

Sustainability Program Standards Aligned with College Standards

5.00 COLLEGE STANDARDS FOR FACULTY EVALUATION

The additional Sustainability Program Standards, where relevant, appear in italics.

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.

The Sustainability Program assigns the highest priority to teaching. We also expect that individuals will emphasize innovation, public engagement and service in their scholarly, creative activity and their teaching endeavors, while also ensuring excellence that meets College standards in all areas.

The Sustainability program's general principles provide a framework for these expectations: The central commitment of the Sustainability Program is to produce competent, innovative, and informed sustainability professionals that are equipped to help address the societal and ecological challenges we face and well prepared to begin their careers. In addition, the program is committed to Stockton's mission as a liberal arts college, and the need to infuse pressing topics of sustainability, science, technology and social justice into the curriculum.

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.

25.1.2 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

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.

The highest priority in the Sustainability program is excellence in teaching and the enhancement of student training. In particular, innovative and engaged pedagogy that allows student to develop intellectual creativity, resiliency, and professional competence is highly valued. Teaching that allows opportunity to hands-on learning, engaged scholarship, research, creativity, as well as moral and intellectual development is critical to the mission of the sustainability 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.

In Sustainability, teaching that offers an opportunity for intellectual and moral growth and innovative capacity is particularly vital given the constantly-changing nature of the field. As a result, it is vital for teaching to emphasize emerging technology and research, changing societal challenges and implications, and the often contentious nature of the issues, as well as the direct and important environmental, social and political implications of the knowledge and understanding we foster.

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.

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.

6.1.2.5 In Sustainability, the evaluation of a faculty member's teaching may include the range, rigor, and quality of courses offered in both the sustainability program and the General Studies curriculum, with attention to the service they provide to the program's aims described above. Given the dynamic nature of the field, and the ecological and social challenges we collectively face, a capacity to shape and adapt both the curriculum and pedagogical methods so as to continuously adapt to the changing needs of the field and of our students, is needed. This might be reflected in efforts by faculty members to update their courses to reflect changes in the field, vary course offerings to provide students with a range of educational, professional and engagement opportunities, upgrade courses

to provide training in new methods, techniques and processes, and the creation of innovative learning opportunities in and out of the classroom.

6.1.2.6 In Sustainability, we expect professional and personal precepting which is mindful of the broad variety of professional areas that sustainability students may aspire to, the professional expectations in the field, the broad societal and ecological challenges we collectively face, and future trends in all of these variables.

6.1.3 Where appropriate, additional measures of teaching excellence are:

6.1.3.1 Ability to use technology in teaching. *This expectation is particularly important to the sustainability program, as the application of changing technology is often a vital element on the efforts to achieve a more sustainable society.*

6.1.3.2 The capacity to relate the subject matter to other fields of knowledge. *Making connections between field of understanding speaks to the core of sustainability, and is central to teaching in the discipline.*

6.1.3.3 Seeking opportunities outside the classroom to enhance student learning of the subject matter. *In Sustainability, these opportunities might include: The development and supervision of hands-on learning opportunities, possibilities for research, internships and professional training; The development and fostering of opportunities for community, social and policy engagement for our students through internships, civic involvement, and research endeavors; And the supervision of independent studies and special projects.*

6.2 Scholarly and Creative Activity

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. *In the Sustainability Program, this need to recognize the value and full breadth of scholarly activity is critical. In particular, as the field is still being defined and shaped by the nature of the challenges we must address, scholarship and creative activities that endeavor to help shape the professional fields within the broad context of sustainability, form and identify the emerging field of sustainability studies, and enrich the pedagogical approach to sustainability education are of great value.*

46.2.3.1 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.

6.2.3.2 *In Sustainability, great value is placed on innovative, original, disciplinary, and interdisciplinary scholarship. And a particular high value is placed on scholarship that is formed by or enhances college teaching and the field of sustainability education.*

In the area of scholarship and creative activity, we will evaluate the amount and quality of a faculty member's performance in the following areas: (1) Published scholarship -disciplinary or interdisciplinary, print or electronic -in the all areas related to sustainability, social justice, applied technology, ecology, and other related fields as well as the broad area of civic engagement and social change. (2) The scholarship necessary to prepare course offerings on new topics or new approaches to established topics (3) The scholarship and professional activities necessary to support the development of Sustainability as a discipline and to further the aims of the program. And (4) scholarship in support of or shaped by social, intellectual, and political efforts to address pressing social and environmental issues and challenges. Where the intended process of peer review is not in place, the use of an intellectual or creative product to address, highlight, and engage a social or

environmental challenge can help demonstrate the quality and impact of the scholarship.

6.2.3.3 In sustainability, a variety of forms of engagement with academic research in the field will be valued. This includes published books and peer reviewed articles as well as other forms of original research that are indicators of ongoing contributions to one's discipline. This might include book reviews, contributions to collected works, and similar engagement with research in the field or the advancement of public understanding of vital issues and the policy process. It might also include professional documents, educational materials, applied social and scientific research and other less-formal methods aimed at the achievement of a more sustainable, just, verdant society.

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. Typically, central to judgments regarding scholarly and creative activity are: In Political Science, faculty members are expected to clearly define the nature and scope of their contribution to co-authored works. When described as such, all authors are considered equal contributors to co-authored work.

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 higher education generally. *In Sustainability, scholarship and professional activities necessary to support the development of the study and understanding of sustainability as a discipline are valued.*
- 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 Sustainability, documentation of impact can be shown through scholarship or actions that enhances the public understanding of pressing environmental issues, social issues, emerging technology and policy matters.*
- 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. *In Sustainability applied and theoretical research are both valued. Thus, presentations before and activities with peer groups, community members, and policy-makers that apply scholarly knowledge to "real-world" problems and issues are greatly valued. The contributions faculty members make to the organizational life of institutions of civil society (e.g. non-profit, community-based organizations), and the use of these contributions in the development of an applied research agenda that is disseminated in both academic and non-academic forums is valued by the program.*

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. *In sustainability we particularly value interdisciplinary scholarship. Consequently, research published outside of the strict field of sustainability is valued equally with publications in sustainability and environmental science journals.*

66.2.4.6.3 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. *In sustainability, the public presentation of research in academic settings, for example serving as a discussant or panel chair at an academic conference, major public event or significant civic gathering is valued as an important contribution to the discipline.*

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.

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.

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. *In sustainability we will evaluate the amount and quality of a faculty member's to enhance sustainability and social and ecological awareness on campus as well as enhance the sustainability of the campus community, operations and facilities.*

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. *In Sustainability, community service that provides education and empowerment to individuals or community groups is highly valued. Such community activities might include (1) courses offered, (2) presentations made, (3) the building of and/or contribution to, programs open to members of the local community, (4) evaluations of, or proposals for, public policies, and (5) service to community organizations.*

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.

86.3.5 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