



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.

6.1.4 **The School of Business adopts the University Standards for teaching.**

6.1.5 *The Finance Program adopts the University Standards for teaching.*

## 6.2 Scholarly and Creative Activity

6.2.1 The teacher-scholar model recognizes that a serious and continuing commitment to engaging in scholarship or creative activity of one's disciplinary and/or interdisciplinary work consistent with rank and/or assigned responsibilities, enriches teaching and is the foundation of sustained excellence within the classroom.

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

scholarly/creative journals or venues, 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/creative reputation and whether or not the journal or proceedings are peer reviewed.

---

6.2.4.6.2.1 *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 and creative 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. National and regional meetings should rank higher than local meetings in most instances. Scholarly presentations should be ranked more highly than non-scholarly ones. Competitive selections as





requirement of this responsibility. Compensated service is generally not sufficient to meet the minimum requirements. However, 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

(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 the President of the University, 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)

## 9.3 University Perspectives on Tenure

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

## 9.4 The following guidelines established by the Board of Trustees are used by the University to consider appointments that confer tenure:

9.4.1 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.

9.4.2 Tenure should be awarded after presentation of positive evidence of excellence in the achievement of University, program and school standards.

9.4.3 Tenure should be awarded to those who can demonstrate the ability to fulfill professional responsibilities; as members of the faculty and employees of the University; and not solely because negative evidence to the contrary is not presented.

9.4.4 Assistant Professors normally receive promotion to the rank of



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) AACSB Faculty Qualifications and Engagement Guidelines Handbook is maintained by the Research and Faculty Qualifications Committee in alignment with AACSB standards. The standards used for these determinations will be those in place when the faculty member finalizes 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
    - 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 choosing
  - 9.5.2 Evidence of substantive involvement in service activities at the program, school, college, professional and/or community level in each year beyond0 Gong0 Go Tf1 0 0 1 46.62 482.314c Tf1 0 0 1 501.34 482.ve





Upon recommendation by the President to the Board of Trustees, the Board will determine the appropriate salary adjustment upon conferral of the title and may grant other privileges commensurate with the candidate's qualifications and professional needs.

12.4 Continuing Expectations

In addition to continuing to meet the expectations of faculty at the rank of Professor, each recipient will be expected to engage actively in University service that has significant impact (reviewed in consultation with the Dean of the Division).

13.0 CRITERIA FOR RANGE ADJUSTMENT

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 apply to any range adjustment.