STOCKTON UNIVERSITY

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

Preamble

The School of Business faculty recognizes the need for a uniform set of standards for the evaluation of teaching, scholarship, and service that is fair and flexible, and provides reasonable goals and expectations for those who seek tenure and promotion 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 efforts of faculty in the School of Business. Individual Program guidelines within the School may be more specific.

This policy covers all members of the School of Business faculty including tenured, tenure-track, and non-tenure track. It does not cover adjunct faculty.

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 Hospitality, Tourism and Event Management (HTEM) Program adopts the University and School of Business Faculty Evaluation Standards. The Program recognizes the need for a uniform set of standards for the evaluation of teaching, scholarship, and community service that is fair, flexible, and that provides reasonable goals and expectations for those who seek tenure and promotion in the HTEM Program. These standards are intended to be broad enough and flexible enough to support a range of teaching methodology, and scholarly activity consistent with our goals of achieving and maintaining AACSB accreditation.

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.

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 one teaches.

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 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 Hospitality, Tourism and Event 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.

Scholarly or creative activities may take many forms and use different vehicles to communicate with the broader academic community.

6.2.3.1 The University recognizes that the time and effort required to complete scholarly or artistic projects may vary markedly among disciplines and sub-disciplines. Such variance is addressed in approved School and Program standards.

6.2.4 The burden is always on the candidate to document the excellence of one's work. In cases of shared or multiple authorship, clarification of the degree of one's participation is expected. In the case of conference presentations or proceedings, clarification should be provided with regard to the selectivity of the review process.

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

6.2.4.1 The capacity to bring scholarly or creative projects to completion.

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
- 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 an educational setting

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.

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.

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.

6.2.4.6.2.1 For faculty in the Hospitality, Tourism and Event Management 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. *For faculty in the Hospitality, Tourism and Event Management Program, I-CHRIE (International Council on Hotel, Restaurant and Institutional Educators) is the long-recognized leader for hospitality educators, both in annual conference and in publications. I-CHRIE does a double-blind review of all presentations across all categories through their international publications committee. In addition, the program values RFQC approved designated associations, conferences, and 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. *Articles in practice-oriented journals, development of case-study based tools, and published reports on consulting are examples of appropriate professional scholarship for HTEM program faculty.*

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 hospitality, tourism and/or event 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-governmental organizations are considered

examples of scholarship if those grants and awards are subject to external peer review.

6.2.4.6.11 Faculty engaged in community outreach can make a difference in the communities and beyond 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 Hospitality, Tourism and Event 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 Hospitality, Tourism and Event 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.*

6.3 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.

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 the University's public mission, including its commitment to diversity, equity, inclusion, and belonging, through service to our community, region, state or country. Per the Carnegie definition, community engagement and service-learning that enriches scholarship, research, and creative activity; enhances curriculum, teaching and service-learning; prepares educated, engaged citizens; strengthens democratic values and civic responsibility; addresses critical societal issues; contributes to the public good enriches scholarship. Community engagement and service-learning is particularly valued at Stockton.

6.3.3 The University expects faculty in their first five years of service to serve the University and community at levels commensurate with their rank. Faculty who are tenured, have multi-year contracts, and/or are of senior rank would be expected to have more substantial records in this area, as demonstrated by achievements in leadership on campus, in the community, to their disciplines, and to professional organizations.

6.3.4 Evaluation of achievements in this area focuses on the significance of participation, the impact of service, the scope of responsibilities, the effectiveness of participation, and contributions to the functioning, administration, and development of the University and other entities. Clear goals, adequate preparation and appropriate methods of providing service, significant results of the service, and reflection on the contribution and its use to improve the quality of future service are all aspects of documenting achievement in campus or community service. Sustained service is expected to meet the minimum requirement of this responsibility. Compensated 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.

6.3.5 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.

6.3.5.4 *Contributions that come directly or indirectly from the additional effort involved in faculty oversight of student service learning or service internships (in or outside of courses) that positively impact the organization, and educational immersive experiences.*

6.3.6 **The School of Business adopts the University Standards for University and Community Service.**

6.3.7 *The Hospitality, Tourism and Event Management Program adopts the University and School of Business Standards for University and Community Service.*

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 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 make a significant and continuing contribution to the growth and development of the institution.

9.4.2 Tenure should be awarded after presentation of positive evidence of excellence in the achievement of University, program and school standards.

9.4.3 Tenure should be awarded to those who can demonstrate the ability to fulfill professional responsibilities; as members of the faculty and employees of the University; and not solely because negative evidence to the contrary is not presented.

9.4.4 Assistant Professors normally receive promotion to the rank of 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 Hospitality, Tourism and Event 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:*

9.5.1 Evidence of commitment to excellence in teaching and precepting as demonstrated in a teaching portfolio that includes:

9.5.1.1 Self evaluation of teaching Student evaluations

9.5.1.2 Peer observations/evaluation

9.5.1.3 Other evidence of the candidate's choosing

9.5.2 Evidence of substantive involvement in service activities at the program, school, college, professional and/or community level in each year beyond the first year at Stockton. At a minimum, the faculty member will have made two significant service contributions, at least one of which is external to the School of Business in the years preceding tenure.

9.5.3 Evidence commitment to scholarship that demonstrates that they 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.

9.5.4 In Business Studies, 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 by the program in the "Faculty Qualifications and Engagement Standards" to be deemed a Scholarly Academic (SA). After Tenure is granted, faculty are generally expected to maintain either SA or Practice Academic (PA) status.

10.00 EXPECTATIONS FOR RANK

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 excellence in teaching (in both Program and General Studies

courses), and/or excellence in non-teaching responsibilities as assigned and service as specified in their contracts.

10.4.1.2 Those hired as Instructors because they do not yet hold the terminal degree in their field. These individuals are expected to:

10.4.1.2.1 Actively pursue an accredited terminal degree, and

10.4.1.2.2 Provide evidence in meeting the University and Program's standards for excellence in teaching, scholarship or creative activity, and service commensurate with rank of Assistant Professor.

10.4.1.2.3 Only those hired with expectations specified in their contract of earning a terminal degree will automatically receive rank adjustment to Assistant Professor upon documented completion of the terminal degree provided that evaluations to that point are satisfactory.

10.5 Assistant Professors:

10.5.1 Must have a terminal degree or its equivalent from an accredited institution in a field appropriate for the appointment, and

10.5.1.1 Within business, a J.D. is considered the equivalent of a terminal degree for faculty hired to teach law.

10.5.2 Demonstrate a record of continuous improvement in teaching (in both Program and General Studies courses) toward excellence,

10.5.3 Demonstrate a growing record of scope and/or significance of scholarly and creative activity beyond that presented to secure rank, and

10.5.4 Demonstrate the capacity to contribute effectively in the use of professional skills in service to the University, discipline, and community

10.6 Associate Professors:

10.6.1 Must achieve and maintain consistent excellence in teaching (in both Program and General Studies courses) and demonstrate capability in pedagogical leadership, such as the ability to demonstrate pedagogical innovations to others within or outside their program;

10.6.2 Demonstrate a record of scholarly/creative activity that is recognized by others within their discipline or area of specialization; and

10.6.3 Document progressively important service roles and demonstrate a capacity for leadership.

10.7 Professors:

10.7.1 Must achieve a consistent record of excellence in teaching (in both Program and General Studies courses), including curricular contributions, pedagogical leadership, and/or in activities that support the achievement of teaching excellence throughout the University;

10.7.2 Must achieve and continue to demonstrate a record of scholarly/creative activities that are nationally and/or internationally recognized as outstanding and significant; and

10.7.3 Must be stewards of service; they must play and continue to play a major role in significant University initiatives, major public initiatives, or hold key positions in their professional organizations. Professors must demonstrate that their service is recognized as outstanding in quality, effectiveness, and scope.

12.0 DISTINGUISHED PROFESSOR

12.1 Internal Appointment

12.1.1 The title of Distinguished Professor is reserved for individuals who have

exceeded all standards for Professor and have received university-wide and/or frequent recognition for their exceptional sustained achievement in teaching and nationally/internationally recognized achievement in either scholarship/creative activity or service.

12.1.2 Candidates must submit evidence of significant accomplishments that have been achieved since the last promotion or range adjustment, when documenting their consistently excellent performance.

12.1.3 Unless exceptional circumstances apply, candidates for the title of Distinguished Professor must have held the rank of Professor for ten years.

12.2 External Appointments

Individuals who are not members of the University faculty may be appointed to the University at the rank of Distinguished Professor provided that they meet the criteria for Professor and Distinguished Professor as indicated above.

12.3 Remuneration

Upon recommendation by the President to the Board of Trustees, the Board will determine the appropriate salary adjustment upon conferral of the title and may grant other privileges commensurate with the candidate's qualifications and professional needs.

12.4 Continuing Expectations

In addition to continuing to meet the expectations of faculty at the rank of Professor, each recipient will be expected to engage actively in University service that has significant impact (reviewed in consultation with the Dean and/or Provost).

13.0 CRITERIA FOR RANGE ADJUSTMENT

In accordance with the Master Agreement, full-time tenured faculty and library faculty members who meet or exceed the merit-based criteria established by the University are eligible to be considered for and may apply for a range adjustment within rank. As established by the University, the following criteria must be met:

13.1 The applicant is currently not eligible for promotion due to insufficient progress in meeting the criteria required for promotion to the next rank.

13.2 Has not previously received a range adjustment within rank;

13.3 Presently exhibits, and has consistently demonstrated over the entire time since their last promotion:

13.3.1 Fulfillment of all expectations for faculty and library faculty responsibilities as 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.