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INFORMATION SYSTEMS EDUCATION JOURNAL

Development of a Flexible Point-based Tenure and Promotion 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 tenure and promotion 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) tenure and promotion (T&P) document that satisfied requirements for AACSB and non-accredited programs. The outcome produced a guide that is adaptable, minimizes subjectivity, and is easier to interpret for those within and outside the department. This paper extends the current literature by offering a review of current T&P practices by four-year institutions and presenting a modified version of the IPO model designed to facilitate the process of crafting a new T&P 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

Responding to institutional changes due to statewide budget cuts, the authors' institution, like many others, reduced 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 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 programs, growth, and enrollment patterns.

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 making tenure and promotion evaluation process adjustments to accommodate lost opportunities (e.g. service or limited conference travel) resulting from imposed social distancing requirements. Such flexible guidelines are also beneficial at times of reducing state appropriations or declining enrollments. They also allow a method to recognize the variability in departments where scholarship may be completed as creative works in addition to research activities. 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 do not address other output such as trade publications, monographs, books, and other forms of scholarly work. In addition, a limitation of such lists is the reliance on ratings over an 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 3 of the 2020 standards effective July 28, 2020. Only a faculty member classified as SA meets all required ratios for faculty classification for AACSB accreditation. Qualified faculty status is "based on both the initial academic preparation or professional experience, and sustained academic and professional engagement…" (AACSB Guiding Principles, 2020, 27).

SA status is based on sustaining "currency and relevance through scholarship and activities related to the field of teaching" (AACSB Guiding Principles, 2020, 27). SA status can also be given to newly-hired faculty members "for five years from the date of conferral of the terminal degree" (AACSB Guiding Principles, 2020, 29). The specific qualification for SA status is based on criteria developed by the school "consistent with the mission of the school and comparable to peer schools" (AACSB Guiding Principles, 2020, 30). 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 Interpretive Guidance, 2020, 13).

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 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

A 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 including: teaching, research, service (professional, university and public), external funding, and special recognition (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 highlighting 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, 2020). In 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 tenure or promotion.

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).

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 Processing Output model and then apply the model to 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, increases in faculty workload due to growing documentation requirements and decreasing budgets result in faculty spreading their time across multiple demands. Under these conditions, a T&P review may result in either the candidate or the process being short changed. Thus, a structured approach helps to develop or modify a T&P document to be clear and effective.

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) to describe the process through which their department developed their current T&P guidelines.

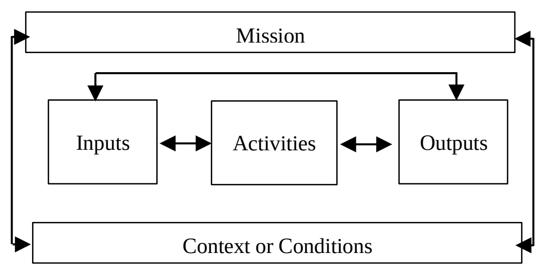

Figure 1

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 consists 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 context or conditions. In some situations, the mission will have no direct effect on the context or conditions. However, the mission may affect the approach taken to address the context or conditions. It is also possible for the context or conditions to inform the generation of the mission such as in the relationship accreditation guidelines have on the mission.

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.

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 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 without AACSB accredited programs or those 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 previously, special attention was paid to ensure the committee represented 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 (Appendix 3). Additionally, members of the committee began researching T&P requirements at AACSB peer institutions.

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 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&P document. Survey questions were formulated after finding some similar institutions using point-based systems and identifying the manner in which they handled various promotion criteria. Department of Management faculty were provided copies of existing criteria and instructed that the goal of the survey 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 sufficient 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 a 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 multiple times 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 and adjustment process ended once saturation was achieved and no 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 tenure and promotion committee, college dean, university tenure and promotion committee, and university provost for approval (per the Authors' University policy). T&P criteria must be approved by all these levels and can be sent back by any level for revision.

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 implementation of the model also demonstrates good principles of shared governance in the generation of the T&P criteria document. 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 professional growth 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), peer evaluations, 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 professional growth. 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 earn 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 introduced in section two, 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 and earned at least 15 points using the defined items and point scale.

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. The remaining categories of service to the university, profession, and community were expanded based on inputs collected (e.g. faculty feedback and committee discussions).

Similar to professional growth, each service activity was evaluated to determine appropriate weight and expectations were set about the range of activities needed. For example, an alternate for a university or college committee held a lower weight than service as chair of a university or college committee. Also similar to the professional growth section, the distribution of points was defined and emphasis was placed on activities from the service to students section. For example, to achieve a superior rating in service the candidate must obtain at least 33% of their points from service activities that directly involve students and the remaining 67% are earned from the remaining three sections.

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 PRESENT AND FUTURE CHANGES

The new T&P document was originally approved by the department not long before the campus shut down due to the COVID-19 pandemic in early 2020. It was reviewed again afterwards and after additional input and feedback was modified and approved in the fall 2020 semester. The document allows for greater flexibility and less subjective review. This allows faculty to focus their efforts where they are most impactful. For example, this would have benefitted faculty members with increased workload due to transitions from teaching in the classroom to remotely during the middle of the spring 2020 semester and those teaching in the fall 2020 semester in the classroom under COVID-19 inspired limitations to prevent the spread of the disease. This flexibility will also help faculty and review committees during any change in higher education due to decreases in funding, faculty resources, enrollments, etc.

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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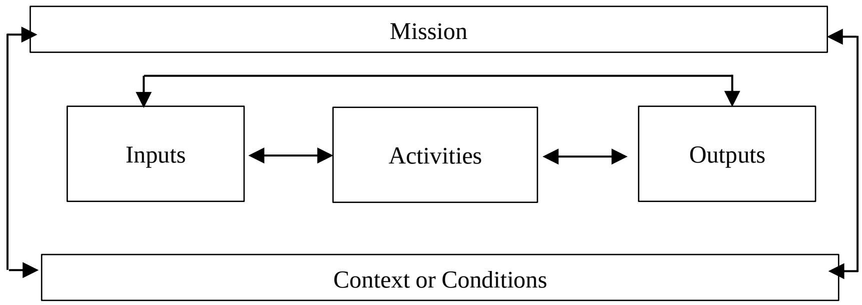
Appendix 1 – Application of Model



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.

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?

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)

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?

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 Tenure and promotion Document

CRITERIA FOR TENURE, PROMOTION, AND
POST-PROFESSORIAL MERIT
DEPARTMENT OF MANAGEMENT
SOUTHEAST MISSOURI STATE UNIVERSITY

Introduction

This document is intended to achieve the following four 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 and post-professorial merit.

3. Highlight activities in teaching, professional growth, and service viewed as more important to attaining tenure, promotion, and post-professorial merit to help candidates plan and organize their dossier.

4. Provide a guide for tenure and promotion committees and administrators to evaluate faculty performance, approve tenure, recommend promotion, and award post-professorial merit.

The *Faculty Handbook* indicates departmental criteria are developed with an acknowledgment that on rare occasions a faculty member who does not meet minimum standards in every area may be able to support such a powerful case for promotion that his or her application deserves consideration through the regular promotion process. In those unusual instances, the dossier must indicate that the objective criteria are not completely met, and the faculty member's dossier must unequivocally demonstrate exceptional merit. Faculty performance shall be evaluated using the terms good, superior, and outstanding.

Furthermore, if within any area (teaching, professional growth, or service) the candidate's qualifications satisfy the criteria for two or more categories of performance (outstanding or superior, or superior or good, etc.), the candidate will be judged to have attained the higher category.

Requirements for Promotion

Consideration for tenure, promotion or post-professorial merit will be based primarily upon the candidate's demonstration of an "effective" record of achievements relating to professional growth, teaching effectiveness, and service over the review period based on university guidelines. For purpose of this document, "per year" refers to the calendar year.

"Effective" means achieving attainable outcomes that benefit students in teaching, research and practice in scholarship, and the community in service.

Because of the inter-connected nature of the teacher-scholar model, items could be placed 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 of the two areas of teaching effectiveness or professional growth, 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.

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

Teaching Effectiveness:

Effective teaching may be demonstrated through use of a variety of sources indicating (A) delivery of effective instruction, (B) currency in the instructional field, and (C) accessibility to students. For promotion, tenure, and or post-professorial merit, candidates shall submit a portfolio of output measures providing evidence of teaching effectiveness.

For guidance on using student evaluations of instruction in the promotion and tenure dossier refer to the *Faculty Handbook*.

Note: Teaching effectiveness is an important criterion in the overall evaluation of a faculty member, and is also the most difficult to evaluate. For this reason, such evidence might include, for example, student learning such as pre- and post-tests and samples of student work, peer observations, student ratings, and testimonials from current or former students. Since student ratings are influenced by many non-academic variables, their ratings should never be used as the sole measurement of teaching performance.

Requirements for all submissions:

1. The candidate is required to list all courses taught during the evaluation period, including delivery format, enrollment number and number of credit hours.

2. Provide evidence of effective instruction. For example, evidence might include evaluation from students, peers, or self-evaluation.

A. Delivery of effective instruction

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

1. Student evaluations (if included, should be submitted in accordance with *Faculty Handbook* guidelines).
2. Interpretation/explanation of the most recent student evaluations, and modifications made to address problems or concerns of prior evaluations (if included).
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 CLOs and/or 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 Douglas C. Greene Center for Innovation and Entrepreneurship or Catapult Creative House).
13. Other evidence to support effective delivery of instruction.

B. Currency in the instructional field

Currency in the instructional field is typically demonstrated by a variety of 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.
5. Teaching as a visiting professor at another institution.
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. Integration of "real-world" examples or practical applications in classes.
10. Completion of published textbook reviews.
11. Achievement of professional certification.
12. Continuing professional education (CPE) required to maintain professional certification.
13. Attendance at conferences, seminars, and workshops for gaining new knowledge in the discipline and/or for improvement of teaching.
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 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/HCBC-approved student organizations, including learning communities.
6. Supervision of students in state, national and/or international competitions.
7. Providing assistance to students outside of the classroom.
8. Conducting tutoring or other learning sessions outside the regular course schedule.
9. Other evidence to support accessibility to students (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 an exhaustive or all-inclusive list of evidence a faculty member may provide. The order of items in a list does not reflect importance or weight in the promotion, tenure, or post-professorial merit process. Justification of the items should include the significance of the activity. The candidate is not expected to present evidence for all items in categories A, B, or C.

Performance Evaluation of Teaching

Outstanding: To achieve a performance rating of OUTSTANDING, the candidate must present evidence, over the review period, of effective instruction and evidence of three examples from category A and two examples of involvement in each of the other two areas (categories B and C, "currency in the instructional field" and "accessibility to students").

Superior: To achieve a rating of SUPERIOR, the candidate must present evidence, over the review period, of effective instruction, and evidence of two examples from category A and involvement in the other two areas (categories B and C, "currency in the instructional field" and "accessibility to students").

Good: To achieve a rating of GOOD, the candidate must present evidence, over the review period, of effective instruction and evidence of one example from category A and 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 (applied research) of knowledge. 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.

On page 49, the 2020 AACSB standards define *Intellectual Contributions* as "original works intended to advance the theory, practice, and/or teaching of business. Further, intellectual contributions may have the potential to address issues of importance to broader society. The contributions are scholarly in the sense that they are based on generally accepted academic research principles and are disseminated to appropriate audiences."

As with HCBC research reassignment guidelines, scholarship activities are assigned point values that, when totaled, result in an overall rating for professional growth. Justification for point values must be provided for all activities. The candidate is required to submit within the record of service a table showing the activities included and the points earned for each activity with total points earned included.

	Activity	Points awarded
1	"A" level (from externally verifiable list, such as Australian Business Deans Council Journal Quality List (ABDC) "A," Scimago Journal and Country Rank (SJR) "Q1", etc.) refereed journal publication (e.g. research, case study, teaching note).	10
2	Publication of first edition scholarly book or textbook by a reputable publisher; revised editions would be valued at 50 percent.	10
3	Authorship/co-authorship of external grant proposal awarded with a value of $100,000 or more.	10
4	"B" level (from externally verifiable list, such as ABDC "B," SJR "Q2," etc.) refereed journal publication (e.g. research, case study, teaching note).	7
5	Editor of peer-reviewed journal.	6
6	Publication of first edition practitioner book by a reputable publisher; revised editions would be valued at 50 percent.	5
7	Publication of an edited volume (book or journal)	5
8	Authorship/co-authorship of external grant proposal awarded with a value between $50,000 - $100,000.	5

	Activity	Points awarded
9	"C" level (from externally verifiable list, such as ABDC "C," SJR "Q3," etc.) refereed journal publication (e.g. research, case study, teaching note).	4
10	Chapter in scholarly compendium, book, or monograph.	4
11	Authorship/co-authorship of external grant proposal awarded with a value between $10,000 - $50,000.	4
12	Associate editor of peer-reviewed journal.	4
13	Refereed journal publication in outlet not otherwise listed.	3
14	Publication of article in professional publication.	3
15	Editorial board member.	3
16	Participation in faculty internship.	3
17	Authorship/co-authorship of grant proposal (internal or external) awarded with a value less than $10,000.	2
18	Award received for published paper/presentation.	2
19	Published book review.	2
20	Publication in peer-reviewed conference proceedings (also eligible for journal publication points).	2
21	Attendance in credit-earning courses to maintain currency in the field.	2
22	h-index >= 10 or i10-index >=10 over the last 5 years (obtained from Google	1.5

	Scholar).	
23	Academic presentation to business/industry.	1
24	First time presentation of paper/panel participant in academic or industry conference.	1
25	h-index of 5 – 9 or i10-index of 5 – 9 over the last 5 years (obtained from Google Scholar).	1
26	Reviewer for journal, conference, book, grant agencies, etc. Points awarded for each individual manuscript reviewed.	0.5
27	h-index of 1 – 4 or i10-index of 1 – 4 over the last 5 years (obtained from Google Scholar).	0.5
28	Attendance at seminars and workshops related to professional growth/research.	0.5
29	Other evidence of research. Justification for point value must be provided. Multiple research artifacts may be reported (max of 3 points per item).	0.5-3

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 effective achievement in scholarly activities, including two refereed journal articles or equivalent and 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 effective achievement in scholarly activities, including two refereed journal articles or equivalent and 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 effective 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. Justification for point values must be provided for all activities. The candidate is required to submit within the record of service a table showing the activities included and the points earned for each activity with total points earned included.

A. Service to the university, college, department, and program

	Activity	Points awarded
A1	Chair of university committee or task force, per year (cannot also claim membership).	3
A2	Chair of college committee or task force, per year (cannot also claim membership).	2.5
A3	Chair/coordinator for programs and activities sponsored by the Douglas C. Greene Center for Innovation and Entrepreneurship or Catapult Creative House, per year (cannot also claim membership).	2.5
A4	Chair of department committee or task force, per year (cannot also claim membership).	2
A5	Membership on university committee or task force, per year.	2
A6	Membership on college committee or task force, per year.	1.5
A7	Involvement in planning/coordinating university, college, or department activities, per year.	1.5
A8	Membership on department committee or task force per year.	1
A9	Development and presentation of professional workshops and/or training seminars for internal university constituencies.	1
A10	Service to other units of the university.	1
A11	Attendance at university, college, or department programs/events. Points available for each event, with a maximum of 3 points available.	0.5
A12	Alternate for university or college committee, per year.	0.5
A13	Other evidence of service to the university, college, department, and program. Justification for point value must be provided. Multiple service commitments may be reported (max of 3 points per commitment).	0.5-3

B. Service to students*

	Activity	Points awarded
B1	Faculty advisor to active student organization or HCBC learning community, per year.	3
B2	Supervision and coach/mentor of students for state or national competition.	3
B3	Sponsor/plan student field experience (domestic or international)	2
B4	Involvement in student programs, such as the Jane Stephens Honors Program, First Step, and/or the Mentor Program. Multiple service commitments may be reported.	2
B5	Out of load supervision of internships, and/or involvement in arrangements of internships, placements, etc.	2
B6	Involvement in planning/coordinating student-focused activities, e.g., HCBC learning community activities or Welcome Back event.	1.5
B7	Involvement in student recruitment activities, such as admission meetings, athlete recruitment events, and high-school visits.	1
B8	Participation (not planning or sponsoring) in student field experience.	1
B9	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
B10	Attendance at university, college, or department student recruitment events. Points available for each event, with a maximum of 3 points available.	0.5
B11	Attendance at university, college, or department student-focused programs/events. Points available for each event, with a maximum of 3 points available.	0.5
B12	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.	0.5
B13	Other evidence of service to students. Justification for point value must be provided. Multiple service commitments may be reported (max of 3 points per commitment).	0.5-3

*Activities may not also be counted in teaching effectiveness

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

	Activity	Points awarded
C1	Service on city or county advisory board, per year.	3
C2	Elected officer of board of directors of a community service organization, per year.	3
C3	Member of board of directors of a community service organization, per year.	2
C4	Involvement in university, college, or department extension activities, including continuing education, small business development, and entrepreneurial outreach.	2
C5	Professionally-related contributions to civic groups/community service organizations.	1
C6	Involvement in professional consulting, per event.	1
C7	Involvement in ongoing professional relationship consulting, per year.	1
C8	Representing university/college at community events.	1
C9	Other evidence of service to the community. Justification for point value must be provided. Multiple service commitments may be reported (max of 3 points per commitment).	0.5-3

D. Service to academic and professional organizations**

	Activity	Points awarded
D1	Officer of an academic or professional organization, per year.	4
D2	Board member of an academic or professional organization, per year.	3
D3	Conference program chair for academic or professional meeting.	3
D4	Editor of conference proceedings.	3
D5	Editorial board member, per year.	3
D6	Associate editor of conference proceedings.	2
D7	Track chair for academic or professional meeting.	2
D8	Session chair/discussant for professional or academic conference.	1
D9	Textbook and/or supplemental package reviewer.	1
D10	Membership in academic organizations, per year.	1
D11	Membership in professional organizations related to teaching discipline, per year.	1
D12	Reviewer for journal, conference, book, grant agencies, etc. Points awarded for each individual manuscript reviewed.	0.5
D13	Other evidence of service to academic and professional organizations. Justification for point value must be provided. Multiple service commitments may be reported (max of 3 points per commitment).	0.5-3

**Activities may not also be counted in professional growth.

E. 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 high level effective service (e.g., leadership positions and/or high involvement) to the university, college, department, and program and evidence of effective 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 20 points using the defined scales with a total of at least 8 points for category A, and a total of at least 12 points between the other three categories (B, C, D).

Superior: To achieve a performance level of SUPERIOR, the candidate must present evidence, over the review period, of effective service to the university, college, department, and program and evidence of effective service across the other three categories ("service to students," "service to the community," or "service to academic and professional organizations"). Faculty must earn at least 15 points using the defined scales with a total of 5 points for category A, and a total of at least 10 points between the other three categories (B, C, D).

Good: To achieve a performance level of GOOD, the candidate must present evidence, over the review period, of effective service to the university, college, department, and 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 the four categories (A, B, 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, or good) 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 during the probationary period using the criteria outlined in this document and adhering to the polices of the *Faculty Handbook.*

Documentation for tenure is to be prepared in accordance with the guidelines stipulated in the section on the dossier in the *Faculty Handbook.* The candidate for tenure is required to have the appropriate terminal degree.

Probationary faculty are evaluated in accordance with university policies and procedures. Evaluations should be consistent with performance required for 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.

Appendix 5 - Previous Tenure and promotion 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:

<u>Category I</u>

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

<u>Category 2</u>

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.