

**The Business Program
Standards for Faculty Evaluation
(10/22/2018)**

1.0 PREAMBLE

The Business 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 Business 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 goal of maintaining AACSB accreditation.

6.00 ELABORATION OF COLLEGE AND DIVISIONAL/SCHOOL STANDARDS FOR TEACHING FACULTY IN THE BUSINESS PROGRAM

6.1 Teaching

6.1.1 Educating students, both inside and outside the classroom, is the Business Program's primary purpose. Therefore, performance in teaching carries the greatest weight in the evaluation of faculty. All aspects of teaching, including preceptorial teaching, 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, including General Studies whether introductory or advanced offerings, as evident in clear learning goals and expectations, content reflecting the best available scholarship 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 Excellence in teaching also entails respect for students as members of the Stockton academic community, responsiveness to students, and the timely evaluation of and feedback to students.

6.1.3 Where appropriate, additional measures of teaching excellence include but are not limited to:

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, for example, by offering service-learning activities and by advising student organizations.

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

6.2 Scholarly and Creative Activity

6.2.1 The teacher-scholar model recognizes that a serious and continuing commitment to scholarship enriches teaching and is the foundation of sustained excellence within the classroom.

6.2.2 Publications in support of reappointment and tenure are those achieved during the applicant'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 Business Studies Program supports a variety of scholarly efforts including: applied research, disciplinary or interdisciplinary research, pedagogical research, integrative scholarship, and grant acquisition. Scholarly activities may take many forms and use different vehicles to communicate with the broader academic community.

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

Typically, central to judgments regarding scholarly activity are:

6.2.4.1 The capacity to bring scholarly projects to completion.

6.2.4.2 A mix of scholarly activities appropriate to one's appointment.

6.2.4.3 Judgments of the worth and significance of the work by those qualified to make such judgments. These may include among others disciplinary peers, an editor or editorial board, professional organizations, *ad hoc* groups such as evaluation, judging, or refereeing panels.

Candidates will determine what to include as evidence of scholarly achievements that merit consideration. Avenues for demonstrating those scholarly achievements may include among others:

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
- on the business community
- on the profession
- as evident in citations of one's work
- on public policy or institutions
- or in educational settings

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. To be considered as scholarship, works must be publicly available and peer reviewed.

6.2.4.6 The Business Studies Program 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.

6.2.4.6.2 Articles and essays should be published in appropriate scholarly journals, 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 reputation and whether or not the journal or proceedings are refereed or reviewed by an editor or editorial board.

Examples of evidence to help in this assessment include: a copy of the “Information for Contributors” page of the journal or similar page outlining submission standards; information as to where a journal is indexed (e.g., Business Periodicals Index.)

Publications in top-tier or highly prestigious journals may be considered to be equivalent to more than one refereed journal article. It is the responsibility of the applicant to substantiate the rank of the journal or its reputation in the field when seeking this treatment.

- 6.2.4.6.3 Scholarly 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. Conferences sponsored by international, national, regional, and state organizations should rank higher than locally sponsored 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. In cases of conference presentations or proceedings, clarification should be provided with regard to the selectivity of the review process and one’s participation in the indicated conference activities.
- 6.2.4.6.5 Other forms of scholarly activity that may appear in emerging scholarly media may be included as well, provided that comparable standards of peer review can be applied to them.
- 6.2.4.6.6 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. To be considered as scholarship, such works must be publicly available and peer reviewed.

- 6.2.4.6.7 In those business 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 6.2.4.6.2 through 6.2.4.6.6.
- 6.2.4.6.8 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. Evidence that the grant application was reviewed as fundable should include letters or other formal notifications from the grant agency. Faculty are expected to document their role in applying for a qualifying grant and/or explain their level of participation in carrying out activities related to a grant either funded or reviewed as fundable.
- 6.2.4.6.9 Faculty engaged in community outreach can make a difference in their 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.
- 6.2.4.6.10 Cross-disciplinary and inter-disciplinary scholarship related to a faculty member's General Education teaching responsibilities should be judged by the College standards for excellence in scholarship.

6.3 College and Community Service

- 6.3.1 The faculty role includes contributions to the achievement of the College's mission through effective participation in governance activities including leadership roles at the program, school, or College-wide levels. These contributions may require the capacity to work collaboratively with other members of the College community, including activities related to alumni relations and the College Foundation.

- 6.3.2 Faculty may also contribute in broader arenas such as community, state or regional organizations, disciplinary and professional associations, the business community, and national and international organizations. In addition, faculty may contribute to the College's public mission through service to our community, region and the State or the Nation through non-remunerated services.
- 6.3.3 Normally the College expects probationary faculty to serve the College and community in selected activities, while faculty who are tenured and/or of senior rank would be expected to have more substantial records in this area, as demonstrated by achievements in leadership on campus and to their disciplines and 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, and the effectiveness of participation. 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 and community service.
- 6.3.5 Evidence of effectiveness in College 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 College, or of a non-college 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, serving as an officer 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 make a positive impact on the organization.

9.00 STATUTORY REQUIREMENT FOR TENURE IN ACADEMIC RANK

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

9.0.2 “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:

9.0.3 (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 years....”

9.1 Tenure by Exceptional Action

9.1.1 Notwithstanding the above, a Board of Trustees, upon the recommendation of the President of the College, 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)

9.2 College Perspectives on Tenure

9.2.1 Tenure, as established by New Jersey law, is viewed by the College 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 College to award tenure in the first place.

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

9.3.1 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.

- 9.3.2 Tenure should be awarded after presentation of positive evidence of excellence in the achievement of College, program and school standards.
- 9.3.3 Tenure should be awarded to those who can demonstrate the ability to fulfill professional responsibilities; as members of the faculty and employees of the College; and not solely because negative evidence to the contrary is not presented.
- 9.3.4 In granting tenure to individuals, the needs of the College and the proportion of presently-tenured faculty on both the College-wide and program-wide basis should be considered. No tenure quota is imposed. However:

Existing minimum qualifications for appointment or promotion to certain ranks constitute necessary, but not sufficient, justification for awarding tenure.

- 9.3.5 Normally, tenure will not be granted to a faculty member in the rank of Instructor, except for library faculty. 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.
- 9.3.6 The College reserves the right not to tenure a faculty member under certain circumstances, including:
 - (1) fiscal exigency as determined by the Board of Trustees
 - (2) the determination by the College 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.
 - (3) other institutional considerations as determined by the Board of Trustees upon recommendation of the President.

- 9.4 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), 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 "Faculty Qualifications and Engagement Standards" are set by the program in alignment with the AACSB standards. These standards are defined in a document produced by the Research Committee and voted on by the Program (and maintained with Program records). The standards used for these determinations will be those in place when the faculty member finalized his or her first Faculty Plan.

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:

- Self evaluation of teaching
- Student evaluations
- Peer observations/evaluation
- Other evidence of the candidate's choosing

9.5.2 Evidence 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 by:

9.5.3.1 Completion of a finished manuscript for a research monograph, scholarly book or appropriate textbook, and a signed contract for its publication; or

9.5.3.2 Acceptance for publication of at least one refereed article; or

9.5.3.3 Acceptance for publication of at least one article or book chapter reviewed by an editor or editorial board; or

9.5.3.4 Publication of materials for use in teaching courses (e.g. practice sets, case studies, and instruction software) equivalent in rigor and effort to the requisite journal publications; or

9.5.3.5 Articles in practice-oriented journals, creation and delivery of executive education courses, development of practice-based tools, and published reports on consulting equivalent in rigor and effort to the requisite journal publications.

10.00 EXPECTATIONS FOR RANK

The general criteria for faculty expectations have been outlined above. In addition the College has specific expectations for each rank. The expectations for the next higher rank are used to judge readiness for promotion to that higher rank. The expectations for each specific rank are used to evaluate performance within that rank.

10.1 Instructors:

- 10.1.1 have a master's degree or equivalent from an accredited institution in a field appropriate for the initial appointment.
- 10.1.2 actively pursue an accredited terminal degree in an appropriate field.
- 10.1.3 provide evidence of scholarly or creative activity appropriate to one's discipline and one's rank.
- 10.1.4 Instructors will receive a rank adjustment upon completion of the terminal degree provided that the previous evaluation was satisfactory.

10.2 Assistant Professors:

- 10.2.1 have a terminal degree or its equivalent in a field appropriate to one's appointment unless there are exceptional programmatic needs. Within Business, a J.D. is considered the equivalent of a terminal degree for faculty hired to teach public (business) law. The MBA/CPA combination is considered the equivalent of a terminal degree for faculty hired to teach accounting.
- 10.2.2 demonstrate a record of continuous improvement in teaching toward excellence in core teaching responsibilities, i.e., program and General Studies teaching. Such excellence is demonstrated through attention to achieving student learning outcomes in the courses one teaches, the effective utilization of current scholarship and pedagogical approaches from their disciplines, through the integration of activities outside the classroom into student learning where appropriate, and through evidence of effective preceptorial teaching.
- 10.2.3 demonstrate a growing record of scope and/or significance of scholarly and creative activity beyond that presented to secure rank.
- 10.2.4 demonstrate the capacity to contribute effectively in the use of professional skills in service to the College and/or to non-college environments.

- 10.3 Associate Professors:
- 10.3.1 provide evidence of successful performance in terms of the expectations in the Assistant Professor rank.
 - 10.3.2 have achieved consistent excellence in teaching in all assigned teaching responsibilities. Associate Professors should be capable of pedagogical leadership, such as the ability to demonstrate new pedagogical innovations to others within or outside their program.
 - 10.3.3 have achieved a record of scholarly /creative activity that is recognized by others within their discipline or chosen area of specialization. Normally, this record will include the external validation and recognition of one or more major works, and a scholarly record that indicates a strong likelihood of meeting the standards as defined herein by section 9.4 by the end of the candidate's sixth year at Stockton.
 - 10.3.4 have played progressively important roles in support of program, school, College or professional activities and have demonstrated a capacity for leadership including the achievement of demonstrable outcomes.
- 10.4 Professors:
- 10.4.1 provide evidence of successful performance in terms of expectations for Associate Professor.
 - 10.4.2 have achieved a consistent record of excellence in meeting all teaching assignments, in pedagogical leadership, and in activities that support the achievement of teaching excellence throughout the College.
 - 10.4.3 have achieved a scholarly/creative record of significance as demonstrated by a consistent record of significant publications, presentations at national or international conferences or creative activities of similar scope, and evidence of internal and external recognition of the record as outstanding and significant with a focus on work since the candidate's promotion to Associate Professor or since the candidate was awarded a range adjustment while at Associate Professor rank. Normally, this record will include the external validation and recognition of one or more major works, and a scholarly record that meets the standards as defined herein by section 9.4.
 - 10.4.4 play and continue to play a major role in significant College initiatives and/or major public initiatives or by leadership in professional organizations, and demonstrate that such leadership is recognized to be of outstanding quality, effectiveness and scope.
 - 10.4.5 have a record to achieve the standards set forth herein by section 9.4.

12.00 DISTINGUISHED PROFESSOR

12.1 Internal Appointment

12.1.1 Normally, the title of Distinguished Professor may be awarded to those full professors who have made outstanding, nationally or internationally recognized contributions to the College, to their field, or to the common good, above and beyond the expectations of the rank of full professor. Their overall record as full professors in teaching, in research or creative activity, and in service must be excellent and they must be exemplars to their colleagues within academe and the College. Beyond that record, the title of Distinguished Professor may be conferred upon those who:

12.1.1.1 have set the highest standards of excellence in all facets of their teaching and are able to demonstrate that they have had a positive impact on College-wide teaching as well as on the national discourse about teaching through their work as demonstrated to their disciplinary peers, or

12.1.1.2 have set the highest standards of scholarship or artistic achievements for their colleagues at the College, and have been recognized nationally or internationally for the impact of their scholarship or artistic achievement by their disciplinary peers or others, or

12.1.1.3 have set the highest standards of service to the College, in civic engagement, in community service, or in service to professional organizations, and be recognized at the regional, state, national, or international level for their sustained efforts over time that have demonstrable lasting impact on those areas wherein the service, based on their disciplinary background, was provided.

12.1.2 Normally, candidates for the rank of distinguished professor must have held the rank of Full Professor for seven years.

12.2 External Appointments

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