

STOCKTON UNIVERSITY



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

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

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 Business Administration 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

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

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

- 9.5.1.2 *Peer observations/evaluation*
- 9.5.1.3 *Other evidence of the 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 [AACSB Faculty Qualifications and Engagement Guidelines Handbook](#) to be deemed a Scholarly Academic (SA). After tenure is granted, faculty are expected to maintain either SA or Practice Academic (PA) status as set [AACSB Faculty Qualifications and Engagement Guidelines Handbook](#).*

10.00 EXPECTATIONS FOR RANK

clarifications and changes in semantics and nomenclature.