



University Standards for Faculty with **School Standards for Business (in bold)** and *Business Administration Standards (in italics)*

in the School. School Standards need to be broad enough and flexible enough to support a range of teaching methodologies, service, and scholarly activity.

The School of Business adopts the University Faculty Evaluation Standards. The School Standards occasionally elaborate upon the University Standards to reflect the unique effect of the School on the School of Business. Individual Program guidelines

This policy covers all members of the School of Business faculty, including tenured, Non-tenure-track teaching positions will be held to the same teaching and service standards outlined in sections 6.1 and 6.3 of this document.

~~The University Standards for Faculty are adopted by the Board of Regents of the University of California at Stockton.~~

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 held as a primary concern to gain a clear understanding of

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

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

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.

6.2.4.6.2.1 *For faculty in the Business Administration Program, the process for assessing the appropriateness of an academic journal is explained in the School of Business's [AACSB Faculty Qualifications and Engagement Guidelines Handbook](#).*

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.

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 Where reviews are included in a file as evidence of the worth of a candidate's scholarly or artistic work, attention should be given to the professional

credentials of the reviewer and the reputation of the journal or publication as specified in School and/or Program 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.

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.

In those Business Administration disciplines that require licensure or other measures of professional standing, scholarly efforts in support of retaining such standing will be considered as satisfying part of the expected scholarly activities, provided they also meet criteria outlined in section 6.2.4.2 through 6.2.4.6.8.

6.2.4.6.10 Grants or monetary awards that are funded or reviewed as fundable from governmental or non-

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scholarship.

6.2.5 The School of Business supports and encourages the wide

service is generally not sufficient to meet the minimum requirements. However, expectations for how it can be used to demonstrate excellence may be conveyed in School and Program standards.

6.2.11 Evidence of effectiveness in University or community service may include such items as:

6.2.11.1 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.

6.2.11.2 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.

6.2.11.3 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.

6.2.11.4 *Contributions that come directly or indirectly from*

of the New Jersey Statutes, after employment in such college or by such board of trustees for:

- (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 equivalent of more than 6 academic years within a period of any 7 consecutive academic year.”

9.2 Tenure by Exceptional Action

Notwithstanding the above, a Board of Trustees, upon the recommendation of the President of the University, may, as an exceptional action and upon a 2/3 roll call vote, grant tenure to an individual faculty member after employment in such college for two (2) consecutive academic years. (N.J.S.A. 18A60:-9)

9.3 University Perspectives on Tenure

Tenure, as established by New Jersey law, is viewed by the University as a specific condition of employment which is afforded to those members of the academic community who qualify for it and is a means of making the teaching profession attractive to persons of exceptional ability. While academic tenure is one important protection for academic freedom, it is not a shield for mediocrity, incompetence or academic irresponsibility. Notwithstanding the granting of tenure, a member of the faculty is expected to attain and maintain that standard of excellence that led the University to award tenure in the first place.

9.4 The following guidelines established by the Board of Trustees are used by the University to consider appointments that confer tenure:

- 9.4.1 Tenure should be awarded only to individuals whose performance during their probationary period gives clear evidence of the ability and willingness to

9.4.5.3

- specified in 2.0 of this Policy;
- 13.3.2 Exceptional teaching; and
- 13.3.3 Exceptional performance that is demonstrable of impact in either scholarship/creative activity or service.

14.0 NON-SUBSTANTIVE CHANGES

In any year, non-substantive changes may be made to this document to reflect clarifications and changes in semantics and nomenclature.