

ELABORATION OF NAMS SCHOOL STANDARDS FOR TEACHING FACULTY

PREAMBLE

These standards were created in order to clarify the College policies as they relate to the faculty of the School of Natural Sciences and Mathematics. The faculty of the School of Natural Sciences and Mathematics recognizes that the liberal arts college environment offers unique challenges and opportunities. In the following standards, we elaborate the definitions of teaching, scholarship, and service. We encourage each candidate for reappointment, tenure and promotion, and their program to give careful consideration to constructing a feasible and rigorous plan of individual goals. We also encourage the programs and the candidates to explicitly address the College, School, and Program standards for personnel evaluation in the program letter and the candidate's self-evaluation and file, respectively.

6.1. Teaching

6.1.1. Same as the College Standards (6.1.1)

6.1.2. The School of Natural Sciences and Mathematics (NAMS) 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 NAMS faculty are often involved in 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 in addition to the IDEA, including but not limited to the ones listed in the following sections:

6.1.2.1. Thorough and current command of the subject matter, teaching techniques and methodologies as appropriate for individual disciplines. Syllabi, teaching portfolios and other course materials may be submitted as indicators, as well as peer evaluations of teaching.

6.1.2.2. Sound course design and delivery in all teaching assignments, including program courses at all levels, General Studies courses, and independent studies. Syllabi, teaching portfolios and other evidence, such as assessment results and that indicated in Section 6.1.2.2 of this Policy, may be submitted as indicators. Faculty may submit evaluation of one's course materials and content by members of their program or of General Studies who do not participate in the formal "Peer Evaluation of Teaching" as described in Section 7.3.3 of the Procedures. Peer evaluations of teaching by faculty who do not participate in the formal "Peer Evaluation of Teaching" as described in Section 7.3.3 of the Procedures may also be submitted.

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 as described in section 6.1.2.3 of this Policy. Syllabi and peer evaluations along with student evaluations and assessment (such as IDEA, informal assessment, and formal assessment administered by outside observers.)

6.1.2.4. Same as the College Standards (6.1.2.4)

6.1.3. Where appropriate, additional measures of teaching excellence may be included, as per College policies (6.1.3).

6.2. Scholarly and Creative Activity.

6.2.1. The teacher-scholar model recognizes that a serious and continuing commitment to scholarship and/or creative activity enriches teaching and is important for sustaining excellence within the classroom, the teaching laboratory, or in the field. 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.

6.2.2. Same as the College Standards (6.2.2)

6.2.3. Same as the College Standards (6.2.3)

6.2.4. Same as the College Standards. Clarifications of the evaluation of scholarly and creative activities are as follows.

6.2.4.1. The capacity to bring scholarly projects to completion may be demonstrated by a publication and presentation record, as well as by periodic grant reports (where applicable). For projects that have not yet resulted in publication, current unpublished manuscripts and comments by knowledgeable peers both internal and external to the College are appropriate to include in the candidate's file.

6.2.4.2. A mix of scholarly activities as appropriate to one's appointment.

6.2.4.3. Judgments of worth and significance of the candidate's scholarship may be provided by peers within the college and outside of it, as well as by professional organizations, funding agencies, conference organizers, and refereeing panels.

6.2.4.4. As appropriate, the impact of one's work may be documented by appropriate inclusion into the classroom or teaching laboratory, the record of citations, implementation in public or institutional policies, student involvement with research, and/or presentations and publications.

6.2.4.5. Same as the College Standards (6.2.4.5)

6.2.4.6. NAMS understands excellence in a variety of scholarly activities to embody the following:

6.2.4.6.1. Same as the College Standards (6.2.4.6.1)

6.2.4.6.2. Articles and other scholarly works should be published in appropriate journals. The quality of the journal as well as its importance may be judged by knowledgeable faculty. Additionally, college publications such as lab manuals and other teaching publications should be evaluated by internal or external peers. The quality of material submitted to or contained in government documents should be judged by the level of its pre-publication review.

6.2.4.6.3. Scholarly activity that involves students as co-authors and co-presenters is valued regardless of the venue. Additionally, field conferences (where appropriate) may be used as indicators of the candidate's scholarly activities.

6.2.4.6.4. Same as the College Standards (6.2.4.6.4)

6.2.4.6.5. Same as the College Standards (6.2.4.6.5)

6.2.4.6.6. Other forms of scholarly activities appearing in emerging media, such as online journals, websites, fora and blogs, provided the work is of sufficient quality, as evaluated by knowledgeable faculty or external evaluators.

6.2.4.6.7. Same as the College Standards (6.2.4.6.7)

6.2.4.6.8. Professional activities undertaken as a practitioner or consultant, including but not limited to serving as a peer reviewer or an external program or department reviewer, serving on editorial boards of scientific or other professional journals and publications, and conducting contract research with the appropriate evaluation by the contracting government agency or private company.

6.2.4.6.9. Same as the College Standards (6.2.4.6.9)

6.2.4.6.10. Same as the College Standards (6.2.4.6.10); in addition, grant applications that receive positive reviews from the external evaluators and the College faculty.

6.2.4.6.11. Same as the College Standards(6.2.4.6.11)

6.3. College and Community service.

6.3.1. The NAMS faculty's role in contributing to the achievement of the College's mission may include participation in governance activities, such as taking on a leadership role at the program, School, or College-wide level. These contributions may require the capacity to work collaboratively with other members of the College community, which may include activities related to alumni and the College Foundation or other agencies.

6.3.2 – 6.3.5. Same as the College Standards (6.3.2-6.3.5)