

This policy covers all members of the School of

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. 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.

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. Syllabi and peer evaluations along with student evaluations and assessment (such as IDEA, informal assessment, and formal assessment administered by outside observers) may be submitted as indicators.

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. Same as University standards

6.1.3

6.1.3.6 Evidence of effectiveness for alternate assignments and/or non-teaching responsibilities should be demonstrated.

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

6.2.2 Publications and creative work in support of reappointment and tenure are those achieved during the tenure candidate'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. Same as University standards

6.2.3 The University recognizes a wide variety of scholarly vehicles: disciplinary or interdisciplinary research, pedagogical research, applied research, integrative scholarship, community engagement, service-learning, artistic or creative activity, and grant writing. Scholarly or creative activities may take many forms and use different vehicles to communicate with the broader academic community.

Typically, central to judgments regarding scholarly and creative activity are:

- 6.2.4.1 The capacity to bring scholarly or creative 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 University are appropriate to include in the candidate's file.
- 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, funding agencies, conference 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
 - inclusion into the classroom or teaching laboratory
 - within the scholarly area
 - within higher education generally
 - 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 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. Same as the University standards

6.2.4.6 The University 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. Same as University standards

6.2.4.6.2 Articles, essays, and creative writing should be published in appropriate scholarly/creative journals or venues, 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/creative reputation and whether or not the journal or proceedings are peer reviewed. 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 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. Same as University standards

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). Same as University standards

6.2.4.6.6 Other forms of scholarly or creative activity that may appear in emerging scholarly or artistic media such as online journals, websites, fora and blogs, may be included as well, provided that work is of sufficient quality, as evaluated by knowledgeable faculty or external evaluators.

6.2.4.6.7 Reviews (if submitted as documentation) from appropriate journals and other outlets specified at the School and Program level 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. Same as University standards

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. These activities may

