

First-year Studies (FRST) Program Standards for Faculty Evaluation

-Program name updated 6/2/2014

-Tenure-track Instructor standards added 2019

-Program standards revised Fall 2020 with pandemic provisions

-Program standards revised Fall 2023 to reflect new University standards, provide NTTP standards, and shift pandemic standards to the secondary (in brackets) position)

Introduction to the Document: Following are the standards for faculty evaluation for the First-year Studies (FRST) program. These standards are linked and numbered according to the approved University standards. In each section, standards and related discussion specific to the FRST program are italicized.

Please note that faculty members pursuing tenure at the rank of Instructor do not need to provide documentation of research, scholarship, and/or creative work. As such, Section 2.1.10, the second paragraph of Section 5.00, and all of Section 6.2 Scholarly and Creative Activity (6.2.1 – 6.2.4.6.11) do not apply to those faculty members. In contrast, faculty pursuing tenure at the rank of Instructor have an increased service component, defined in the introduction to 6.3 University and Community Service and outlined in the summary table at the end of the document.

Note regarding changes to program standards as of Fall 2020: The FRST program recognizes the increasing challenges in our teaching responsibilities starting in the Fall of 2017 and continuing. The FRST program is offering more sections of FRST 1000-level courses, and candidates are more likely, as individuals, to be community, as colleagues spend more time collaborating with other university offices to support students and out of the classroom. Faculty members send and respond to check-in emails, submit and follow up on alerts, participate in the peer mentor program, support a larger number of students repeating our courses, and design, implement, and assess changes to increase the chances of student success in the first, second, third attempt. Given these increases in teaching demands, the FRST program modified its program standards to reduce expectations in other areas

<https://www.biorxiv.org/content/10.1101/2020.07.04.187583v1>

<https://arxiv.org/abs/2006.10194>

Faculty members of color are also more likely to have been impacted by the illnesses or deaths during the pandemic, due to its disproportionate impact on communities of color. Faculty with caregiver responsibilities, not limited to but including parents who've had childcare and remote schooling challenges, have been impacted (note here that although "parent" is being used to be inclusive of a variety of families, in most cases, women are being much more heavily burdened).

In order to adapt our program standards to ameliorate the negative, and uneven, impacts of the pandemic, we made changes in place from Fall 2020 through spring 2026 with those changes, set to expire, now in brackets.

1.0 PREAMBLE

- 1.1 As a nationally ranked public liberal arts university, Stockton University 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 central to the liberal arts tradition. In turn, the dynamic relationship between teaching and scholarship is part of maintaining the currency of the University'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 University's mission.

Elaboration: Faculty members in the First-year Studies (FRST) program teach courses in writing, reading, and mathematics, primarily to first-year students, including FRST-acronym courses, as well as a variety of other W-designated and Q-designated courses. As part of their responsibilities teaching first-year students, FRST faculty teach the most underprepared, at-risk student(s)§ (t)-4.2 .6 (n(s)8 (s)-2.3 ()10.6 (u)10.9 6 (s)-2

2.0 STATEMENT OF FACULTY AND LIBRARY FACULTY RESPONSIBILITIES

Statement of Faculty Responsibilities. 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: 2.1.1 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 University's official publications.

Elaboration: Additional details on expectations in these areas can be found in sections 4-6 and in the table at the end of this document.

2.1.1 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 University's official publications.

2.1.2 Keeping abreast of developments in one's areas of teaching responsibility and in pedagogical innovations as well as incorporating this knowledge into teaching.

2.1.3 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 pressalorw

4.2 Adjunct faculty are expected to meet the obligations that derive from employment by the State and the University 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 UNIVERSITY STANDARDS FOR FePeNtL11 (S)-1 (Y S)-1 (R)VAL1 (R)UAT11 (S)11 OR

6.1.3.2 The capacity to relate the subject matter to other fields of knowledge.

Elaboration: In the FRST program, we especially value the ability to help students make connections between their course work and everyday life, present or future academic work, and prospective careers.

In interpreting the evidence presented in files, the FRST program faculty emphasizes the

with the University Standards in that the impact and effectiveness of one's service is the central point.

Documentation of the effectiveness of service might include items like letters detailing individual contributions from selected committee chairs or persons in leadership positions of organizations.

Faculty members pursuing tenure at the rank of Instructor have an increased service component, as outlined in their contracts, which exceeds the service expectations of faculty at the rank of Assistant Professor. This increased service, to be completed cumulatively between years two through five, could be documented in the form of the following:

Fall 202-Spring 2026:

- a) one (1) labor-intensive/high stakes/leadership project
OR
- b) two (2) smaller/more participatory projects

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,

(1) 6 consecutive calendar years; or

(2) 6 consecutive academic years, together with employment at the beginning of the next academic year; or

(3) the ~~35MCA/40MCD/01BDC at 188j3.0603EMG/PACID/1BDCdis0412j ht:0469 & 420.82Ts079~~

10.4.1.2.2 Provide evidence in meeting the University and Program's standards for excellence in teaching, scholarship or creative activity, and service commensurate with rank of Assistant Professor.

10.4.1.2.3 Only those hired with expectations specified in their contract of earning a terminal degree will automatically receive rank adjustment to Assistant Professor upon documented completion of the terminal degree provided that evaluations to that point are satisfactory.

10.5 Assistant Professors:

10.5.1. Must have a terminal degree or its equivalent from an accredited institution in a field appropriate for the appointment, and

10.5.2 Demonstrate a record of continuous improvement in teaching (in both Program and General Studies courses) toward excellence,

10.5.3 Demonstrate a growing record of scholarly and creative activities

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refer to work that is peer reviewed, refereed, invited, or other work of demonstrable quality and impact. In addition to the requirements listed in the table, promotion to full professor requires a consistent record over time, indicating excellence in all areas of performance as well as an informed understanding of the institution's history and mission.

Consistent with the University standards, in the FRST program we recognize that faculty members may choose diverse paths in working towards excellence in teaching, scholarly and creative activity, and service. Therefore, although these program standards offer specific guidance to individuals seeking tenure and/or promotion, we understand the need for some degree of flexibility in their application. That is we recognize that exceptions may exist. In these cases, it is the faculty member's responsibility to present a compelling argument that his or her accomplishments are equivalent to those that meet -4.6 (z)8 (e)-.9 (-4. .-1.6 (i)-4.6 (iTd (pl)6.3 (i)-4.6 (s)-2.3 (hm)4.6 (e)9.2 (nt)-4.6 (sc9 (e)-1.7 (s)-2.3 ()12.3 (hm, resp

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**Summary of Faculty Evaluation, Tenure-Track Positions with pandemic-era totals
for fall 2020-Spring 2026 in brackets**

	Tenure and Promotion to Associate	Tenure, Instructor	Professor
Teaching	<i>A pattern of results in all the evidence presented in teaching both FRST and non-FRST courses that suggests the successful attainment of excellence in teaching commensurate with University,</i>		

A contract for publication of a full-length manuscript and/or substantive progress towards one extended work that seems likely to be given a contract (e.g. scholarly/creative book, substantial textbook that entails a semester's content). Because contracts and processes differ widely, it is challenging to succinctly define what "substantive progress" might look like. In general, a candidate should have done a similar amount and quality of scholarly/creative work as would go into the two [three] less extended works as described above and it should seem likely that the manuscript will be published. Where contracts are not possible until a book is complete, the candidate must demonstrate the book's likely publishability through other ways (finalist in high quality contests, etc.)

Summary of Faculty Evaluation, Non Tenure-Track Position

	NTTP Year 1	NTTP Year 2-5	NTTP Post year 5
Teaching	<p><i>A pattern of results in all the evidence presented in teaching both FRST and, if applicable, non-FRST courses that suggests the successful</i></p>		