

**Social and Behavioral Sciences School Standards with
Program Standards for Sociology & Anthropology**

This policy covers all members of the School of Social and Behavioral Sciences faculty, including tenure-track faculty, non-tenure track faculty, and part-time faculty.

Preamble

The faculty of the School of Social and Behavioral Sciences support the University standards and intend for the elements of this document to further elucidate the areas of teaching, scholarship, and service from the perspective of the social and behavioral sciences.

The Faculty of the Sociology/Anthropology Program support the University and SOBL School standards and intend for the elements of this document to further elucidate the areas of teaching, scholarship, and service from the perspective of the Sociology/Anthropology Program.

6.0 ELABORATION OF UNIVERSITY STANDARDS FOR TEACHING FACULTY

6.1 Teaching

- 6.1.1 Educating students, both inside and outside the classroom, studio, or laboratory is the University's primary purpose. Therefore, performance in teaching carries the greatest weight in the evaluation of faculty. All aspects of teaching, including preceptorial teaching as applicable, will be evaluated in order to gain a clear understanding of each faculty member's performance.

Our highest priority in the School of Social and Behavioral Science is excellence in teaching. Teaching in our School is particularly vital and challenging given the constantly changing nature of the subject, emerging research findings, societal implications, and often contentious nature of the issues, as well as the direct and important policy implications of the knowledge and understanding we foster. We are in the business of shaping engaged citizens, trained professionals, critical analysts, scientists, and contemplative scholars, all at the same time.

Like SOBL, Sociology/Anthropology Program prioritizes excellence in teaching, including teaching that addresses Program learning goals and priorities. Teaching in Sociology/Anthropology should impart the idea that students can make a difference in society.

- 6.1.2 In broad terms (excellence) and in detail (c)76x3 (b)4 (c)72-c2 (b)58 (g)30 no berellen6 (ad) 1.1. In broad terms (excellence) and in detail (c)76x3 (b)4 (c)72-c2 (b)58 (g)30 no berellen6 (ad) 1.1. non-program (e.g., interdisciplinary minors) 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, *goals/objectives*, grading, and attendance policies and the timely provision of copies to students.
 - 6.1.2.4 Demonstration of respect for students as members of the academic community through timely feedback and responses to student communications.
 - 6.1.2.5 *Excellence in teaching in Sociology/Anthropology supports the Program mission, vision, and/or learning objectives.*
- 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 credit-bearing experiences in community engagement, service-learning, international education, and global engagement.

The School of Social and Behavioral Sciences recognizes the vital importance of engaged and creative teaching. We recognize that the role of teacher may extend beyond the classroom to include the development and supervision of internships and student research opportunities, professional and personal precepting, and the development and fostering of opportunities for community, and social and policy engagement for our students. All of these modes of student engagement, teaching, and guidance are vital to our task, and will be recognized as examples of excellence in teaching. As such, a commitment to service learning and community engagement is particularly valued in our School.

In Sociology/Anthropology, engaged and creative teaching may include:

The development and supervision of internships and student research in Atlantic and other New Jersey counties, the state, nationally or abroad.

Professional and individualized precepting.

The development and fostering of opportunities for community, social, cultural and/or policy engagement for students through service-learning opportunities (whether transcribed or not), internships, voluntary civic involvement, research endeavors, or field experiences that may or may not be credit-bearing.

The development and/or supervision of independent studies and undergraduate honors projects.

6.1.3.5 Ability to create an inclusive and respectful environment.

6.2 Scholarly and 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.

The School of Social and Behavioral Sciences recognizes the value of innovative, original, disciplinary, and interdisciplinary scholarship. Scholarship that enriches or

- 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

collaboration with university or external entities in service to the public good), project and/or policy proposals, evaluations or assessments, policy briefs, reports, and/or other media that may help inform citizens, shape public dialogue, inform policymaking, articulate community needs or perspectives, and/or improve the lives of diverse people and communities across the lifespan.

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.

In Sociology/Anthropology, chapters in books and edited volumes are valued as well.

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 wrdkhatbarorro/ t.2 (h)-2.3 (e)-1.1 j(t)-5.8

Updated 12/2023

Public, professional and/or pedagogical presentations, reports, policy-related commentary, or demonstrations that may bridge teaching, scholarship and service and extend outside of the

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.

Given the value Sociology/Anthropology places on public, applied and engaged scholarship, funding proposals and other projects, including those developed in collaboration with community partner organizations, grassroots groups, or governmental entities, ar, gralnss(p)-1 (l)-~~3c~~-13. 7iz)-4.sntt vaae n.,261

Updated 12/2023

teaching of many school faculty members may link service with teaching and research in important and indelible ways, and thus enrich multiple aspects of the faculty member's contribution to the University, community, and society.

In Sociology/Anthropology, service to the community may consist of:

issues and bring that understanding to their teaching is also of value.

6.4 Non-Tenure Track Positions (NTTP)

Professional Responsibilities