



addition to traditional classroom teaching, we recognize that ENVL faculty are often involved in independent studies, field and laboratory work, and other relevant instructional methods which 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. Examples may include but are not limited to: syllabi, teaching philosophy, handouts, assessments, activities, peer observations, student reflections, midterm evaluations, discussion of IDEA patterns, lab and field manuals, etc. The faculty self-evaluation should clearly guide through evidence of teaching effectiveness using these indicators. In broad terms excellence in teaching is characterized by:

6.1.3 Where appropriate, additional measures of teaching excellence are:

6.1.3.1 Ability to use technology in teaching.

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

6.1.3.3 Seeking opportunities outside the classroom to enhance student learning of the subject matter.

6.1.3.4 The ability to lead, promote, and/or participate in successful creditbearing experiences in community engagement, servicelearning, international education, and global engagement.

6.1.3.5 Ability to create an inclusive and respectful environment.

6.1.3.6 Evidence of effectiveness for alternate faculty work 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 teacherscholar 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 university.

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.

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.



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, coparticipants, or co-authors is valued regardless of the venue.

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 nonscholarly 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.

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



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 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.

6.3.2 Faculty may also contribute in broader arenas such as state, regional, national or international organizations and disciplinary/professional associations. In addition, faculty may contribute to

requirements. However, NAMS and ENVL value all service irrespective of whether it is compensated or uncompensated.

- 6.3.5 Evidence of effectiveness in University 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 University, or of a non-University 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 member.
- 6.3.6 ENVL encourages faculty to direct their service efforts in areas and activities that are best suited to their interests, strengths, and faculty plans. The balance of effort among program, school, university, community, and professional service may shift but should result in an overall high level of service. Note these were adapted from the Psychology Program Standards. This is not intended to be an exhaustive list, and ENVL members should tailor their service in a manner that fits their professional goals.

Examples of ENVL program/NAMS school service include but are not limited to:

- 6.3.6.1 Regular attendance at program meetings
- 6.3.6.2 Leading or serving on ENVL committees
- 6.3.6.3 Participating in admissions events such as open houses, discover Stockton, and other recruiting events
- 6.3.6.4 Contributing to the future of the program via service on search committees, interacting with candidates, and participating in review processes.
- 6.3.6.5 Serving on or leading NAMS wide committees
- 6.3.6.6 Posttenure, serving as program chair as well as on

Examples of University service include but are not limited to:

- 6.3.6.7 Serving on University wide committees or task forces
- 6.3.6.8 Serving on Faculty Senate
- 6.3.6.9 Involvement with Union committees and/or officership

Examples of professional service include but are not limited to:

- 6.3.6.10 Chairing or serving on panels at local, regional, national, or international conferences
- 6.3.6.11 Serving as a peer reviewer for journals
- 6.3.6.12 Serving as an officer for professional organizations at the local, regional, national, or international level

Examples of community service include but are not limited to:

- 6.3.6.13 Membership or leadership of local, statewide, national, or international professional boards, charities, institutions, civic, or advocacy groups.
- 6.3.6.14 Educating through workshops, seminars, talks to local, statewide, national, or international professional organizations, charities, institutions, civic, or advocacy groups.
- 6.3.6.15 Partnerships with local, regional, national or international organizations that result in benefits to students and the university. This may include: guest speakers, internship opportunities, funding, trainings, and other collaborations