.2.2 Same as School Standards

6.1.2.3. Same as School Standards

6.1.2.4 Same as University and School Standards

6.1.3 Same as School Standards

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 college. CZMT faculty are expected to develop scholarship areas that enable graduate student research opportunities, including seeking external grant funding. While all student research is valued, sponsorship of projects that lead to student-led or co-authored publications or conference oral and poster presentations should be recognized.

6.2.2 Same as School and University Standards

6.2.3 Same as School and University standards

6.2.3.1 Same as School Standards

6.2.4 Same as School Standards

6.2 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. CZMT faculty are expected to contribute to the successful operations of the program, including activities such as reviewing applications for admission and graduate assistantships, participating in recruitment events, or serving on thesis and capstone project committees.

6.3.2 Same as School and University Standards

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. Expectations for quantity of service are reduced for full time Instructors and Non-Tenure Track Teaching Professionals due to their increased teaching loads. 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 its use to improve the quality of future service are all aspects of documenting achievement in campus and community service. Although service contributions are expected as part of faculty workload, the CZMT program recognizes that some service obligations may be compensated. Compensated work used to demonstrate service to the university and/or community should also have clear goals and measurable impacts.

6.3.5 Same as School and University Standards