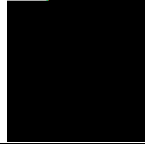


STOCKTON UNIVERSITY



University Standards for Faculty with **School Standards for Business (in bold)** and
Finance Program Standards in Italics

Preamble

The School of Business faculty recognizes the need for a uniform set of standards for the evaluation of teaching, scholarship, and service that is fair and flexible, and provides

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.

6.2.2 Publications and creative work in support of reappointment and tenure are those achieved during the tenure candidate'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 The University recognizes a wide variety of scholarly vehicles: disciplinary or interdisciplinary research, pedagogical research, applied research, integrative scholarship, community engagement and service-learning, artistic or creative activity, and grant writing. Scholarly or creative activities may take many forms and use different vehicles to communicate with the broader academic community.

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 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 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 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.

For faculty in the Finance 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](#).

6.2.4.6.2.1 *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 well as presentations receiving disciplinary acknowledgement for excellence should be noted. In most no

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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 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.

6.2.4.6.9 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.

In those Finance 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 6.2.4.2 through 6.2.4.6.8.

6.2.4.6.10 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.

6.2.4.6.11 Faculty engaged in community outreach can make a difference in the 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 project.

6.2.4.6.12 Cross-disciplinary and inter-disciplinary

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scholarship is also valued by the Finance Program and should be judged by the University standards for excellence in 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 Finance 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.*

6.2 University and Community Service

6.2.7 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.

6.2.8 Faculty may also contribute in broader arenas such as state,

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.

such board of trustees for:

(1) 6 consecutive calendar years; or

(2) 6 consecutive academic years, together with employment at the beginning of the next academic year; or

(3) the equivalent of more than 6 academic years within a period of any 7 consecutive academic year.”

9.2 Tenure by Exceptional Action

- 10.1.2 Demonstrate a record of teaching toward excellence (in both Program and General Studies courses, as assigned) and/or excellence in non-teaching responsibilities as assigned; consistent with the program standards.
- 10.1.3 Document the capacity to contribute effectively through the use of professional skills in service to the program, school, University, discipline, and community, as applicable.
- 10.2 Teaching/Clinical/Other Specialists (Non-Tenure-Track Position II and I)
 - 10.2.1 In addition to 10.1.1, must also have attained a prominent role in their profession (e.g. CFP, CFA, CPA, Hospital Administrator, elected official, broadcast journalist, uniformed services leader) as specified in School and/or Program standards.
 - 10.2.2 Document consistent excellence in teaching (in both Program and 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 Must have earned a terminal degree in their field.
 - 10.3.2 In addition to 10.2.2, must also document distinction in teaching (in both Program and General Studies courses, as assigned) and pedagogical leadership; and/or distinction in non-teaching responsibilities and leadership as assigned .
 - 10.3.3 Document significant and sustained service roles and demonstrate leadership, as identified in their individual contracts.
- 10.4

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.

12.3 Remuneration

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 and/or Provost).

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 m10 (at)vg m10 (at)vg m10 (at)vg m10 (at)vg m10 17 (r)7 (ev)4 (i)6 (ew(r)7e)10 (ex)4 (p)(i)6 :Tc
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