

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 f wtkpi "vj g"cr r rlec pva"r tqdcvkpct { "r gtlkf OCevkkk{ "kp"uw r qtv"qh"e"r quv-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 gzegmgpeg"qh"qpgau"y qtn0 In case of shared or multiple authorship, clarification of the dei tgg"qh"qpgau"r ct vkr cvkp "ku"gzr gevfg 0kp"ecugu"qh" conference presentations or proceedings, clarification should be provided y kj "tgi ctf "vq"vj g"ugrge vkkk{ "qh"vj g"tgxky "r tqegu"cpf "qpgau"r ct vkr cvkp" 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.

Examples of evidence to help in this assessment include: a 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 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

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 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:

8070 "Qpg"qt"o qtg"hpucpegu'y j gp"qpg"j cu"wgf "qpg"r tqhgukqpcn'lunkm" 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 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.

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

9.3.2

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 are for the standard 8.1.4 (a) (i) by 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 **awar**

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 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 as required by the college.

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 hold a terminal degree in the field of 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.

- 10.3 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 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

