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Development of a Flexible Point-based Promotion and Tenure Document in the Age of Societal Uncertainty

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Abstract

The evolving landscape of higher education has forced many institutions to reorganize, remove administrative layers, and subsequently, reexamine criteria and processes. In particular, efforts to consolidate and combine departments has prompted a need to explore options for a systematic and objective framework for evaluating performance. This paper explores the process of restructuring promotion and tenure documents to accommodate a variety of programs with varying accreditation requirements brought together due to institutional restructuring. The authors utilized a modified version of the Input Process Output (IPO) logical model to facilitate the creation of a mixed method (narrative and point-based) promotion and tenure (P&T) document that satisfied requirements for ABET, AACSB and non-accredited programs. The outcome produced a guide that is adaptable, minimizes subjectivity, and is easy to interpret for those within and outside the department. This paper extends the current literature by offering a review of current P&T practices by four-year institutions and presenting a modified version of the IPO model designed to facilitate the process of crafting a new P&T document. Suggestions for use by other departments and institutions as well as direction for future research are also presented.

Keywords: Tenure and Promotion, Evaluation Framework, Points-based System

1. INTRODUCTION

Reeling from institutional changes due to statewide budget cuts, the authors' institution, like many others, was forced to reduce budget expenses by removing administrative layers. One such move involved restructuring the university from a five colleges and one school, 29 department layout to five colleges consisting of 25 departments. The College of Science, Technology and Agriculture was divided across the new five college structure with the ABET

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accredited computer science program landing in the AACSB accredited College of Business. During this time, the departments within the College of Business were further restructured to accommodate moved programs, growth spurts and changing enrollment patterns.

Once the dust settled, the reorganized departments (institution-wide) were asked to evaluate their tenure and promotion (T&P) guidelines to develop new documents to accommodate their new program structure. Rather than merging the existing programs' T&P documents into one, the authors' department started from scratch to develop a point-based system unlike any used in their previous departments.

In this paper, the authors detail the process their department underwent to develop flexible guidelines acceptable to both tenure and non-tenure track faculty in AACSB and non-AACSB accredited programs. With the COVID-19 healthcare crisis, universities may be faced with addressing tenure and promotion evaluation process adjustments to accommodate lost opportunities (e.g. service) resulting from imposed social distancing requirements. The authors propose their process and resultant guidelines as a starting point for programs evaluating their current processes.

2. LITERATURE BACKGROUND

To ensure the quality of faculty at a university, having standards for tenure and promotion are critical (Perri, 2018). Such standards are not based on past performance, but also consider the promise of future performance and contributions (Dennis, Valacich, Fuller, & Schneider, 2006). The tenure document for academics is often based on research, teaching, and service. Peer reviewed research remains the barometer for measuring scholarly output, but with the proliferation of open access journals, spread of predatory journals, and publications that charge sometimes substantial fees for inclusion, the ability of a T&P committee to successfully evaluate a tenure portfolio has become murkier (Bales, et. al., 2019).

Consequently, institutions rely on measures that rate or rank the efficacy of journals such as ABDC Journal Quality List produced by the Australian Business Deans Council (ABDC), impact factor published by JCR, Academic Journal Guide published by the Chartered Association of Business Schools, and others (Millet-Reyes, 2017). These provide some structure for academic institutions to evaluate the quality of publications listed by candidates for tenure or promotion but does not address other output such as trade publications, monographs, books, and other forms of scholarly work. In addition, a limitation of such lists is reliant on ratings over actual review of the candidate's research. They also instill a constraint on what a candidate might, or will publish, based upon inclusion on the appropriate list (Bales, et.al., 2019).

AACSB Guidelines

For any AACSB accredited program, alignment between T&P documents and AACSB standards is a paramount consideration. The gold standard for AACSB is the scholarly academic (SA) faculty qualification. This is described in Standard 15 of the 2013 standards as revised in 2018. New standards are currently being approved to be announced on July 28, 2020. In both versions, SA remains the gold standard for faculty qualification. Only a faculty member classified as SA meets all required ratios for faculty classification for AACSB accreditation. Qualified faculty status is "based on the initial academic preparation, initial professional experience, and sustained academic and professional engagement…" (AACSB, 2018, 42).

SA status is based on sustaining "currency and relevance through scholarship and related activities" (AACSB, 2018, 43). SA status is also "granted to newly hired faculty members who earned their doctorates withing the last five years prior to the review dates" (AACSB, 2018, 43). Faculty with "a doctoral degree emphasizing advanced foundational discipline-based research is appropriate initial academic preparation" for SA status (AACSB, 2018, 44). The specific qualification for SA status is based on criteria developed by the school "consistent with its mission" (AACSB, 2018, 43). For SA status, the standards indicate academic engagement activities such as scholarship outcomes, editorships, editorial board service, leadership in academic societies, research awards, etc. (AACSB, 2018, 45).

ABET Guidelines

The 2020-2021 ABET Guidelines for accrediting Computing programs promotes similar requirements as those of AACSB. ABET loosely defines the requirements for computer science faculty as demonstrating competence through "… such factors as education, professional

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credentials and certifications, professional experience, ongoing professional development, contributions to the discipline, teaching effectiveness, and communication skills." (ABET, 2020, 6)

Different Types of T&P Documents

Universities have instituted various methods of evaluation of research, teaching, and service. Some utilize a narrative format where faculty describe their contributions to each area. Others assign weights to different categories. And still others, use a scoring or point system to quantify the value of each item on a promotion or tenure application. The following describes narrative forms of documents and those with points, scales, and scores. Examples presented were publicly available and retrieved via the Internet in May 2020 and may no longer be in use if updated or modified since the files were accessed.

Narrative-based T&P Documents

By far the most common type of T&P document is the narrative. In this format, the candidate responds to a series of prompts provided by the university, college, and/or department. Most typically cover all three categories of research, teaching, and service, although some may put greater weights on one or two of the categories. However, institutions like Clemson University's Economics Department expand these three to seven different categories (Clemson University, 2020). The Department of Management at Auburn University utilizes a narrative format and states that "there is no single model of excellence in teaching, scholarship, and service accomplishments" (Auburn University, Management Department, , 2020, p. 2). This epitomizes the narrative format, giving a candidate an opportunity to elaborate more in one category than another, yet still maintaining a strong record of research, teaching, and service. At the same university, in the Marketing Department, special attention is paid to research with less weight being on the number of publications, but rather citation scores, grants, and outside reviewers (Auburn University, , 2020; Marketing Department, 2020).

Some institutions, such as the W. Frank Barton School of Business at Wichita State University, use a narrative form and denote that teaching and research are weighted more heavily than service (Wichita State University, 2020). The Statistics Department at the University of Georgia places high importance on research and teaching, with an expectation of publication in top peer-reviewed journals (University of Georgia, 2020). At Towson University, in the College of Business and Economics, the narrative format includes a description for teaching accentuating student evaluations and "three or four published (or forthcoming) peer-reviewed articles in quality journals" for research (Towson University, 2020, p. 8). The Computer Science Department – ABET accredited – at Appalachian State University weighs teaching highest with scholarship and service supporting instruction. For each category, a candidate may receive a designation of Excellent, Satisfactory, or Needs Improvement (Appalachian State University). , 2020In the Gordon Ford College of Business at Western Kentucky University, the narrative requirements offer a list of criteria for the three categories. In service, candidates seeking a promotion to Associate Professor are expected to achieve a minimum of ten "service activities." Each department assesses the quality of scholarly activities (Western Kentucky University, 2020). Across the state, at Eastern Kentucky University, the Department of Communication, requires a minimum of three scholarly activities from a list. Two from the list must be peer reviewed, and three or more may be from items including chapters in texts, a textbook, case analyses, and book reviews (Eastern Kentucky University, 2020).

Points-based T&P Documents

Though the narrative is common, some institutions utilize a point or scoring system to evaluate the candidate. A numerical value is assigned to various accomplishments in a checklist. Typically, the candidate must achieve a score greater than a predetermined level to be considered for promotion or tenure.

San Francisco State University uses a combination of narrative and point systems. In the Marketing Department, candidates provide a narrative for teaching and service, but scholarly activities are based upon a point system. For example, if a candidate publishes an article in a "True A" journal as defined by the ABDC, that article is worth 2 points. A "B" level journal is worth 1.25 points. And so on. (San Francisco State University, 2020).

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University of North Texas' Department of Management utilizes a scale system throughout its T&P guidelines. For all three major categories, candidates can be designated as Exceptional (9 to 10 points), Excellent (≥8, but <9 points), Good (≥7, but <8 points), Satisfactory (≥6, but <7 points), and Unsatisfactory (<6 points). Then, under each category, criteria are provided denoting what is considered "exceptional" versus "excellent" (University of North Texas, 2020).

Finally, in the Department of Management at James Madison University, scales are used in all three main categories, with specific points in scholarly activities enumerated. Additionally, weights are approximately 50/30/20 concerning teaching, scholarly activity (for tenure or tenure track), and service respectively. The scales for teaching, scholarly activity, and service are Excellent (5, 6, or 7 rating points), Satisfactory (2, 3, or 4 rating points), and Unsatisfactory (1 rating point) (James Madison University, 2020). In the next section, the authors briefly describe the elements of the modified Input Process Output model and then apply the model 4 to the process they used in the development of their tenure and promotion guidelines.

3. DESCRIPTION OF A MODIFIED INPUT PROCESS OUTPUT MODEL

As indicated in the previous section, tenure and promotion are important processes requiring clear expectations, open communication, consistency, fairness and value judgments. To evaluate candidates' dossiers completely and fairly requires a significant contribution of faculty time, both individually and collectively. However, faculty workload increases due to growing documentation requirements and decreasing budgets result in faculty spreading their time thinly across multiple demands. The T&P review process can generate a significant time sink resulting in either the candidate or the process being short changed. Thus, developing or modifying a T&P document that is clear and effective should take a structured approach.

In this section, the authors describe a slightly modified Input Processing Output Model, a structured approach common to the field of MIS. The authors selected this model to apply to the development of the T&P document process due to its brevity, directness and familiarity.

Modified IPO Model

Using a combination of logical models, the authors propose a modified Input Processing Output (IPO) model (Figure 1) that describes the process through which their department developed their current T&P guidelines.

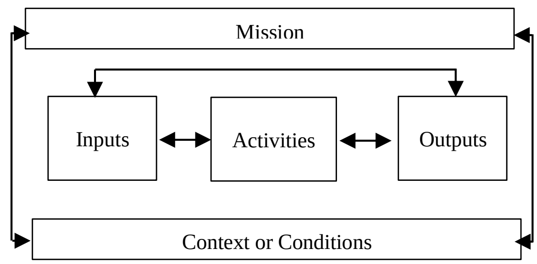

Figure 1

Model Elements

The Mission in the IPO model focuses upon the purpose of the process considering the situation and the conditions under which the process is taking place.

Inputs to the process include both those expected and initially introduced to the process as well as those incorporated through multiple iterations.

Activities represent the multiple tasks that were undertaken to generate the output from the input. Because the standard IPO model usually addresses one process, the authors incorporated the wording of other logical models and used "Activities" to represent multiple separate tasks.

Output may consist of multiple artifacts as the process progressed through multiple iterations.

Context or Conditions account for mitigating circumstances factored into the logical process and its approach to following the mission. These factors might include the people affected, accreditation guidelines, the circumstances forcing the process, and environmental issues that must be considered, to name a few.

Interrelationships are depicted in the model between the Mission and the Content or Conditions. In most situations, the mission of the process will have no direct effect on the context or conditions. However, the mission may affect the approach taken to address the conditions.

Feedback was generated throughout the iterative guideline development process as feedback drove data collection and guideline development.

In the next section, the authors apply the modified model to the development of their department T&P guidelines.

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4. APPLICATION OF THE MODIFIED MODEL TO THE T&P CRITERIA

In this section, the authors discuss the application of the modified Input Processing Output (IPO) model described in Section 3 to the authors' department T&P criteria development process (Appendix 1). This section also provides details about the process for the development of a committee tasked with creating the new T&P documents.

Committee

Each department in the authors' institution was tasked with reviewing and updating their T&P documents. The Department of Management created a review committee consisting of four full-time faculty members purposefully selected to ensure proper representation. Faculty were chosen from AACSB and non-AACSB accredited programs and represented the major areas of study in the department including entrepreneurship, management information systems, human resource management, healthcare management, and hospitality management. While the department, as a whole, followed the guidelines of AACSB, the hospitality management and Bachelor's and Master's in healthcare management are not AACSB accredited programs. Thus, departments consisting of ABET and non-ABET accredited programs can follow similar processes.

In addition, the mix of committee members consisted of those with varying ranks and years of service with the University. At the time of formation, there were two tenure-track assistant professors, one associate professor, and one full professor. The number of years employed at the University ranged from one year or less to over 15 years.

Mission

The institution is classified on the Carnegie scale as a teaching institution. Faculty are evaluated on their contribution to the teacher scholar model with a combination of quality teaching, professional growth and research and service to the students, university and academic community.

Context or Conditions

Over the course of two years, the University underwent a restructuring process to adjust to budget cuts and program growth. The overall University makeup went from five colleges and one school to a five college structure with adjustments at the department level. The College of Science, Technology and Agriculture had experienced programmatic increases with minimal structural changes. To accommodate the University's new college format, some of the departments and programs in the College of Science, Technology and Agriculture were integrated into other repositioned colleges. One of these was the ABET accredited Department of Computer Science being moved to the revised AACSB accredited College of Business and Computing as a new department to join the newly restructured Department of Accounting Economics and Finance, Department of Management, and Department of Marketing. As a result of the structural changes, the colleges were tasked with revisiting and updating their T&P guidelines.

The newly formed Department of Management was tasked with creating T&P guidelines to match the mix of programs and accreditation requirements. The department consisted of 16 full-time faculty (12 tenure/tenure-track and 4 non tenure-track) in the undergraduate majors of management (general and human resource concentrations), entrepreneurship, hospitality management, healthcare administration, and healthcare management. The department also serves as the new home of the faculty teaching support courses in management information systems. In addition, the department housed Master's programs in healthcare management and general management. The degrees in hospitality management, healthcare management and the Master of Science in healthcare management were not accredited by AACSB. The new department used multiple criteria originally based on where the faculty had been housed before the reorganization.

In Spring 2019, a committee was formed to create the T&P document for the restructured Management Department. As discussed in section 4.1, special attention was paid to ensure the committee represented all department subgroups and all levels of the promotion process. This facilitated incorporating the more rigorous research requirements of the AACSB research guidelines, while also being fair to those faculty not teaching in AACSB accredited programs. At this time, the committee began the process by surveying department members about what the new requirements in teaching, research, and service should include. Additionally, members of the committee began researching T&P requirements at AACSB peer institutions (Appendix 3).

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Inputs

The committee began the process of revising the T&P criteria with a thorough examination of the existing document that included an analysis of where the committee determined the document was antiquated based on changes in the college and university environment. This review created a series of questions the committee determined needed to be addressed through peer institution research (Appendix 2) and a faculty survey (Appendix 3). The committee also found that criteria in the current document allowed for potential subjectiveness against faculty in the review process, as well as the ability for faculty to "double-count" activities to their individual gain. The committee desired a document allowing an individual faculty member freedom to present their dossier as desired, while providing a structure to aid both the faculty member and potential reviewers, particularly those outside the department.

Prior to surveying Department of Management faculty, a review of peer institutions (using the list defined by the HCBC as peer schools) and in-university departmental T&P criteria was conducted. Emphasis was placed on those schools utilizing a teacher-scholar model for faculty T&P processes. Analysis of those documents found that while requirements at peer institutions were similar to the authors', some schools had moved to a point-based system for T&P documents, as well as included a broader selection of activities as "scholarly." The criteria of other departments in the authors' university were examined to ensure that the Management Department's criteria maintained the rigor expected of the university's faculty.

Based on information gathered during the external criteria review, a survey (Appendix 3) was created and distributed to the Department of Management faculty to determine what the most important considerations were for the new T & { document. Finding that some similar institutions were using point-based systems and the manner in which they handled various promotion criteria, survey questions were formulated, Department of Management faculty were provided copies of existing criteria and instructed that the goal of the survey (Appendix 3) was to collect their thoughts on current processes prior to creating a new document.

Activities

The Management faculty survey (Appendix 3) garnered a 71.4% response rate (10/14 eligible faculty responding). The committee determined the response rate was strong enough to continue the process. Results of the survey (with full unedited comments) were shared in the next scheduled department meeting after collection.

Results of the survey (Appendix 3) were fairly consistent across faculty. The faculty were asked for their thoughts regarding expectations for how their time should be distributed (Question 1):

- Teaching related activities: 57.16% of their time should be spent in teaching-related activities (range of 40 – 66.66%),
- Research activities: 21.29% of their time in research-related activities (range of 10 – 40%), and
- Internal and external services activities: 24.67% of their time in internal and external service activities (range of 5 – 35%).

Additionally, respondents were asked for their opinion about the previous requirements (Question 2, 3 & 4).

- 60% of respondents felt that teaching requirements in the new T&P criteria should be similar to those in the existing criteria,
- 70% noted that research requirements should be less rigorous in the new criteria due to increasing faculty workloads.
- 66.67% felt that service requirements should be less rigorous in the new criteria.
- 90% of the faculty who completed the survey felt a point system was, or could be, a good idea for the new criteria.

Finally, faculty were asked open-ended questions on what they liked and did not like about the current criteria, and what changes they would like in the new criteria (Questions 5 – 7 and 9). Respondents reported far more negative (i.e., dislike) comments than positive comments about the current process including the amount of documentation required, how cumbersome the process was, criteria weighting that didn't support tenured and non tenure-track staff, and the amount of ambiguity and subjectivity in the criteria. Positive comments addressed the current level of rigor and the focus on teaching. Faculty's comments regarding the development of the future T&P document, overwhelmingly focused upon the necessity to lower research requirements due to increased teaching loads, and create a simpler process with less paperwork and more objective criteria guidelines. Based on the feedback, the committee began creating the new T&P document.

Outputs

The inputs (initial review and peer institution research) and activities (faculty survey and feedback) generated rich data used by the committee to craft the T&P guidelines. The process generally flowed in the following manner. First, the committee met to compile and discuss current evidence as well as formulate a plan of action or iteration. Next, the plan of action (or iteration) was presented, informally, to the chairperson and his feedback was incorporated before sharing with the department. The committee would then present their plan of action (or iteration) to the department and collect feedback from faculty. The loop was closed as all feedback was considered and the document was adjusted accordingly.

Including the initial survey, the process of collecting feedback and adjusting occurred three times. More importantly, the feedback/adjustment process ended once saturation was achieved and no new/novel ideas or concerns were presented. A final draft was then presented to the department and passed by majority vote. Afterwards, the new guidelines were sent to the college dean and University provost for approval (per the Authors' University policy).

Feedback

Considering the context and conditions, the committee made an effort to elicit different forms of feedback throughout the entire process. Once formed, the committee immediately began discussing the process and determining research responsibilities. Afterwards, multiple meetings were held where each committee member was able to present their findings. After deliberations, a draft proposal was formulated and formally presented to the department members. The document again went through multiple iterations based upon the outputs (feedback) until consensus was reached.

As previously mentioned, multiple methods for collecting feedback were employed. Specifically, the committee collected data indirectly via an anonymous survey administered to the Department of Management faculty, and directly through formal meetings, email, and informal interviews. Feedback was collected before and after each activity and iteration. The feedback process produced rich data that subsequently drove the process and the development of the T&P guidelines. The next section outlines the final T&P document and briefly discusses the differences between the old and new versions

5. OUTPUT: T&P DOCUMENT

Utilizing the data collected through the IPO process, the committee created a document (Appendix 4) radically different from its predecessor (Appendix 5). The section of teaching effectiveness remained the most unchanged and continued to recommend qualitative (e.g. student comments) and quantitative (e.g. course evaluation scores) artifacts. Perhaps the most significant change occurred in the sections of scholarly activity and service, in which a point-based system was developed to assist the candidate in the selection of supporting materials. All sections included benchmarks to indicate level of performance. Levels of rank included outstanding, superior, good, and unacceptable determined by criteria specific to each section.

Similar to the previous T&P document, the section of teaching effectiveness suggested candidates present evidence in the form of teaching evaluations (qualitative and quantitative), course development and improvement materials, as well as an option for self-reflection. Considering the nature of the University and diversity of the department, this approach provides candidates the most flexibility for crafting their proposal.

Significant changes were made in the section of Scholarly Activity. Most notably, this section introduces the point-based system, which quantifies activities and benchmarks. Similar to the previous document, contributions were segmented and weighted by level of rigor and significance. For example, an "A" level publication (as defined by an external list such as Australian Business Deans Council (ABDC) Journal Quality List, was given a higher point value than a refereed conference proceeding.

In addition, benchmarks were developed and designed to control the amount of points one can use from a specific activity. This was included to avoid an individual simply completing a single activity multiple times. For instance, a single "A" level publication has the same point value as five conference proceedings. However, only three conference proceedings can be used and at least two publications must be included in the point total. As discussed in Section four, benchmarks were influenced by AACSB standards for the "Scholarly Academic" (SA) designation. In this case, to receive the highest designation (Outstanding), during the review period the candidate must have published at least two manuscripts ("B" level of higher).

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The final section, Service, also added a point-based system and redesigned the list of suggested service activities. Similar to the previous section, the list of activities was redeveloped, individual activities were quantified, and benchmarks were set. The new document added an additional category that highlighted student-focused service activities, which was previously under-represented and combined with "service to the university (college and department). The remaining categories of service to the university, profession, & community were expanded based on the inputs collected (e.g. faculty feedback and committee discussions).

Similar to scholarly activity, each service activity was evaluated to determine appropriate weight and expectations were set about the range of activities needed. For example, a committee that typically has low involvement requirements (e.g. Commencement committee) held a lower weight than those that had higher expectations (e.g. Faculty Senate). Also similar to the scholarly activities section, the distribution/balance of points was defined and emphasis was placed on activities from the "Service to Students" section. Thus, to achieve the minimum level of acceptance for service (Good), the candidate must obtain at least 50% of their points from service activities that directly involve students.

By utilizing the IPO model, the committee was able to craft a new document designed to fit the experiences of faculty with a variety of backgrounds and areas of focus. The addition of the point-based system, redefined lists of activities, and new benchmarks were included to clarify the process for the candidate and others who evaluate T&P documents. The robustness of the document allows it to be applied during times of normality, change, and crisis.

6. APPLICATION TO RETURN FROM CRISIS

The new T&P document was approved by the department not long before the campus shut down due to the COVID-19 pandemic. The document will allow for greater flexibility and less subjective review allowing faculty to focus their efforts where most impactful. For example, this should benefit faculty members with increased workload due to transitions from teaching in the classroom to remotely during the spring 2020 semester.

7. CONCLUSIONS

Developing flexible, yet effective, T&P guidelines is an important task. In this article, the authors proposed a modified logical framework for developing departmental guidelines such as the T&P document. The authors then applied the model to the development of their point-based system to address the needs of both tenure and non-tenure track faculty as well as AACSB and non-AACSB programs. Even with unforeseen circumstances beyond a university's control such as economic downturns, reduced student populations, budget cuts and pandemic health issues developing flexible T&P guidelines can facilitate administrative functions in fluctuating environments.

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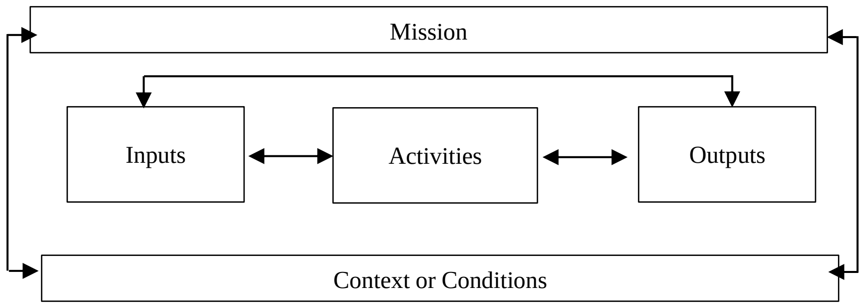
Appendix 1 – Application of Model



Mission: To develop tenure and promotion guidelines to accommodate a department with mixed majors and accreditation policies with respect to the University's interpretation of the teacher scholar model.

Inputs

- Review of narrative-based T&P Guidelines
- Review of point-based T&P Guidelines
- Review of Peer Institution Guidelines
- Review of AACSB Guidelines

Activities

- Formation of committee
- Development of survey
- Development of initial T&P instrument
- Departmental Evaluation of Initial T&P Instrument
- Committee Revision of T&P Instrument
- Departmental Evaluation of Revised T&P Instrument
- Committee Revision of T&P Instrument
- Vote by Department on Revised Document

Output

- Survey Instrument
- Iterations of T&P Documents

Context or Conditions: In light of budget cuts and program growth, the university underwent a restructuring process moving from a five college and one school to a five college format. The newly formed Department of Management was tasked with creating tenure and promotion guidelines to accommodate AACSB accredited and non-accredited programs.

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Appendix 2 - Questions arising from review of existing document

Teaching Effectiveness
1. Do we want point system here?
   a. Difficult because FS forbids mandated evaluation scores.
2. Focus on BSBA core courses – we are a diverse department, we need to incorporate more than just BSBA curriculum
3. Does developing new courses actually contribute to currency?
4. Accessibility to students
   a. Point value for # of office hours per semester? 3 hours = superior?

Professional Growth
1. HCBC research release = outstanding?
2. Release "light" = superior?
3. Do we keep category 1 and 2?
4. Inclusion of professional education presentations?
5. Citations as indicator of impact of research?

Service
1. Pure point system?
2. Reduction of ambiguity – what exactly is a student recruitment activity? Is taking a one-on-one through admissions the same value as Show Me day?
3. Should student-centered service be its own category?
4. Where do professional programs go?

General
1. Isn't the whole record of service self-assessment? Does this really need a separate category?
2. Contribution of three categories to overall score. Contribution of sub-categories to individual area scores?

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Appendix 3 - Faculty Survey

P&T Criteria

Because of the redesign of the management department, it is necessary to revise our P&T criteria. We currently have the faculty under the Management & Marketing and Accounting department criteria.

The department P&T criteria committee has created this survey to get your input prior to editing our current P&T requirements.

Below are links to both sets of criteria if you would like to review them before completing the survey.

Management and Marketing Criteria

Accounting Criteria

1. Based on recent changes to teaching loads, what should be our target time allocation? (percentages should sum to 100)

Teaching

Research

Service

2. Considering teaching requirements for P&T, should future (new) criteria be:

- More rigorous?
- The same?
- Less rigorous?
- I have no opinion

Other (please specify)

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3. Considering research requirements for P&T, should future (new) criteria be:

- More rigorous?
- The same?
- Less rigorous?
- I have no opinion

Other (please specify)

4. Considering service requirements for P&T, should future (new) criteria be:

- More rigorous?
- The same?
- Less rigorous?
- I have no opinion

Other (please specify)

5. What do you like about the current P&T guidelines?

6. What do you dislike about the current P&T guidelines?

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7. What changes would you like to see to the current P&T guidelines?

8. What would you think about a point system for P&T, with values associated with activities based on department-determined significance? Overall standards (i.e., outstanding, superior, good) will have minimum point requirements, and supplementary documentation could be limited to activities contributing to points. Not only could this reduce the amount of documentation necessary, but it could also reduce subjectiveness in the evaluation process.

- Yes, I think this a good idea.
- Absolutely not.
- Maybe, depending on what proposal looks like.

9. Do you have any other suggestions/examples for the new guidelines? Please include links to or email examples to the committee.

Appendix 4 - New Promotion and Tenure Document

CRITERIA FOR TENURE, PROMOTION, MERIT AND ANNUAL EVALUATION
DEPARTMENT OF MANAGEMENT

Underlying Philosophy

This document is intended to achieve the following three objectives:

1. Set forth a tenure, promotion, and post-professorial merit program that is consistent with university, AACSB, and other accrediting agency guidelines.

2. Provide guidance for candidates for tenure, promotion, RNTT merit, post-professorial merit, and annual merit. Unless specified, the term "merit" in this this document refers to all classifications.

3. Provide guidelines that reflect the true state of nature, that is, the way the promotion, tenure and merit systems function in the Harrison College of Business and Computing and Southeast Missouri State University. While the three major areas of expectation (teaching, professional growth, and service) have not changed, emphasis on the activities in these three major areas change over time. In highlighting activities viewed as more important to attaining promotion, tenure, and merit, this document provides insight to help candidates plan and organize their merit documents.

    a. The following are guidelines, and, in exceptional circumstances, a candidate's credentials may warrant a recommendation although all standards may not have been met. Furthermore, if a candidate's qualifications satisfy the criteria for two or more categories of performance (Outstanding or Superior, Superior or Good, etc.) within any area (Teaching, Professional Growth, or Service), the candidate will be judged to have attained the higher category.

Requirements for Promotion

Consistent with AACSB standards, consideration for promotion or merit will be based primarily upon the candidate's demonstration of a "sustained" and "significant" record of achievements relating to professional growth, teaching effectiveness, and service over the mandated review period based on university guidelines. For purpose of this document, "per year" refers to the calendar year.

"Sustained" means time in rank since the last promotion or merit award with an emphasis on the most recent five-year period. Sustained performance is important to evaluation for promotion; significant multiyear gaps in recent performance will significantly disadvantage the candidate seeking promotion.

"Significant" means that the candidate is able to indicate how his or her accomplishments relate to and/or contribute to achievement of the mission of the Department, College, and/or University.

Because of the inter-connected nature of the Teacher-Scholar model, items may be found in multiple categories (e.g., teaching effectiveness and service to students). It is at the candidate's discretion to report evidence in the category that best supports the overall narrative of the dossier. Evidence may not be included in more than one category.

Professor: To achieve promotion to professor, the candidate must obtain a minimum rating of outstanding in one area and ratings of superior in the remaining two areas.

Associate Professor: To achieve promotion to associate professor, the candidate must obtain a minimum rating of superior in the two areas of Teaching Effectiveness and Professional Growth, and a rating of good in Service.

Assistant Professor: To achieve promotion to assistant professor, the candidate must obtain a minimum rating of good in each of the three areas.

RNTT Merit: To achieve RNTT merit, the candidate must obtain a minimum rating of Superior in both Teaching Effectiveness and Service.

Post-Prof Merit: Criteria established in the Faculty Handbook will be used for determining post-professorial merit.

Teaching Effectiveness:

Effective teaching, the most important of the three major responsibilities of the faculty member, may be demonstrated through use of a variety of sources indicating (A) delivery of effective instruction, (B) currency in his/her instructional field, and (C) accessibility to students. For promotion, tenure, and or merit, candidates shall submit a portfolio of output measures providing evidence of teaching effectiveness.

According to the *Faculty Handbook,* "Because standardized rating forms and departmental assessments may not adequately capture the nuances and variations across disciplines or between types of courses within a discipline, the use of the results of student evaluations may not be compelled in any kind of personnel decision (such as promotion, tenure, merit pay, termination, etc.) and may only be used if the individual faculty member wishes them to be so used." It is further stated that "Demonstrating one's teaching effectiveness, however, is the responsibility of the individual faculty member and may be done in a variety of ways, such as other types of student evaluations, peer evaluations, portfolios, pre-test/post-test or other value-added outcomes measures."

It is recommended that some consistent form of feedback from students be provided. It should be remembered that student evaluations are affected by a variety of factors including: course difficulty, time of day, GPA, length of course, class size, method of delivery (face-to-face or online), to name a few.

A. Delivery of Effective Instruction

Delivery of effective instruction is typically demonstrated by the faculty member through a combination of input and output measures such as, but not limited to, the following:

1. Student evaluations (which should be submitted in accordance to the Faculty Handbook guidelines, if included).
2. Interpretation/explanation of the most recent student evaluations, and modifications made to address problems or concerns of prior evaluations.
3. Number of course preps, level and type of courses taught (e.g., required/elective, undergraduate/graduate, seniors/freshmen, etc.), class size, and any other descriptive that may have affected teaching success.
4. Degree of challenge, extent of manual grading for learning artifacts, material currency requirements, etc. related to the amount of effort required to maintain relevancy and provide instruction.
5. Unique challenges, special circumstances, and supplemental teaching-related activities faced or undertaken by the faculty member.
6. Chairperson, peer, and/or Dean evaluations (including classroom observation reports).
7. Participant evaluations of teaching effectiveness during workshops and/or seminars conducted.
8. Student and/or alumni responses to assessment instruments (alumni surveys, etc.) used by various University entities.
9. Effective course-planning activities and materials (class syllabi, course outlines, bibliographies, assignments, exams, graded student work, course materials, etc.)
10. Integration of activities and information focusing upon the various areas associated with course CLOs and/or program PLOs.
11. Conversion of a course to a different delivery mode (online, blended, time-frame, etc.).
12. Evidence regarding field trips and experiential learning opportunities outside the classroom (e.g. to the Center for Innovation and Entrepreneurship or Catapult Creative House).

13. Other evidence to support effective delivery of instruction (e.g., extended office hours, after hours support, virtual office hours).

B. Currency in the Instructional Field

Currency in the instructional field is typically demonstrated by a variety of input measures, such as, but not limited to, the following:

1. Development of new courses and/or proposals for new courses.
2. Major revisions to existing courses.
3. Development or modification of new or existing academic programs.
4. Teaching in one of the University's study abroad programs, or in a departmentally approved study abroad program, or as visiting professor at an institution inside or outside of the United States.
5. Attendance at conferences, seminars, and workshops related to maintaining currency in the instructional field.
6. Development of innovative instructional techniques and/or course materials.
7. Application of new instructional technologies in the classroom.
8. Integration of "real-world" examples or practical applications in classes.
9. Completion of published textbook reviews.
10. Achievement of professional certification.
11. Continuing Professional Education (CPE) required to maintain professional certification.
12. Attendance at conferences, seminars, and workshops for gaining new knowledge in the discipline and/or for improvement of teaching.
13. Other evidence of currency in the instructional field.

C. Accessibility to Students

Accessibility to students may be demonstrated by the faculty member through a combination of input and output measures, such as, but not limited to, the following:

1. Quality academic/career advisement of students (up-to-date advising of students regarding course selection, program changes, career opportunities, and information on graduate programs).
2. Assistance in helping students secure internships, employment and/or graduate school admission.
3. Supervision of student projects, papers, theses, independent studies, student internships and/or serving on student graduate committees.
4. Involvement in student programs, such as the Jane Stephens' Honors Program, International Programs, and the mentoring programs.
5. Involvement in University/CBC-approved student organizations, including Learning Communities.
6. Supervision of students in state, national and international competitions.
7. Providing assistance to students outside of the classroom.
8. Conducting tutoring or other learning sessions outside regular course schedule.
9. Other evidence to support effective delivery of instruction (e.g., extended office hours, after hours support, virtual office hours).

D. Other factors for consideration (optional)

If there is additional information the candidate feels should be considered that does not fit in a category provided above or unique circumstances the candidate would like to explain, the candidate may include that content in this section of the document.

The information presented in the three categories above (A, B, C) is not exhaustive or all-inclusive list of evidence a faculty member may provide. The order of items in a list does not reflect importance in the promotion/tenure/merit process.

Performance Evaluation of Teaching

Outstanding:	To achieve a performance rating of OUTSTANDING, the candidate must present evidence, over the review period, of sustained highly effective instruction and evidence of involvement in the other two areas (Categories B and C, "Currency in the Instructional Field" and "Accessibility to Students"). Highly effective instruction is most directly evidenced by Category A output measures where the candidate's aggregate portfolio of teaching evaluations and other quantitative or qualitative evaluation measures are demonstrated.
Superior:	To achieve a rating of SUPERIOR, the candidate must present evidence, over the review period, of sustained very effective instruction, and evidence of involvement in the other two areas (Categories B and C, "Currency in the Instructional Field" and "Accessibility to Students"). Effective instruction is most directly evidenced by Category A output measures where the candidate's aggregate portfolio of teaching evaluations and other quantitative or qualitative evaluation measures are demonstrated.
Good:	To achieve a rating of GOOD, the candidate must present evidence, over the review period, of effective instruction and evidence of involvement in at least one of the other two areas (Categories B or C, "Currency in the Instructional Field" and "Accessibility to Students").
Unacceptable:	Insufficient evidence of effective instruction and lack of involvement in one of the other two areas (Categories B or C, "Currency in the Instructional Field" and "Accessibility to Students").

Professional Growth:

Evidence of professional growth shall include intellectual activities and contributions that strengthen the teaching function (instructional development) and/or lead to the expansion (basic research) or application of knowledge (applied research). Output from intellectual contributions shall be subjected to public scrutiny by academic and professional peers. Candidates are responsible for making the case for the scope of their scholarly work (international, national, regional), and the review status (refereed or non-referred). They should also provide the acceptance rate and/or citation rate, when available. Candidates should indicate their specific role in multiple author publications.

The 2020 proposed AACSB standards define *Intellectual Contributions* as "original works intended to advance the theory; practice; and/or teaching of business and management. Further, they may have the potential to address issues of importance to broader society. They are scholarly in the sense that they are based on generally accepted research principles, are validated by peers, and are disseminated to appropriate audiences. Intellectual contributions are a foundation for innovation." While acknowledging that not all faculty in the Management Department are covered by AACSB guidelines, we recognize that advancing business and management may occur in many forms, including traditional academic journals, trade publications, work with industry, and ongoing impact of research, to name a few. Therefore, our activities for professional growth allow faculty to focus their research efforts in the manner that best fits their research goals.

The Impact of Scholarship standard (Standard 8) from the proposed 2020 AACSB standards lists a wide range of intellectual contributions. "Intellectual contributions encompass a wide range of types, including, but not limited to, the following: *By Individual faculty members*: articles in newspapers; articles in peer-reviewed journals; articles in professional publications; case studies; competitive research grant awards; contributions arising from membership of review panels for national or international research organizations; contributions as an editorial board member; editorial contributions; invited presentations at peer or aspirant schools; invited showcase or keynote; oversight contributions for discipline or professional organizations; peer-reviewed academic proceedings; peer-reviewed professional proceedings; PhD publications; policy documents; practitioner books; reports from consulting and projects; research grants; scholarly books; technologies for utilization; textbooks."

As with HCBC research reassignment guidelines, scholarship activities will be assigned point values that, when totaled, result in the overall rating for professional growth.

Activity	Points awarded
“A” level (from externally verifiable list, such as ABDC “A,” SJR “Q1”, etc.) refereed journal publication (e.g. research, case study, teaching note).	10
“B” level (from externally verifiable list, such as ABDC “B,” SJR “Q2,” etc.) refereed journal publication (e.g. research, case study, teaching note).	7
Publication of first edition scholarly book or textbook by a reputable publisher; revised editions would be valued at 50 percent.	6
Authorship/co-authorship of external grant proposal awarded with a value of $100,000 or more.	6
Editor of peer-reviewed journal.	6
Publication of first edition practitioner book by a reputable publisher; revised editions would be valued at 50 percent.	5
Publication of an edited volume (book or journal)	5
Authorship/co-authorship of external grant proposal awarded with a value between $50,000 - $100,000.	5
“C” level (from externally verifiable list, such as ABDC “C,” SJR “Q3,” etc.) refereed journal publication (e.g. research, case study, teaching note).	4
Chapter in scholarly compendium, book or monograph.	4
Authorship/co-authorship of external grant proposal awarded with a value between $10,000 - $50,000.	4
Associate editor of peer-reviewed journal.	4
Refereed journal publication in outlet not otherwise listed.	3
Publication of article in professional publication.	3
Editorial board member.	3
Participation in faculty internship.	3
Authorship/co-authorship of grant proposal (internal or external) awarded with a value less than $10,000.	2
Award received for published paper/presentation.	2
Published book review.	2
Publication in peer-reviewed conference proceedings (also eligible for journal publication points).	2
Attendance in credit earning courses to maintain currency in the field.	2
h-index >= 10 or i10-index >=10 over the last 5 years. (Obtained from Google Scholar)	1.5
Academic presentation to business/industry.	1
First time presentation of paper/panel participant in academic or industry conference.	1
h-index of 5 – 9 or i10-index of 5 – 9 over the last 5 years. (Obtained from Google Scholar)	1
Reviewer for journal, conference, book, grant agencies, etc. Points awarded for each individual manuscript reviewed.	.5
h-index of 1 – 4 or i10-index of 1 – 4 over the last 5 years. (Obtained from Google Scholar)	.5

Activity	Points awarded
Attendance at seminars and workshops related to professional growth/research.	.5
Other evidence of research. Justification for point value must be provided. Multiple research artifacts may be reported.	maximum of 3 points per commitment

Other factors for consideration (optional)

If there is additional information the candidate feels should be considered that does not fit in a category provided above or unique circumstances the candidate would like to explain, the candidate may include that content in this section of the document.

Performance Evaluation of Professional Growth

Outstanding: To achieve a performance level of OUTSTANDING, the candidate must present evidence of significant and sustained achievement in scholarly activities, including two refereed journal articles or equivalent and sustained scholarly activity. Faculty must earn at least 15 points (without rounding) using the defined scale.

Superior: To achieve a performance level of SUPERIOR, the candidate must present evidence of significant and sustained achievement in scholarly activities, including one refereed journal article or equivalent and sustained scholarly activity. Faculty must earn at least 12 points (without rounding) using the defined scale.

Good: To achieve a performance level of GOOD, the candidate must present evidence of significant and sustained achievement in scholarly activities, including one refereed journal article or evidence of scholarly activity. Faculty must earn at least 6 points (without rounding) using the defined scale.

Unacceptable: Insufficient evidence of achievement in the area of intellectual contributions. Fewer than 6 points earned over the review period.

Service:

Service refers to support given to the university, students, the academic discipline, and to professional organizations or to the community/region. Evidence of service to the university should include active service that promotes the mission and goals of the University, the College, the Department and Program.

A. Service to the University, College, Department, and Program

Activity	Points awarded
Chair of university committee or task force, per year (cannot also claim membership).	3
Chair of college committee or task force, per year (cannot also claim membership).	2.5
Chair/coordinator for programs and activities sponsored by the XXXXX Center for Innovation and Entrepreneurship or XXXXXX Creative House, per year (cannot also claim membership).	2.5
Chair of department committee or task force, per year (cannot also claim membership).	2
Membership on university committee or task force, per year.	2
Membership on college committee or task force, per year.	1.5
Involvement in planning/coordinating university, college, or department activities, per year.	1.5
Membership on department committee or task force per year.	1
Development and presentation of professional workshops and/or training seminars for internal university constituencies.	1
Service to other units of the University.	1
Attendance at university, college, or department programs/events. Points available for each event, with a maximum of 3 points available.	.5
Alternate for university or college committee, per year.	.5
Other evidence of service to the university/college/department/program. Justification for point value must be provided. Multiple service commitments may be reported.	maximum of 3 points per commitment

B. Service to Students*

Activity	Points awarded
Faculty advisor to active student organization or CBC Learning Community, per year.	3
Supervision and coach/mentor of students for state and national competition.	3
Sponsor/plan student field experience (domestic and/or international)	2
Involvement in student programs, such as the University Honors Program, First Step, and/or the Mentor Program. Multiple service commitments may be reported.	2
Out of load supervision of internships, and/or involvement in arrangements of internships, placements, etc.	2
Activity	**Points awarded**
Involvement in planning/coordinating student-focused activities, e.g., CBC Learning Community Activities or Welcome Back Event.	1.5
Involvement in student recruitment activities, such as admission meetings, athlete recruitment events, and high-school visits.	1
Participation (no planning or sponsoring) in student field experience.	1
Advisor for a substantial number of students and/or graduate students and/or complex advising situations. Justification must be provided for how advising exceeds standard load.	1
Attendance at university, college, or department student recruitment events. Points available for each event, with a maximum of 3 points available.	.5
Attendance at university, college, or department student-focused programs/events. Points available for each event, with a maximum of 3 points available.	.5
Supervision of student projects, such as graduate papers, theses, independent studies, honors contracts, internships, applied research projects and/or serving on a student's graduate committee. Multiple service commitments may be reported.	.5
Other evidence of service to the students. Justification for point value must be provided. Multiple service commitments may be reported.	maximum of 3 points per commitment

*Activities may not also be counted in Teaching Effectiveness

C. Service to the community (local, regional, national, and/or international)

Activity	Points awarded
Service on city or county advisory board, per year.	3
Elected officer of board of directors of a community service organization, per year.	3
Member of board of directors of a community service organization, per year.	2
Involvement in university, college, or department extension activities, including continuing education, small business development, and entrepreneurial outreach.	2
Professionally related contributions to civic groups/community service organizations.	1
Involvement in professional consulting, per event.	1
Involvement in ongoing professional relationship consulting, per year.	1
Representing university/college at community events.	1
Other evidence of service to the community. Justification for point value must be provided. Multiple service commitments may be reported.	maximum of 3 points per commitment

D. Service to academic and professional organizations**

Activity	Points awarded
Officer of an academic or professional organization, per year.	4
Board member of an academic or professional organization, per year.	3
Conference Program Chair for academic or professional meeting.	3
Editor of conference proceedings.	3
Editorial board member, per year.	3
Associate Editor of conference proceedings.	2
Track chair for academic or professional meeting.	2
Session chair/discussant for professional or academic conference.	1
Textbook and/or supplemental package reviewer.	1
Membership in academic organizations, per year.	1
Membership in professional organizations related to teaching discipline, per year.	1
Reviewer for journal, conference, book, grant agencies, etc. Points awarded for each individual manuscript reviewed.	.5
Other evidence of service to the academic and professional organizations. Justification for point value must be provided. Multiple service commitments may be reported.	maximum of 3 points per commitment

**Activities may not also be counted in Professional Growth.

Other factors for consideration (optional)

If there is additional information the candidate feels should be considered that does not fit in a category provided above or unique circumstances the candidate would like to explain, the candidate may include that content in this section of the document.

Performance Evaluation of Service

Outstanding: To achieve a performance level of OUTSTANDING, the candidate must present evidence, over the review period, of sustained service to the university/college/department/program and evidence of high level sustained service (e.g., leadership positions and/or high involvement) across the other three areas ("Service to Students," "Service to the Community," or "Service to Academic and Professional Organizations"). Faculty must earn at least 28 points using the defined scales with a total of at least 12 points for Category A, and a total of at least 16 points between the other three areas (B, C, D).

Superior: To achieve a performance level of SUPERIOR, the candidate must present evidence, over the review period, of sustained service to the university/college/department/program and evidence of sustained service across the other three areas ("Service to Students," "Service to the Community," or "Service to Academic and Professional Organizations"). Faculty must earn at least 22 points using the defined scales with a total of 10 points for Category A, and a total of at least 12 points between the other three areas (B, C, D).

Good: To achieve a performance level of GOOD, the candidate must present evidence, over the review period, of sustained service to the university/college/department/program (Category A) and to students (Category B). Faculty must earn at least 10 points from the defined scales for Categories A and B.

Unacceptable: Insufficient evidence of acceptable service in any of the four areas (Categories A, B, and C, and D). This is determined by the lack of ability to meet the requirement for Good in Service in this document.

Preparing the Dossier

Dossiers should be prepared in accordance with the *Faculty Handbook*. Dossiers that are not in compliance may be rejected from the review process.

The Record of Service should include an executive summary, indicating the candidate's self-evaluation level (e.g., Outstanding, Superior) in each category and the total points earned in the Professional Growth and Service Categories. Candidates may also include a self-evaluation summary in each section of the record of service (i.e., Teaching Effectiveness, Professional Growth, and Service).

Requirements for Probationary Faculty Members

Each probationary faculty member, regardless of rank, will provide evidence in each of the three dimensions listed above for each year during the probationary period using the criteria outlined above and adhering to the polices of the *Faculty Handbook.*

Documentation for tenure is to be prepared in accordance with the guidelines stipulated in the **Dossier** of the *Faculty Handbook.* The candidate for tenure is required to have the appropriate terminal degree in his or her chosen field of specialization.

Probationary faculty will be evaluated in accordance with university policies and procedures. Evaluations should be consistent with performance required for merit pay and promotion to an academic rank and shall require positive evidence to support continued contributions and accomplishments in teaching effectiveness, professional growth, and service. For individuals hired at the assistant professor rank, it is necessary to demonstrate an expected continuing record of performance consistent with the criteria for promotion to associate professor to be considered for tenure.

Tenure and promotion qualifications of AACSB universities similar to Southeast Missouri State University were examined. The qualifications and standards given above are within the parameters of those examined.

Appendix 5 - Previous Promotion and Tenure Document

CRITERIA FOR PROMOTION, TENURE, AND ANNUAL EVALUATION DEPARTMENT OF MANAGEMENT AND MARKETING
SOUTHEAST MISSOURI STATE UNIVERSITY

Underlying Philosophy

This document is intended to achieve the following three objectives:

A. Set forth a promotion, tenure, and post-professorial merit program that is consistent with AACSB guidelines.

B. Provide guidance for candidates for promotion, tenure, and post-professorial merit.

C. Provide guidelines that reflect the true state of nature, that is, the way the promotion, tenure, and post-professorial merit systems function in the Donald L. Harrison College of Business and Southeast Missouri State University. While the three major areas of expectation (teaching, professional growth, and service) have not changed, not all the activities that candidates have historically used to validate their accomplishments in these three major areas are viewed as being as important as they once were. In highlighting those activities that are viewed as more important to attaining promotion, tenure, and post-professorial merit, this document provides insight into the way the system works, which will be useful to candidates as they plan and organize their promotion/tenure/post-professorial merit documents.

It should be pointed out that the following are guidelines only, and, in exceptional circumstances, a candidate's credentials may be such as to warrant a recommendation from the committee although all standards may not have been met. Furthermore, if a candidate's qualifications satisfy the criteria for two or more categories of performance (Outstanding or Superior, Superior or Good, etc.) within any area (Teaching, Professional Development, or Service), the presumption is that the candidate will be judged to have attained the higher of those two performance categories.

Requirements for Promotion

Consistent with AACSB standards, consideration for promotion will be based primarily upon the candidate's demonstration of a "sustained" and "significant" record of achievements relating to scholarly work, teaching effectiveness, and service over the mandated review period based on university guidelines. In this context, sustained means time in rank with an emphasis on the most recent five year period. In this context, a "significant record of achievement" means that the candidate is able to indicate how his or her accomplishments relate to and/or contribute to achievement of the mission of the Department, College, and/or University. As indicated above, sustained performance is important to evaluation for promotion; significant multiyear gaps in recent performance will significantly disadvantage the candidate seeking promotion.

Professor: To achieve promotion to professor, the candidate must obtain a minimum rating of outstanding in one area and ratings of a superior in the remaining two areas.

Associate Professor: To achieve promotion to associate professor, the candidate must obtain a minimum rating of superior in the two areas of Teaching Effectiveness and Professional Growth, and a rating of good in Service.

Assistant Professor: To achieve promotion to assistant professor, the candidate must obtain a minimum rating of good in each of the three areas.

I. Teaching Effectiveness: Effective teaching, the most important of the three major responsibilities of the faculty member, may be demonstrated by the faculty member through the use of a variety of sources which indicate (A) delivery of effective instruction, (B) currency in his/her instructional field, and (C) accessibility to students. For promotion and/or tenure, candidates shall submit a portfolio of output measures providing evidence of teaching effectiveness. According to the *Faculty Handbook,* "Because standardized rating forms and departmental assessments may not adequately capture the nuances and variations across disciplines or between types of courses within a discipline, the use of the results of student evaluations may not be compelled in any kind of personnel decision (such as promotion, tenure, merit pay, termination, etc.) and may only be used if the individual faculty member wishes them to be so used." It is further stated that "Demonstrating one's teaching effectiveness, however, is the responsibility of the individual faculty member and may be done in a variety of ways, such as other types of student evaluations, peer evaluations, portfolios, pre- test/post-test or other "value-added" outcomes measures." It is recommended that some consistent form of feedback from students be provided. It should be remembered that student evaluations are affected by a variety of factors including: course difficulty, time of day, GPA, length of course, class size, method of delivery (face-to-face or online), to name a few.

A.i). Delivery of Effective Instruction

Delivery of effective instruction is typically demonstrated by the faculty member through a combination of input and output measures such as, but not limited to, the following:

1. Student evaluations of instruction (a summary of the results of neutrally administered student evaluations of instruction conducted during the relevant time period. While student evaluations of instruction are not required, when submitted, nationally-normed student evaluations are generally preferred). Data submitted should include key criteria as identified by administrators of that normed instrument.

2. Chairperson, peer and/or Dean evaluations (including classroom observation reports).

3. Participant evaluations of teaching effectiveness during workshops and/or seminars conducted.

4. Student and/or alumni responses to assessment instruments (alumni surveys, etc.) used by various University entities.

5. Other evidence of the delivery of effective instruction.

ii). Efforts to Support the Delivery of Effective Instruction

1. Effective course-planning activities and materials (class syllabi, course outlines, bibliographies, assignments, exams, graded student work, course materials, etc.)

2. Integration of activities and information focusing upon the various issue areas required for inclusion in the BSBA core courses.

3. Other evidence to support the delivery of effective instruction.

B. Currency in the Instructional Field

Currency in the instructional field is typically demonstrated by a variety of input measures, such as, but not limited to, the following:

1. Development of new courses (including on-line courses not previously offered as on-line courses) and /or proposals for new courses.

2. Major revisions to existing courses.

3. Development of new academic programs.

4. Teaching in one of the University's study abroad programs, or in a departmentally approved study abroad program, or as a visiting professor at an institution outside of the United States.
5. Incorporation of library assignments and computer usage in classes.

6. Attendance at conferences, seminars, and workshops related to maintaining currency in the instructional field.

7. Development of innovative instructional techniques and/or course materials.

8. Application of new instructional technologies in the classroom.

9. Development and maintenance of web courses and web-enhanced courses.

10. Integration of "real-world" examples or practical applications in classes.

11. Completion of published textbook reviews.

12. Achievement of professional certification.

13. Continuing Professional Education (CPE) required to maintain professional certification.

14. Other evidence of currency in the instructional field.

C. Accessibility to Students

Accessibility to students may be demonstrated by the faculty member through a combination of input and output measures, such as, but not limited to, the following:

1. Quality academic/career advisement of students (up-to-date advising of students regarding course selection, program changes, career opportunities, and information on graduate programs).

2. Assistance in helping students secure internships and/or employment.

3. Other evidence of accessibility to students.

D. Self-assessment (optional)

1. Self-assessment of the candidate's strengths in teaching and continuous improvement efforts made toward teaching effectiveness.

The information presented in the three categories above (A,B,C) is not meant to be an exhaustive or all-inclusive list of the types of evidence a faculty member may provide but rather to serve as examples of the types of information that a faculty member may present to support his/her candidacy. The order of items in a list does not necessarily reflect their importance in the promotion/tenure/post- professorial merit process.

Performance Evaluation of Teaching

Outstanding: To achieve a performance rating of OUTSTANDING, the candidate must present evidence, over the review period, of sustained highly effective instruction and evidence of involvement in the other two areas (Categories B and C, "Currency in the Instructional Field" and "Accessibility to Students"). Highly effective instruction is most directly evidenced by Category A output measures where the candidate's aggregate portfolio of student and/or other quantitative evaluation measures are consistently in the middle range and above. Qualitative output measures indicate highly effective instruction.

Superior: To achieve a rating of SUPERIOR, the candidate must present evidence, over the review period, of sustained very effective instruction, and evidence of involvement in the other two areas (Categories B and C, "Currency in the Instructional Field" and "Accessibility to Students"). Very effective instruction is most directly evidenced by Category A output measures where most of the candidate's student and/or other quantitative evaluation measures indicate very effective instruction.

Good: To achieve a rating of GOOD, the candidate must present evidence, over the review period, of effective instruction and evidence of involvement in at least one of the other two areas (Categories B or C, "Currency in the Instructional Field" and "Accessibility to Students").

Unacceptable: Insufficient evidence of effective instruction (see pg. 10 Performance Rating for Teaching Effectiveness – Satisfactory) and lack of involvement in one of the other two areas (Categories B or C, "Currency in the Instructional Field" and "Accessibility to Students").

II. Professional Growth: Evidence of professional growth shall include intellectual activities and contributions that strengthen the teaching function (instructional development) and/or lead to the expansion (basic research) or application of knowledge (applied research). Output from intellectual contributions shall be subjected to public scrutiny by academic and professional peers. Candidates are responsible for making the case (using Cabell's and/or other sources such as the college's list/inclusions/guidelines) for the scope of their scholarly work (international, national, regional), and the review status (refereed or non-referred). They should also provide the acceptance rate and/or citation rate, when available. Candidates should indicate their specific role in multiple author publications. While intellectual contributions in international or national outlets are usually given greater significance than those in regional outlets, the geographic scope of the outlet is not the only important criteria; the quality of the publication is of equal importance. Refereed publications are accorded greater significance than non- refereed publications. Refereed proceedings are accorded less significance than refereed publications in national/international journals. Publication and presentation are not limited to traditional meanings, but also include other outlets; for example, online publications.

A. "Faculty members should make intellectual contributions on a continuing basis appropriate to the school's mission. The outputs from intellectual contributions should be available for public scrutiny by academic peers or practitioners." (AACSB IC.I) Successful progress in this area necessitates evidence of publication in national refereed journals.

Outputs from all forms of scholarship activities may include, but are not limited to, publications in the following two categories:

Category I

1.1 Publications in national and/or international peer-reviewed journals (academic, professional, pedagogical)
1.2. Research monographs
1.3 Scholarly books
1.4 Chapters in scholarly books
1.5 Textbooks

Category 2

2.1. Publications in regional peer-reviewed journals (academic, professional, pedagogical).
2.2. Proceedings from scholarly meetings
2.3 Papers presented at academic or professional meetings
2.4 Publicly available research working papers and applied research reports
2.5 Papers presented at faculty research seminars
2.6 Publications in trade journals
2.7 In-house journals
2.8 Book reviews
2.9 Written cases with instructional materials, non-refereed
2.10 Instructional software
2.11 Publicly available materials describing the design and implementation of new curricula or courses
2.12 Grants
2.13 Other significant scholarship activities

B. Self-assessment (optional)

1. Self-assessment of the candidate's strengths in professional growth and continuous improvement efforts made toward professional growth. Intellectual contributions are demonstrated by documented achievements in applied scholarship, instructional development, and/or basic scholarship consistent with the above criteria. Applied scholarship is the application, transfer, and interpretation of knowledge. Instructional development is the enhancement of the educational value of instructional efforts in the discipline. Basic scholarship is the creation of new knowledge.

Performance Evaluation of Professional Growth

Outstanding: To achieve a performance level of OUTSTANDING, the candidate must present evidence of significant and sustained achievement. Significance is reflected in a body of scholarly work published in respected national/international outlets. Indicators of respect include stature and distribution of the outlet, its listing in bibliographic databases, citations of the scholarly work, and/or other indicators described by the faculty member and judged as indicators of respect. For example, this requirement may be met by: 1) Three national/international refereed journal publications (Category 1, item 1.1) over a five-year period and evidence of an ongoing research agenda; or 2) Two national/international refereed journal publications over a five-year period and one additional Category I (above) accomplishment and evidence of an ongoing research agenda; or 3) Two national/international refereed journal publications over a five year period plus five Category 2 (above) accomplishments and evidence of an ongoing research agenda.

Superior: To achieve a performance level of SUPERIOR, the candidate must present evidence of significant and sustained achievement. Significance is reflected in a body of scholarly work published in respected national/international outlets. Indicators of respect include stature and distribution of the outlet, its listing in bibliographic databases, citations of the scholarly work, and/or other indicators described by the faculty member and judged as indicators of respect. For example, this requirement may be met by: 1) Two national/international refereed journal publications (Category 1, item 1.1) over a five-year period and evidence of an ongoing research agenda; or 2) Two publications which include: one national/international refereed journal publication (Category 1, item 1.1) over a five-year period and one additional Category 1 (above) publication which must be judged equivalent in rigor and scope to Category 1, item 1.1 and evidence of an ongoing research agenda.

Good: To achieve a performance level of GOOD, the candidate must present evidence of achievement. For example, this requirement may be met by one national/international refereed journal publication (Category 1, item 1.1) over a five-five-year period and evidence of an ongoing research agenda.

Unacceptable: Insufficient evidence of achievement in the area of intellectual contributions; no publications in the last five-year period and/or no evidence of an ongoing research agenda.

III. Service: Service refers to support given to the university, the academic discipline, professional organizations or to the community/region. Evidence of service to the university should include active service that promotes the mission and goals of the University, the College, and the Department.

A. Service to the University may be demonstrated by providing such examples as:

1. Membership on department, college and university committees.
2. Chairperson of a departmental, college, or university committee or task force.
3. Involvement in student recruitment activities.
4. Development and presentation of professional workshops and/or training seminars for internal university constituencies.
5. Service to other units of the University.

6. Supervision of internships, and/or involvement in arrangements of internships, placements, etc.

7. Advisor (sponsorship) or other involvement in student organizations.

8. Supervision of students in state and national competition.

9. Supervision of student projects, such as graduate papers, theses, independent studies, and applied research projects and/or serving on a student's graduate committee.

10. Involvement in student programs, such as the University Honors Program, First Step, and/or the Mentor Program.

11. Involvement in programs and activities sponsored by the Douglas C. Greene Center for Innovation and Entrepreneurship, Catapult Creative House or other College of Business related programming.

12. Other evidence of service to the campus.

B. Service to the community (local, regional, national, and/or international) may be demonstrated by providing such examples as:

1. Involvement in professional consulting.

2. Development and presentation of professional programs.

3. Involvement in extension activities, such as continuing education courses and entrepreneurial outreach activities.

4. Professionally related contributions to civic groups.

5. Other evidence of service to the community.

C. Service to academic and professional organizations may be demonstrated by providing such examples as:

1. Officer or board member of an academic or professional organization.

2. Referee/reviewer of papers for a professional organization.

3. Discussant or chairperson of a session during a professional organizational meeting.

4. Track chair and/or program chair of a professional organizational meeting.

5. Editorship/Editorial Review Board/Reviewer of a professional journal/proceedings.

6. Other evidence of service to academic and professional organizations.

D. Self-assessment (optional)

1. Self-assessment of the candidate's strengths in service and continuous improvement efforts made toward service.

Performance Evaluation of Service

Outstanding: To achieve a performance level of OUTSTANDING, the candidate must present evidence, over the review period, of sustained service to the university and evidence of high- level sustained service (i.e., leadership positions and/or high involvement) in at least one of the other two areas ("Service to the Community," or "Service to Academic and Professional Organizations").

Superior: To achieve a performance level of SUPERIOR, the candidate must present evidence, over the review period, of sustained service to the university and evidence of sustained involvement in one of the other two areas ("Service to the Community," or "Service to Academic and Professional Organizations").

Good: To achieve a performance level of GOOD, the candidate must present evidence, over the review period, of sustained service to the University.

Unacceptable: Insufficient evidence of acceptable service in any of the three areas (Categories A, B, and C).

Requirements for Tenure

Each probationary faculty member, regardless of rank, will provide evidence in each of the three dimensions listed above for each year during the probationary period using the criteria outlined above and adhering to the polices of the *Faculty Handbook.* Documentation for tenure is to be prepared in accordance with the guidelines stipulated in the **Record of Service** of the *Faculty Handbook.* The candidate for tenure is required to have the appropriate terminal degree in his or her chosen field of specialization.

Probationary faculty will be evaluated in accordance with university policies and procedures. Evaluations should be consistent with performance required for merit pay and promotion to an academic rank and shall require positive evidence to support continued contributions and accomplishments in teaching effectiveness, professional growth, and service. For individuals hired at the assistant professor rank, it is necessary to demonstrate an expected continuing record of performance consistent with the criteria for promotion to associate professor to be considered for tenure. For individuals hired at the associate professor rank, it is necessary to demonstrate a continuing record of performance consistent with the criteria for promotion to full professor to be considered for tenure. For individuals hired at the full professor rank, it is necessary to demonstrate a continuing record of performance that would lead to an evaluation of outstanding in at least one dimension and superior in the remaining two dimensions of teaching effectiveness, professional growth and service to be considered for tenure.

Promotion and tenure qualifications of AACSB universities similar to Southeast Missouri State University were examined. The qualifications and standards given above are within the parameters of those examined.