

The School of Business
Standards for Faculty Evaluation

1.0 PREAMBLE

The School of Business faculty 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 School.

School standards need to be broad enough and flexible enough to support a range of teaching methodology, and scholarly activity in a new and growing School. At this time BSNS, HTMS, and CSIS are the only programs in the School with faculty (the MBA program uses faculty from other programs). As new program(s) join the business School, these standards will be amended with input from those program(s).

In general, after reviewing the College Faculty Evaluation Standards, we recommend adoption of the College Standards as a desirable set of School Standards as the detailed sections below will show. This College policy is occasionally elaborated upon to reflect the unique efforts of faculty in the School of Business which may distinguish them from faculty in other Schools. Individual Program guidelines within the School will be more specific.

6.00 ELABORATION OF COLLEGE STANDARDS FOR TEACHING FACULTY IN THE SCHOOL OF BUSINESS

6.1 Teaching

6.1.1 Educating students, both inside and outside the classroom is the School'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 as defined by program standards.

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 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, the effective response to student questions, 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. Service learning activities and advising student organizations are examples of this attribute.

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 and creative work 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 Across the range of programs in Business, the School encourages and recognizes Program leadership and supports a variety of scholarly approaches that support Program and School activities 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.

6.2.3.1 The School recognizes that the time and effort required to complete scholarly projects may vary markedly among disciplines and sub-disciplines. Such variance may also be addressed in approved program standards.

6.2.4 It is always the case that the burden is 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 cases of conference presentations or proceedings, clarification should be provided with regard to the selectivity of the review process.

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 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

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. Presentation before peers and colleagues and advancing the discipline are also expectations of alternate forms of scholarship.

6.2.4.6 The School 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 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 peer reviewed.

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.

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 Reviews (if submitted as documentation) from appropriate journals may be included. Where reviews are included in a file as evidence of the worth of scholarly work, attention should be given to the professional credentials of the reviewer and the reputation of the journal or publication.

6.2.4.6.7 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.

6.2.4.6.8 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.

6.2.4.6.9 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.

6.2.4.6.10 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

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 and the College Foundation.

6.3.2 Faculty may also contribute in broader arenas such as state or regional organizations, disciplinary associations. In addition, faculty may contribute to the College's public mission through service to our community, region and the State or the Nation.

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, 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.

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