

STOCKTON UNIVERSITY



University Standards for Faculty with School Standards for Business (in bold) and Computer Information Systems 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 reasonable goals and expectations for those who seek tenure and promotion in the School. School Standards need to be broad enough and flexible enough to support a range of teaching methodologies, service, and scholarly activity.

The School of Business adopts the University Faculty Evaluation Standards. The School Standards occasionally elaborate upon the University Standards to reflect the unique efforts of faculty in the School of Business. Individual Program guidelines within the School may be more specific.

This policy covers all members of the School of Business faculty including tenured, tenure-track, and non-tenure track. It does not cover adjunct faculty.

Non-tenure-track teaching positions will be held to the same teaching and service standards outlined in sections 6.1 and 6.3 of this document.

The Computer Information Systems Program adopts the University and School of Business Faculty Evaluation Standards. The Program Standards occasionally elaborate upon the University and School Standards to reflect the unique efforts of faculty in the Computer Information Systems Program.

This policy covers all members of the Computer Information Systems Program faculty, including tenured, tenure-track, and non-tenure track. It does not cover adjunct faculty.

Non-tenure-track teaching positions will be held to the same teaching and service standards outlined in sections 6.1 and 6.3 of this document.

6.0 ELABORATION OF UNIVERSITY STANDARDS FOR TEACHING FACULTY

6.1 Teaching

6.1.1 Educating students, both inside and outside the classroom, studio, or laboratory is the University's primary purpose. Therefore, performance in teaching carries the greatest weight in the evaluation of faculty. All aspects of teaching, including preceptorial teaching as applicable, 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.
- 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 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 *Fostering enthusiasm for the subject matter while challenging and motivating students, and maintaining appropriate high standards for student performance*
- 6.1.4 The School of Business adopts the University Standards for teaching.
- 6.1.5 *The Computer Information Systems Program adopts the University Standards and School Standards for Business 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.

6.2.3.2 *The CIS program encourages and recognizes research supporting one's General Studies coursework or General Studies initiative of the college,*

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.

6.2.4.6.2.1 *A unique aspect of scholarly publication within computer information systems is the importance and prominence of refereed conference proceedings. Full papers published in the proceedings of a refereed conference should be weighed similarly to refereed journal articles.*

6.2.4.6.2.2 *Examples of evidence to help in assessing a journal, conference, or other publication venue include a copy of the "Information for Contributors" or other similar pages for a journal or conference outlining the review process and submission standards, a copy of the preface or other page of proceedings indicating the acceptance rate, information as to where a journal is indexed or how it ranks for the field.*

6.2.4.6.2.3 *Publications in top-tier or highly prestigious journals or conferences may be weighed more heavily during an evaluation. It is the responsibility of the applicant to substantiate the rank of the journal/conference or its reputation in the field.*

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.

6.2.4.6.4.1 *A Peer-reviewed or refereed full paper in conference proceedings is considered a publication as defined in 6.2.4.6.2 and its sub-bullets above. Such publications nearly always involve a presentation; however, the corresponding presentation is not considered an additional contribution. Presentations, as defined here, refer specifically to presentations that do not accompany a refereed/peer-reviewed publication (i.e., cases where the presentation itself is the scholarly contribution).*

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 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.

6.2.4.6.9.1 *In a field that changes as rapidly as computer information systems, maintaining current competency is critical. Participation in activities that advance one's knowledge and skills and enhance one's teaching abilities is an essential part of a CIST faculty member's scholarly activity. Such activities include but are not limited to, attendance in professional and academic organization presentations, workshops, and seminars.*

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.

6.2.4.6.10.1 *Actively pursuing external grants is encouraged even if not funded or reviewed as fundable. Candidates should document the reputation of the funding agency, the effort of the application process, and the review process*

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.

- 6.2.5 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 Computer Information Systems program criteria for tenure and promotion in the area of scholarship and creative activity are intended to elaborate the University and School of Business standards and reflect norms within the discipline.*
 - 6.2.6.1 *The Computer Information Systems program expects candidates for tenure and promotion to Associate Professor rank to have authored or co-authored a minimum of three scholarly contributions (full papers published in peer-reviewed/refereed journals or in peer-reviewed/refereed conference proceedings, or patents granted) within the past six years. These contributions must have been published (in print or accepted and nearing publication) since the candidate's initial appointment or most recent range adjustment. This minimum of three substantive scholarly publications should be supplemented by the various forms of scholarly and creative activities enumerated throughout 6.2.4.6 as appropriate to the discipline.*
 - 6.2.6.2 *The Computer Information Systems program expects candidates for promotion to the Professor rank to include evidence of a continued record of scholarly engagement and activity that meets the University standards for the rank of Professor and expects candidates to have authored or co-authored a minimum of three substantive scholarly contributions (full papers published in peer-reviewed/refereed journals or in peer-reviewed/refereed conference proceedings) within the past six years. These contributions must have been published (in print or accepted and nearing publication) since the candidate's most recent promotion or range adjustment was awarded. This minimum of three substantive scholarly publications should be supplemented by the various forms of scholarly and creative activities enumerated throughout 6.2.4.6 as appropriate to the discipline.*

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 reflection on the contribution and its use to improve the quality of future service are all aspects of documenting achievement in campus or community service. Sustained service is expected to meet the minimum 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.

6.3.4.1 *Service activities that could be either paid for or unpaid by Stockton should be weighted similarly to non-compensated service activities.*

6.3.4.2 *Service activities compensated by other institutions (directly or indirectly through Stockton) should be weighted similarly to non-compensated service activities. Such activities include program evaluation of community colleges, service activities paid for by external grants, etc.*

6.3.4.3 *Activities generally not sufficient to meet the minimum requirements include defined responsibilities of established leadership positions that are compensated. These include defined responsibilities of faculty senate president, program chair, etc.*

6.3.4.4 *Activities beyond the faculty's defined responsibilities but compensated by the university should be weighted similarly to non-compensated service. Such activities include summer open house participation, service activities paid for by internal grants, etc.*

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.*
 - 6.3.5.5 *Professional services, such as membership or leadership positions in professional societies, board membership, consultancy in one's discipline, conference organizer, grant reviewer, journal editor, peer review of journal or conference publications, computing or related contest judging, invited lectures, etc*
 - 6.3.5.6 *Service within the program includes significant contributions to program meetings, committee work at the program level, program and curriculum development, program assessment, supporting and mentoring new faculty, obtaining grants in support of program objectives, and leadership in initiating and implementing CIST related student activities, etc.*
 - 6.3.5.7 *Contributions in university level committee appointments and elected committee service. Involvement in student organizations and university sponsored events may also be considered as part of a candidate's service to the university*
- 6.3.6 The School of Business adopts the University Standards for University and Community Service.
- 6.3.6.1 *The CIS Program adopts the School of Business Standards and University Standards for University, School, and Community Service.*

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