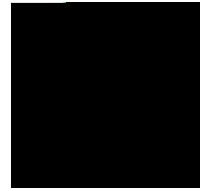


STOCKTON UNIVERSITY



University Standards for Faculty with **School Standards for Business (in bold)** and
Esports Management (ESPM)

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.

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.

6.1.2.4 Demonstration of respect for students as members of the academic community through timely feedback and responses to student communications

6.1.3 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, faculty-sponsored/mentored research, and global education.

6.1.3.5 Ability to create an inclusive and respectful environment.

6.1.3.6 Serving as a teaching role model or mentor to other faculty.

6.1.4 **The School of Business adopts the University Standards for teaching.**

6.1.5 *The Esports Management Program adopts the University and School of Business Standards for teaching.*

6.2 Scholarly and Creative Activity

6.2.1 The teacher-scholar model recognizes that a serious and continuing commitment to engaging in 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.

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 and service-learning, artistic or creative activity, and grant writing.

academic or trade presses and reviewed in appropriate journals.

- 6.2.4.6.2 Articles, essays, reviews, 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. *For faculty in the Esports Management Program, the process for assessing the appropriateness of an academic journal is explained in the School of Business's*

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by defining or resolving relevant social problems or issues, by facilitating organizational development, by improving existing practices or programs, and by enriching the cultural life of the community. Scholarship may take the 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.

6.2.4.6.12 *Cross-disciplinary and inter-disciplinary scholarship is also valued by the Esports Management Program and should be judged by the University standards for excellence in scholarship.*

6.2.5 The School of Business supports and encourages the wide variety of scholarly activities recognized by the University and adopts the University Standards for scholarly and creative activity.

6.2.6 *The Esports Management Program supports and encourages the wide variety of scholarly activities recognized by the University and School of Business and adopts the University and School of Business Standards for scholarly and creative activity.*

6.2 University and Community Service

6.2.7 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

9.0 STATUTORY REQUIREMENT FOR TENURE IN ACADEMIC RANK

9.1 Tenure in academic rank in New Jersey public colleges and universities is governed by statute. N.J.S.A. 18A:60-16 provides:

9.1.1 "Faculty members at a State college shall be under tenure in their academic rank, but not in any administrative position, during good behavior, efficiency and satisfactory professional performance, as evidenced by formal evaluation and shall not be dismissed or reduced in compensation except for inefficiency, unsatisfactory professional performance, incapacity or other just cause and then only in the manner prescribed by sub-article B of article 2 of chapter 6 of Title 18A 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

Associate Professor concurrent with their reappointment with tenure, unless there are unusual circumstances in the individual tenure/promotion situation. Such unusual circumstances would include those noted in 5.1 above.

9.4.5 The University reserves the right not to tenure a faculty member under certain circumstances, including:

9.4.5.1 fiscal exigency as determined by the Board of Trustees

9.4.5.2 the determination by the University that long-term patterns of enrollment and degrees granted within the candidate's primary program or the future of the program do not warrant the conferral of additional tenure appointments; and/or

9.4.5.3 other institutional considerations as determined by the Board of Trustees upon recommendation of the President.

9.4.6 *In the Esports Management Program, applicants for tenure should have a scholarly record that indicates the strong likelihood that, by the end of their sixth year at Stockton, they will meet the standards set forth in the School of Business's [AACSB Faculty Qualifications and Engagement Guidelines Handbook](#) to be deemed a Scholarly Academic (SA). After tenure is granted, faculty are generally expected to maintain either SA or Practice Academic (PA) status. The School of Business's [AACSB Faculty Qualifications and Engagement Guidelines Handbook](#) is maintained by the Research and Faculty Qualifications Committee in alignment with the AACSB standards. The applicable standards at time of tenure and/or promotion submissions are currently governed by the [Procedure for the Evaluation of Faculty and Library Faculty](#).*

9.5 *In light of 9.4, following the normal probationary period, tenure should be awarded to candidates who meet the following criteria:*

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The general criteria for faculty expectations have been outlined above. In addition the University has specific expectations for each rank or level. The expectations for each specific rank or level are used to evaluate performance within that rank or level and when judging readiness for promotion or advancement to the next higher rank or level. Generally, only performance since the last promotion will be considered in the new evaluation.

- 10.1 Teaching/Clinical/Other Specialists (Non-Tenure-Track Position III):
 - 10.1.1 Have a minimum of a master's degree or its equivalent in a field appropriate for the appointment, and
 - 10.1.2 Demonstrate a record of teaching toward excellence (in both Program and General Studies courses, as assigned) and/or excellence in non-teaching responsibilities as assigned; consistent with the program standards.
 - 10.1.3 Document the capacity to contribute effectively through the use of professional skills in service to the program, school, University, discipline, and community, as applicable.
- 10.2 Teaching/Clinical/Other Specialists (Non-Tenure-Track Position II and I)
 - 10.2.1 In addition to 10.1.1, must also have attained a prominent role in their profession (e.g. CPA, Hospital Administrator, elected official, broadcast journalist, uniformed services leader) as specified in School and/or Program standards.
 - 10.2.2 Document consistent excellence in teaching (in both Program and General Studies courses, as assigned) and/or consistent excellence in non-teaching responsibilities as assigned, and
 - 10.2.3 Document progressively important service roles and demonstrate a capacity for leadership, as identified in their individual contracts.
- 10.3 Teaching/Clinical/Other Specialists (Non-Tenure-Track Position I):
 - 10.3.1 Must have earned a terminal degree in their field.
 - 10.3.2 In addition to 10.2.2, must also document distinction in teaching (in both Program and General Studies courses, as assigned) and pedagogical leadership; and/or distinction in non-teaching responsibilities and leadership as assigned
 - 10.3.3 Document significant and sustained service roles and demonstrate leadership, as identified in their individual contracts.
- 10.4 Tenure-eligible Instructors:
 - 10.4.1 Must have earned a minimum of a master's degree or equivalent from an accredited institution in a field appropriate for the initial appointment. There are two types of situations where individuals hold the rank of Instructor:
 - 10.4.1.1 Those hired in tenure-track Instructor lines because of their teaching excellence and from whom we do not expect scholarship or creative activity. These individuals are expected to provide evidence for

