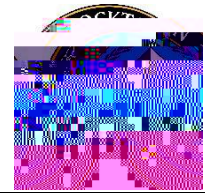


STOCKTON UNIVERSITY



University Standards for Faculty with **School Standards for Business (in bold)** and *Accounting Standards (in italics)*

Preamble

The School of Business faculty recognizes the need for a uniform set of standards for

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

6.1.5 *The Accounting Program adopts the University and School of Business 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 ra(t)8(1)]TJETQq0.000

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

Typically, central to judgments regarding scholarly and creative activity are:

- 6.2.4.1 The capacity to bring scholarly or creative projects to completion.

- 6.2.4.2 A mix of scholarly activities appropriate to one's appointment e.g., in some cases scholarly activity will be primary, in others creative activity.

- 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
- in the artistic/cultural realm
- or in an educational setting

- 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 University 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, essays, reviews, and creative writing should be published in appropriate

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 *For faculty in the Accounting Program, the process for assessing the appropriateness of an academic journal is explained in the School of Business's [AACSB Faculty Qualifications and Engagement Guidelines Handbook](#).*

- 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 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 Work in the arts may be evaluated by a number of different measures: assessment of its quality by peers or professional critics; the reputation of the gallery, museum, or other artistic venue where it is shown or presented; the respect afforded the organization for which it is performed or under contract; or some other measure of its success or impact (e.g. royalties, awards, or impact on public debate or on other artists).
- 6.2.4.6.6 Other forms of scholarly or creative activity that may appear in emerging scholarly or artistic media may be included as well, provided that comparable standards of peer review can be applied to them.
- 6.2.4.6.7 Where reviews are included in a file as evidence of the worth of a candidate's scholarly or artistic work, attention should be given to the professional credentials of the reviewer and the reputation of

the journal or publication as specified in School and/or Program standards.

6.2.4.6.8 Professional activities undertaken as a practitioner or consultant are considered scholarly

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 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.
 - 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.*
- 6.3.6 **The School of Business adopts the University Standards for University and Community Service.**
- 6.3.7 *The Accounting Program adopts the University and School of Business Standards for University and Community Service.*

9.0 STATUTORY REQUIREMENT FOR TENURE IN ACADEMIC RANK

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

- 9.1.1 "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

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 Associate Professor concurrent with [o]-3(n)-3(ly)]TJEn9.4.1

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 the AACSB standards. The applicable standards at time of tenure and/or promotion submissions are currently governed by the [Procedure for the Evaluation of Faculty and Library Faculty](#).

- 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*
 - 9.5.1.2 *Student evaluations*
 - 9.5.1.3 *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), 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).*

10.00 EXPECTATIONS FOR RANK

The general criteria for faculty expectations have been outlined above. In addition, the University has specific expectations for each rank or level. The expectations for each specific rank or level are used to evaluate performance within that rank or level and when judging readiness for promotion or advancement to the next higher rank or level. Generally, only performance since the last promotion will be considered in the new evaluation.

10.1 Teaching/Clinical/Other Specialists (Non-Tenure-Track Position III):

- 10.1.1 Have a minimum of a master's degree or its equivalent in a field appropriate for the appointment, and
- 10.1.2 (ETQ TJ2Span /MCg/.0sonp):

General Studies courses, as assigned) and/or consistent excellence in non-teaching responsibilities as assigned, and

10.2.3 Document progressively important service roles and demonstrate a capacity for leadership, as identified in their individual contracts.

10.3 Teaching/Clinical/Other Specialists (Non-Tenure-Track Position I):

10.3.1

10.6.3 Document progressively important service roles and demonstrate a capacity for leadership.

10.7 Professors:

10.7.1 Must achieve a consistent record of excellence in teaching (in both Program and General Studies courses), including curricular contributions, pedagogical leadership, and/or in activities that support the achievement of teaching excellence throughout the University;

10.7.2 Must achieve and continue to demonstrate a record of scholarly/creative activities that are nationally and/or internationally recognized as outstanding and significant; and

10.7.3 Must be stewards of service; they must play and continue to play a major role in significant University initiatives, major public initiatives, or hold key positions in their professional organizations. Professors must demonstrate that their service is recognized as outstanding in quality, effectiveness, and scope.

12.0 DISTINGUISHED PROFESSOR

12.1 Internal Appointment

12.1.1 The title of Distinguished Professor is reserved for individuals who have exceeded all standards for Professor and have received university-wide and/or frequent recognition for their exceptional sustained achievement in teaching and nationally/internationally recognized achievement in either scholarship/creative activity or service.

12.1.2 Candidates must submit evidence of significant accomplishments that have been achieved since the last promotion or range adjustment, when documenting their consistently excellent performance.

12.1.3 Unless exceptional circumstances apply, candidates for the title of Distinguished Professor must have held the rank of Professor for ten years.

12.2 External Appointments

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

- 13.2 Has not previously received a range adjustment within rank;
- 13.3 Presently exhibits, and has consistently demonstrated over the entire time since their last promotion:
 - 13.3.1 Fulfillment of all expectations for faculty and library faculty responsibilities as specified in 2.0 of this Policy;
 - 13.3.2 Exceptional teaching; and
 - 13.3.3 Exceptional performance that is demonstrable of impact in either scholarship/creative activity or service.

14.0 NON-SUBSTANTIVE CHANGES

In any year, non-substantive changes may be made to this document to reflect clarifications and changes in semantics and nomenclature.