



University Standards for Faculty with School Standards for Business (in bold) and Accounting 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 Accounting Program adopts the University and School of Business Faculty Evaluation Standards. The Program Standards occasionally elaborate upon the University and School Standards to reflect the unique efforts of faculty in the Accounting 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.

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—

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 Accounting Program adopts the University and School of Business

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to complete scholarly or artistic projects









- (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 Tenure.



9.4.6 In the Accounting 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), or, alternatively, a Practice Academic (PA) (however, persons asserting PA status must continuously publish at least two peer-reviewed journal articles or their scholarly equivalent every five years). 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

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- 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-
  - 10.2.3 Document progressively important service roles and demonstrate a capacity for leadership, as identified in their individual contracts.

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10.6.1 Must achieve and maintain consistent excellence in teaching (in both

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 the Master Agreement.