MISSOURI STATE UNIVERSITY

PERIODIC REVIEW OF REAPPOINTMENT (OR RENEWAL OF CONTRACT), TENURE, PROMOTION GUIDELINES

DEPARTMENT: Management Department

COLLEGE: College of Business
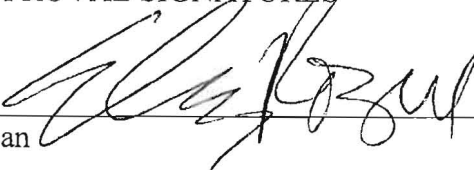
SEMESTER/YEAR OF CURRENT REVIEW: Spring 2020

SEMESTER/YEAR OF NEXT REQUIRED REVIEW: Spring 2023

DEPARTMENT ADOPTION SIGNATURES:

_____   1/31/2020

Department Personnel Committee Chair   Date

_____   1/31/2020

Department Head   Date

APPROVAL SIGNATURES

_____   1·31-20

Dean   Date

_____

Provost   Date

THIS PLAN IS IN EFFECT FROM 2020 THOGUH 2023

DEPARTMENT OF MANAGEMENT

FACULTY HANDBOOK

College of Business
Missouri State University

Approved January 2020

Curricular Process and Issues

College of Business Committees

Department of Management Guidelines for Reappointment, Tenure, and Promotion

Tenure and promotion are conferred by the University and the *Faculty Handbook* describes the general requirements for all faculty [Sections 3 and 4]. However, departments are charged with interpreting these general requirements and creating specific criteria and measurements consistent with the context of their individual disciplines. The guidelines that follow are the Management Department's (Our) interpretations of the *Faculty Handbook* requirements within the contexts of the management discipline and the College of Business. The Faculty Performance Evaluation Criteria for Tenure and Promotion (Section IV) are intended to provide explicit guidance and standardized application in the evaluation of faculty.

This document is based on several resources:
- The language of the *Faculty Handbook* (https://www.missouristate.edu/assets/policy/Faculty-Handbook-07-10-2018.pdf)
- Guidelines from the Office of the Provost (https://www.missouristate.edu/provost/facultyaffairs.htm) including the *Annual Master Calendar* (https://www.missouristate.edu/provost/facultyevalcalendar.htm)
- Guidelines from the College of Business and the Dean
- Our desire for a collegial and transparent department culture

Our department has no guidelines separate from the *Faculty Handbook* that address eligibility for tenure and promotion in terms of meeting specific degree and experience requirements. Descriptions of rank and requirements for appointment and eligibility for promotion and tenure are described in the *Faculty Handbook* for tenure track faculty [3.3] and for non-tenure track faculty [3.5]. All candidate are responsible for knowing the relevant sections of the *Faculty Handbook* as it applies to their unique status and candidacy, particularly to one's eligibility status.

All bracketed section numbers in this document refer to the *Faculty Handbook* section from which the language is taken, either as a direct quotation or close paraphrase. Sincere attempts have been made to eliminate any conflicts with the *Faculty Handbook* but should any remain, the *Handbook* is controlling and supersedes any language in this document.

This document rescinds and replaces all language contained in prior Department Tenure and Promotion policies and documents with the following exceptions. Assistant professors generally go up under the guidelines that were in effect at the time of appointment, but have the option of going up under newer guidelines. Associate professors can go up under guidelines in effect within the last six years. "For instance, a policy in effect in Fall 2012 could be used for a promotion application in Fall of 2018" [3.3.3.].

I. Management Department Philosophy on Reappointment, Tenure, and Promotion

Our philosophy on tenure and promotion reflects (1) a reliance on *Faculty Handbook,* (2) our agreement on the responsibilities of the department as well as the individual, and (3) our desire to establish and perpetuate a collegial and transparent department culture.

- We have a responsibility to new faculty to be collegial and to provide support as peers and mentors to our colleagues in their quest for professional development and the successful attainment of tenure and promotion.

- We have a responsibility to inform candidates about what is expected of them by communicating all relevant dimensions of performance, standards for dimensions, and providing regular and detailed performance feedback.
- We have a responsibility: (1) to be fair and impartial in our evaluations and (2) to realize that each promotion and tenure decision is unique and must be made with sensitivity to individual dimensionality and the specific role and context within which each individual must perform.
- Candidates have the responsibility: (1) to be collegial, (2) to be open to receiving feedback, (3) to demonstrate performance above basic competence by meeting or exceeding the criteria set forth for tenure and promotion, and (4) to initiate the tenure and promotion process by submitting all required and relevant materials in a timely manner.

II. Overview of the Annual Tenure Review and Reappointment Process for Probationary (Untenured, Ranked) Faculty [4.6.3]

Annual Reviews for probationary faculty assess progress toward tenure and are the basis of reappointment decisions. The sequence of events in the process are listed below and exact dates can be found in Provost's *Annual Master Calendar.* At each stage, the candidate will be required to sign the original recommendation letter from the evaluator that must then be included in the dossier before it is forwarded to the subsequent evaluator. The candidate will receive a copy of each letter for their records.

<u>Late January-Early February</u>: The probationary **faculty member** is responsible for initiating the annual review and re-appointment process by submitting all relevant and required materials [Sec 4.6.1]. The probationary faculty member's Annual Review Dossier will include most of the documentation described in Section V (Binders I-III with the exception of External Review Letters). Reappointment will not be granted to faculty who fail to apply by the specified time and/or to those who fail to include all required documentation.

<u>Mid-February:</u> Dossiers will be made available to the Department Personnel Committee (DPC; see Section VII for membership criteria) no more than 3 days after they have been submitted to the Department Head. The DPC will meet to discuss the annual dossiers <u>within 2 weeks</u> of the date the dossiers are made available by the Department Head. The DPC will make the initial evaluation for reappointment and then forward their decision and accompanying feedback/recommendations for the probationary faculty member to the Department Head. This letter will be sent <u>within one week</u> of the meeting to discuss the probationary faculty member's dossier.

<u>Mid-February-Early March:</u> The Department Head should consider the information provided in the committee's reappointment recommendation letter and then add his/her recommendations to the Department Head's formal feedback provided to the probationary faculty member. Feedback should include an evaluation of each candidate's strengths and weaknesses, recognition of each candidate's progress, a candid discussion of areas of insufficient progress, and the establishment of expectations for the following period.

<u>March:</u> The Dean shall consider the contents of the probationary faculty member's dossier and provide a letter to the faculty member containing the Dean's evaluation of the faculty member's reappointment and progress toward tenure. The **Dean** will make his or her evaluation and accompanying recommendation and notify the **Provost**. In the case on **non-renewal for 1st Year Faculty,** the Provost and candidate must be notified by <u>**March 1.**</u>

NOTE: **Deans** must notify **Provost** of recommendations for non-reappointment of **2nd Year Faculty** by **<u>mid-December</u>**.

Each evaluator will consider the probationary faculty member's cumulative record as he or she progresses toward tenure and will specify one of three outcomes:

1. Progress toward tenure/promotion is **Satisfactory** (Demonstrates strong potential for success)

2. Progress toward tenure/promotion is **Questionable**, identifying areas for improvement and providing specific suggestions (Potential for success is unclear, and issues must be addressed)

3. Progress toward tenure/promotion is **Unsatisfactory**, providing specific rationale (Demonstrates poor potential for success or inability to succeed, or demonstrated an unwillingness to address identified issues satisfactorily)

Per the handbook, "In all cases, the committee will provide clear feedback, identifying areas for improvement, making specific suggestions or recommendations regarding continued appointment or non-renewal, and provide appropriate rationale in the event the committee recommends non-renewal."

NOTE: When new tenure-track faculty members are employed, it is with the understanding that: (1) tenure will be decided upon their contributions in the areas of teaching, research, and service over the probationary period as a whole, but (2) that the faculty member must make acceptable progress towards tenure each year. **Therefore, reappointment is NOT guaranteed**. A decision not to reappoint can be made after a candidate's failure to respond satisfactorily to one or more instances of documented, negative performance feedback from either the DPC, or from the Department Head. Although unusual, a process must be in place to deal with performance that is judged as severely lacking and that demands changes before the formal performance evaluation cycle will be completed. What is regarded as a satisfactory response will be determined by the DPC.

III. Overview of Tenure and Promotion Application Process

The sequence of events for the tenure and promotion process are listed below [4.6.3.] and exact dates can be found in Provost's *Annual Master Calendar* for the appropriate year. After each recommendation is made, the candidate has three business days to review, respond, sign and return to the Department. Through the entire process, faculty members at every level of decision-making must assume personal responsibility to ensure that confidentiality is not violated.

March: The candidate and Department Head will agree on a list of four external reviewers (individuals without a conflict of interest who are at a rank higher than the applicant at schools considered to be peer or aspirant institutions). If the parties cannot agree, each will select two. The DPC will be asked to approve the list, and should do so unless a compelling reason exists to reject one or more reviewers. The list of reviewers will be submitted to the Dean for certification of the process. The Department Head is responsible for contacting reviewers early in the process to ask for willingness to provide reviews and in making sure the reviews are received by the late **September** deadline.

June or July: A packet will be sent to the external reviewers containing the following candidate information: Current Vita; Departmental criteria for tenure and/or promotion; Information on the number of hours taught and other relevant details of the faculty members assignments in each academic year in question; Samples of research selected by the candidate.

Late September: The candidate prepares and submits a **complete** dossier to the Department Head who is responsible for obtaining and inserting the external review letters before forwarding it to chair of the DPC in early **October**. Documentation requirements [4.8.6] for dossiers are outlined in Section V and meeting them is the responsibility of the candidate. Tenure will not be granted to faculty who fail to apply by the specified time and/or to those who fail to include all required documentation.

October: The DPC reviews the dossier and writes a letter with the recommendation and rationale. The candidate receives a copy and signs the original DPC's recommendation that is then included in the dossier and immediately forwarded to the Department Head. Copies of each subsequent recommendation will be provided to the DPC for its information and records.

November: the Department Head reviews the dossier and writes a letter with his/her recommendation and rationale. The Department Head will make an independent evaluation and recommendation. The candidate receives a copy and signs the original Departmental Head's recommendation that is then included in the dossier and immediately forwarded to the Dean. In instances of disagreement between the Department Head and the Department Personnel Committee, there shall be a good faith effort to resolve these differences. If resolution is not possible, the Department Head must offer in writing compelling reasons for disagreeing with the DPC's recommendation before advancing his or her recommendation to the Dean [4.8.3.].

December: The Dean reviews the dossier and writes a letter with his/her recommendation and rationale. The candidate receives a copy and signs the original Dean's recommendation that is then included in the dossier. Binder 1 of the dossier containing all letters and rationale are then forwarded to the Provost.

February-March: The Provost will review Binder 1 of the faculty member's dossier, and may request supporting materials from the Dean's office, before making a final recommendation and notifying the candidate in March. If the recommendation is to grant tenure and promotion, the recommendation will be presented to the Board of Governors in the summer for final approval before the decision takes effect in **August**.

IV. Specific Faculty Performance Evaluation Criteria for Tenure and Promotion

We have the professional ability and an obligation to apply our collective judgment to each individual tenure and promotion decision based on the candidate's cumulative Teaching, Research (intellectual contributions), and Service [4.1.] performance. Below we describe our performance dimensions, define our specific criterion, and provide standards with examples of measures and appropriate documentation.

Basic competence in itself is not sufficient for tenure and promotion [3.7.2.]. Therefore, the candidate has an obligation to demonstrate his or her relative merit **beyond that of basic competence** in order to be rated as successful and hence eligible for tenure and/or promotion.

In addition to the above dimensions, each candidate must meet standards of ethical behavior and collegiality described in the *Faculty Handbook* and required of the profession. We have chosen to incorporate collegiality into our Service dimension as it is a necessary component of being a good organizational citizen.

A. General Criterion One: Teaching

Teaching is a multidimensional activity that must be evaluated through multiple means [4.2.1]. Teaching performance should not be considered in isolation because it is, "affected by overall workload, level of course, experience in teaching a particular course, number of students, use of new modalities or approaches, and nature of course (general education, requirement for major, etc.)" [4.2.1.2.]. The committee must consider the entire context of the teaching environment, the various dimensions of teaching performance, and the totality of the evidence presented by the candidate.

The *Faculty Handbook* divides effective teaching activities into two categories [4.2.1.2]. The **Essential Elements** of teaching effectiveness <u>required</u> for tenure and promotion are: Knowledge, Teaching Strategies, and Evaluation and Response to Feedback. The **Additional Areas** that applying faculty <u>may choose</u> to submit for evaluation and consideration for tenure and promotion are Accessibility and Diversity.

Teaching Matrix 1A – Essential Elements of Teaching Effectiveness for Tenure and/or Promotion, contains a brief description of each dimension, examples of how each element can be demonstrated, and examples of how these can be measured. The examples listed in each category are not intended to be exclusive or exhaustive. Unless otherwise noted in the matrix, the standards should be considered the same for all ranks. The *Faculty Handbook* acknowledges the imperfection of, but value in, using student evaluations and scores for evaluating teaching performance [4.2.1.2.5]. Consistent with the stated guidelines, we choose to limit the weight of student evaluations (numeric and qualitative comments) to 50% of the final assessment of faculty performance on the Essential Elements of Teaching.

Teaching Matrix 1B – Additional Areas of Teaching Effectiveness that can Be Considered for Tenure and/or Promotion, contains a brief description of each dimension and examples of how these can be demonstrated and measured. The examples listed are not intended to be exclusive or exhaustive.

In order to be eligible for tenure and promotion to Associate Professor:
- Faculty MUST demonstrate **sustained** success in each of the Required Essential Elements of Teaching Effectiveness

In order to be eligible for promotion to Full Professor:
- Faculty MUST demonstrate **sustained** success in each of the Required Essential Elements of Teaching **AND**
- Faculty MUST achieve **success** in an Additional Area of Teaching Effectiveness

Teaching Matrix 1A – Essential Elements of Teaching Effectiveness for Tenure and/or Promotion (Faculty MUST demonstrate **sustained** success in each of the Elements to be eligible for Tenure and/or Promotion.)

Knowledge [4.2.1.2.1]: *"Faculty members must be up to date and competent regarding the content of their courses."*

Performance Standard for Tenure and Promotion	How Performance may be Demonstrated/Documented	Candidate's Description of Performance Related to Standard	Documentation Location
~ Course content is relevant and reflects current developments in the area	~ Peer review of syllabi that describe relevant course goals and materials. ~ Peer review of syllabi that contain descriptions of relevant and current topics to be covered.		
~ Faculty member engages in activities to maintain current knowledge of the course material	~ Peer review of teaching narrative that documents engagement in activities to maintain current knowledge (e.g., continued education, attending conferences, workshops, seminars, an ongoing research agenda related to courses taught, participation in consulting activities, development of and participation in executive development programs, participation in professional organizations, professional certifications etc.)		

Knowledge [4.2.1.2.2]: *"…faculty members should incorporate best practices in their classes to the extent possible."*

Performance Standard for Tenure and Promotion	How Performance may be Demonstrated/Documented	Candidate's Description of Performance Related to Standard	Documentation Location
~ Specify learning objectives for each course	~ Peer review of syllabi that contain clearly defined course objectives.		
~ Ensure students understand how to achieve those objectives	~ Peer review of syllabi that communicate how to achieve objectives.		
~ Use grading systems that reflect the degree to which students accomplish the objectives	~ Peer review of syllabi documents grading systems that reflect the degree of student accomplishment of objectives.		
~ Be appropriately accessible to students through a variety of means	~ Peer review of syllabi that contains office hours and provides information for multiple methods of contact. ~ Student feedback and peer observation indicates faculty maintains office hours, keeps appointments, responds to messages promptly, and is available and willing to assist students.		
~ Strive to include high-impact instructional practices	~ In/formal student feedback and peer observation indicates an attitude of respect for students. ~ In/formal student feedback indicates evidence of skill in classroom delivery. ~ Peer review of relevant documents (all course grade		

Performance Standard for Tenure and Promotion	How Performance may be Demonstrated/Documented	Candidate's Description of Performance Related to Standard	Documentation Location
~ Specify learning objectives for each course	~ Peer review of syllabi that contain clearly defined course objectives.		
~ Ensure students understand how to achieve those objectives	~ Peer review of syllabi that communicate how to achieve objectives.		
	distributions, samples of assignments and exams, etc.) that indicate faculty uses relevant and sufficiently rigorous exams, assignments, and other course requirements. ~ Peer review of teaching narrative that describes and documents engagement in course development activities and/or implementation of new instructional technologies. ~ In/formal student feedback and peer observation indicates perceived fairness in the application of class policies. ~ Feedback from other stakeholders such as alumni, employers, etc. ~ **For Tenure and Promotion to Associate:** Two class observation/reviews** that indicate evidence of skill in classroom delivery. One must be completed by the Department Head, the second may be completed by any tenured faculty member. ~ **For Promotion to Full:** Class observation/reviews are optional. ** *Reviews shall not be conducted without notice after receiving a list of available dates from the candidate.*		

Knowledge [4.2.1.2.5]: *"Faculty must ensure evaluation of their teaching through multiple means (e.g., self-reflection, peer and/or supervisor review, assessment of student outcomes)."*

Performance Standard for Tenure and Promotion	How Performance may be Demonstrated/Documented	Candidate's Description of Performance Related to Standard	Documentation Location
~ Obtains teaching performance feedback from multiple sources	~ Peer review of formal student evaluation summary numbers and student comments. ~ Peer review of informal student feedback and teaching narrative (e.g., student or other stakeholder emails, faculty created evaluations, focus-groups, classroom discussions). ~ Peer and supervisor observation and review of classroom teaching that indicates evidence of skill in classroom delivery.		
~ Considers teaching performance feedback and modifies as appropriate	~ Peer review of teaching narrative indicating faculty has considered and modified teaching-related activities in light of feedback received.		

Teaching Matrix 1B – Additional Areas of Teaching Effectiveness Considered for Tenure and Promotion (Optional for Promotion to Associate, success in at least one required for Promotion to Full)

Accessibility [4.2.1.2.3.] *"Where appropriate, faculty may extend the availability of education beyond the traditional classroom setting through activities that include, but are not limited to, offering online distance learning, online courses, public lectures or workshops, working with the community and public schools in providing access to education, and developing educational materials that address accessibility issues."*

Performance Standard for Tenure and Promotion	How Performance may be Demonstrated/Documented	Candidate's Description of Performance Related to Standard	Documentation Location
~ Faculty engage in any of the activities listed above or an activity that is not listed above but which is consistent with the spirit of 4.2.1.2.3.	~ Peer review of teaching narrative and other documents which demonstrate the faculty member has engaged in a relevant accessibility activity. ~ Peer review of feedback from stakeholders impacted by the faculty member's accessibility efforts.		

Diversity [4.2.1.2.4]: *"Special efforts to bring diversity to students' educational experience which might include inviting guest speakers who offer diverse viewpoints, taking students to locations where they will be exposed to an unfamiliar environment, and requiring students to seek out diversity as part of their course requirements."*

Performance Standard for Tenure and Promotion	How Performance may be Demonstrated/Documented	Candidate's Description of Performance Related to Standard	Documentation Location
~ Faculty engage in any of the activities listed above or an activity which is not listed above but which is consistent with the spirit of 4.2.1.2.4.	~ Peer review of teaching narrative and other documents which demonstrate the faculty member has engaged in a relevant diversity activity. ~ Peer review of feedback from stakeholders impacted by the faculty member's diversity efforts.		

B. General Criterion Two: Intellectual Contributions (Research)

Our performance dimensions and standards for research are guided by two major sources: the *Faculty Handbook* [4.2.2.2] and the AACSB's *2016 Business Accreditation Standards*. In general, tenure track candidates must satisfy the requirements for academic engagement as Scholarly and/or Practice Academics as described by the AACSB. Research Matrix 2A and 2B below provide descriptions of each research dimension [4.2.2.2.], examples of different types of activities that fall under each of these dimensions, and the performance criteria related to Tenure and Promotion to Associate Professor and Promotion to Full Professor. The examples are not meant to be either exclusive or exhaustive.

Meeting the absolute minimum required number of articles is not, of itself, sufficient for tenure and/or promotion. Quality must also be considered and it is incumbent upon the candidate to make the case for the quality of each publication.

Candidates with a number of peer-reviewed publications at or near minimal levels may present other supporting evidence of intellectual engagement for the DPC to consider in the overall evaluation of the candidate as successful or as demonstrating sustained success. The supporting evidence may include: articles with current "revise and resubmit status," conference presentations at national, peer-reviewed meetings (paper or case presentations), published literature reviews or position papers, published critical reviews of scholarly projects, invited papers or presentations, successful external grant applications for applied research, software and technology development, or similar activities.

Interdisciplinary work can often make a considerable contribution to the literature. Therefore, a proportionate number of interdisciplinary works may count toward tenure and/or promotion. In other words, a majority of publications considered for tenure and/or promotion must be in the management field, unless the number of in-field publications is sufficient to meet the minimum number of publications. Productive faculty should not be penalized for an imbalance in their portfolio if the minimum number of management publications has been achieved.

The departmental committee must exercise considerable professional judgment, both when deciding whether a faculty member's contribution fits a specific category and when evaluating the significance of the contribution. The departmental committee must use evidence from external reviews in their evaluation of relevant performance dimensions relating to the candidate's intellectual contributions.

In order to be eligible for tenure and promotion to Associate Professor:
- Faculty MUST demonstrate **success** in Expanding Knowledge and/or Demonstrate Growth in Area of Expertise **AND**
- Faculty MUST demonstrate **success** in one or more of the following: Application of Research to Benefit University Constituents, Transmission, Involvement of Students

In order to be eligible for promotion to Full Professor:
- Faculty MUST demonstrate **sustained** success Expanding Knowledge and/or Demonstrate Growth in Area of Expertise **AND**
- Faculty MUST demonstrate **sustained** success in one or more of the following: Application of Research to Benefit University Constituents, Transmission, Involvement of Students

Research Matrix 2A – Required Research Standards for Tenure and Promotion to Associate Professor and Promotion to Full Professor

1. Expand Knowledge and/or Demonstrate Growth in Area of Expertise [4.2.2.2.1]: "*Faculty members meet this goal if they have engaged in sufficient quantity and quality of peer-reviewed Research*" from the following three Dimensions:

Dimension A: Basic or Discovery Scholarship: Scholarship *that generates and communicates new knowledge and/or development of new methods. Intellectual contributions intended **to impact the theory, knowledge, and/or practice** of business, management, and information technology.* (e.g., articles, scholarly books or monographs, successful external grant applications, presentation of original research findings at national or international, peer-reviewed professional meetings.)

Dimension B: Applied or Integration/Application Research: Research that **"*Synthesizes new understandings or interpretations of knowledge or technology; develops new technologies, processes, tools, software, or uses; and/or refines, develops, or advances new methods based on existing knowledge. Intellectual contributions in this category are normally intended **to impact the practice** of business, management and information technology.* (e.g., publication, presentation or successful grant application focused on practical applications.)

Dimension C: Teaching and Learning Scholarship: *Develops and advances new understandings, insights, and teaching content and methods that impact learning behavior. Intellectual contributions in this category are normally intended **to impact the teaching** of business, management and information technology.* (e.g., published contributions focusing on/used in the teaching of business: journal articles, books, presentations, textbooks, cases, etc.)

Required Research Performance Standard	How Performance may be Documented and Evaluated	Candidate's Description of Performance Related to Standard	Documentation Location
Minimum Quantity Requirements: An average of (1) one quality, peer-reviewed, academic journal article per year in rank. Of these articles: 1. At least one (1) must be a first- or singled-authored paper as evidence of contribution. 2. At least one (1) article must come from Dimension A. 3. A maximum of one (1) quality contribution may come from Dimension C. This typically equates to a **minimum*** requirement of five (5) peer-reviewed articles for a newly hired **Assistant Professor** and an additional five (5) peer-reviewed articles for an **Associate Professor** applying for promotion to Full Professor at the earliest possible date. Associate Professors are **strongly** encouraged to apply for Promotion to Full in a timely manner (by the sixth year in rank). **Minimum Quality Requirements:** The best proxy for the quality of research is the reputation of the outlet in which it is published. While not perfect measures, acceptance rates, citation counts, and other impact factors obtained from Google Scholar or Cabell's Directory can provide evidence of sufficient quality. **Publications dedicated to basic or discovery scholarship may result in a reduction of the total number of publications required of the candidate if such publications are deemed representative of high quality productivity when considering the publication outlet and the rigor of the research. Single authored publications of high quality may also be considered when making decisions regarding minimum quantity.*	~ Peer review of research vita and published articles verifying that the dimensions and the number meet minimum requirements. ~ Peer review of research vita and published articles to establish relevance of articles to the candidate's field. ~ Peer review of candidate's research statement/summary to evaluate indicators of research impact/quality including citation counts for each article published and evidence of the quality of the publication outlet (scope, acceptance rates, impact factors, etc.) ~ Peer review of vita, articles, and research statement to evaluate indicators of the candidate's contribution.		

Research Matrix 2B –Contributing Research Standards for Tenure and Promotion to Associate Professor and Promotion to Full Professor

Tenure and Promotion to Associate Professor requires <u>**success**</u> in at least one contributing dimension.

Promotion to Full Professor requires <u>**sustained success**</u> in at least one contributing dimension or a pattern of success when considering multiple dimensions.

2. **Application of Research to Benefit University Constituents [4.2.2.2.2]:** "*The criterion for this goal refers to the application of Research to solving problems or addressing situations significant to the public that require professional expertise.*"

3. **Transmission [4.2.2.2.3]:** "*The criterion for this goal refers to transmission of Research product beyond that required for peer review in one's field. Faculty members meet this goal if they can document accomplishments in sharing knowledge and creative work with a broader audience.*"

4. **Involvement of Students [4.2.2.2.4]:** "*Research is of added value in the University mission if the work involves students, either graduate or undergraduate, as active participants in the research process.*"

Contributing Research Examples	How Performance is to be Documented and Evaluated	Candidate's Description of Performance Related to Standard	Documentation Location
2. Application of Research to the Benefit of University Constituents: Using one's professional expertise in helping solve a problem or address a situation that is of public interest. This can most clearly be demonstrated by acting as a consultant to organizations (public or private) that serve the public interest. However, other examples may be considered. It is incumbent upon the faculty member to describe how their activities satisfy this criterion.	**~ Success:** Peer review of candidate's research statement and other documents providing evidence of the use of the candidate's professional expertise to help solve a problem or address a situation of public interest. **~ Sustained Success:** Peer review of candidate's research statement and other documents providing evidence of an overall pattern of activity in the use of the candidate's professional expertise to help solve a problem or address a situation of public interest.		
3. Transmission: Interviews, presentations, panel discussions, or publications, which draw on the faculty members' scholarly expertise and for which the audience members are practitioners, university groups, community groups, or the general public shall qualify as "transmission."	**~ Success:** Peer review of candidate's research statement and other documents providing evidence of transmission of research beyond that required for peer review. **~ Sustained Success:** Peer review of candidate's research statement and other documents providing evidence of an overall pattern of activity in the transmission of research beyond that required for peer review.		
4. Involvement of Students: Involvement of students in research can range from mentoring or advising student research projects to coauthoring with students on research projects.	**~ Success:** Peer review of candidate's research statement and other documents providing evidence of the involvement of students in research. **~ Sustained Success:** Peer review of candidate's research statement and other documents providing evidence of an overall pattern of activity in the involvement of students in research.		

C. General Criterion Three: Service

Collegiality is the foundational component of being a good organizational citizen and we evaluate it as an essential service component. Faculty who do not respect their coworkers and students by treating them with respect and civility do a disservice to themselves, their coworkers, their students, and their profession. Inappropriate conduct towards others, including conduct inconsistent with notions of collegiality [1.1.3.4], may provide grounds for denying tenure/promotion. In addition, serious breaches of professional ethical standards may also provide grounds for denying tenure/promotion.

According to the *Faculty Handbook* [4.2.3.2], (1) University Citizenship, is considered essential for tenure and promotion. Three Contributing categories, (2) Professional Service, (3) Public Service, and (4) Professional Consultation, may be considered for tenure and/or promotion. A description of each service dimension, our standards of performance for that dimension, and illustrative examples of each type of service are listed in Service Matrix 3A and 3B below. The examples in the matrices are not meant to be either exclusive or exhaustive. Other/additional activities may be considered service, but it is incumbent upon the candidate to demonstrate how the activity satisfies the criteria for Service. The DPC must exercise considered professional judgment, both when deciding whether a faculty member's contribution fits a specific category, and in evaluating the significance of the contribution.

The faculty member's appropriate focus early in their appointment should be on developing research and teaching. Service obligations increase as the faculty member becomes more experienced. Therefore, committees should expect candidates to maintain a limited service role early in the appointment but to show increased citizenship behavior and activities as time progresses (including some evidence of leadership in the latter years of the appointment) in order to be considered successful. Candidates applying for promotion to Full status should have continued to participate in campus events and to serve on departmental, college, and university committees in order to be rated as achieving sustained success.

In order to be eligible for tenure and promotion to Associate Professor:
- Faculty MUST conduct themselves in an **ethical and collegial** way
- Faculty MUST demonstrate **success** in University Citizenship
- Faculty MUST demonstrate **success** in one or more of the following: Professional Service, Public Service, and/or Professional Consultation.

In order to be eligible for promotion to Full Professor:
- Faculty MUST conduct themselves in an **ethical and collegial** way
- Faculty MUST demonstrate **sustained success** in University Citizenship
- Faculty MUST demonstrate **sustained success** and **documented leadership** in one or more of the following: Professional Service, Public Service, and/or Public Consultation.

Service Matrix 3A- Essential Service Dimension for Tenure and Promotion to Associate Professor and Promotion to Full Professor

Tenure and Promotion to Associate Professor, Clinical Associate, and Senior Instructor require <u>success</u> in this dimension.
Promotion to Full Professor or Full Clinical Professor requires <u>sustained success</u> in this dimension. Sustained success is determined by an overall pattern of activity.

1. University Citizenship [4.2.3.2.1] "*Faculty must recognize their responsibility to the organization and contribute fairly to the task of shared-governance. This includes but is not limited to, service on program, departmental, college and university committees and task forces. Service activities supporting University citizenship may also include collaborations and contributions for the collegiate well-being such as providing professional development, participating in campus discussions, and expanding opportunities for shaping the learning environment.*"
Citizenship activities relate to active participation in the shared governance structure of the Department, the College, and the University.

Examples Service Activities to Satisfy Requirement	How Performance is to be Documented and Evaluated	Candidate's Description of Performance Related to Standard	Documentation Location
~ Active membership on departmental committees ~ Active membership on college committees ~ Active membership on university committees ~ Participation as a departmental, college, and/or university representative at campus events (i.e., graduation, Showcase, Majors Fair, etc.) ~ Providing assistance to colleagues with professional issues and problems ~ Advising student organizations ~ Other organizational citizenship behaviors (it is incumbent on the faculty member to show how the activity meets the description of University Citizenship).	**~ Success:** Peer review of candidate's service statement and other documents verifying a gradual increase from minimal to moderate levels of service engagement in a variety of citizenship behaviors related to shared governance. Service at the departmental, college, and university level are required. **~ Sustained Success:** Peer review of candidate's service statement and other documents verifying (1) a continued overall pattern of engagement in a variety of citizenship behaviors related to shared governance and (2) leadership in some of these activities. Service at the departmental, college, and university level are required.		

Service Matrix 3B – Contributing Service Dimensions Considered for Tenure and Promotion to Associate Professor and Promotion to Full Professor

Tenure and Promotion to Associate Professor, and for Promotion to Clinical Associate Professor or Senior Instructor requires <u>success</u> in at least one contributing dimension.

Promotion to Full Professor or Clinical Full Professor requires <u>sustained success and documented leadership</u> in at least one contributing dimension or a pattern of success when considering multiple dimensions.

2. Professional Service: [4.2.3.2.2] *"The criteria for this goal refer to contributions to professional organizations within the faculty member's field." Additionally, this may include sponsoring, mentoring, or advising an active student organization, or providing opportunities for student experiences outside the expectations of teaching."*

Examples Service Activities to Satisfy Requirement	How Performance is to be Documented and Evaluated	Candidate's Description of Performance Related to Standard	Documentation Location
~ Active membership on departmental committees ~ Active membership on college committees ~ Active membership on university committees ~ Participation as a departmental, college, and/or university representative at campus events (i.e., graduation, Showcase, Majors Fair, etc.) ~ Providing assistance to colleagues with professional issues and problems ~ Advising student organizations ~ Other organizational citizenship behaviors (it is incumbent on the faculty member to show how the activity meets the description of University Citizenship).	~ **Success:** Peer review of candidate's service statement and other documents that verifies contributions to the profession. ~ **Sustained Success:** Peer review of candidate service statement and other documents that verifies continued contributions to, and leadership within, the profession (e.g., multiple, repeated, or lengthy terms as an elected or volunteer officer for a professional organization, continued active membership in multiple professional organizations, serving as a track chair, lengthy commitment to a student organization, or repeated provision of opportunities for students experiences outside the classroom, etc.).		

16

Tenure and Promotion to Associate Professor, and for Promotion to Clinical Associate Professor or Senior Instructor requires <u>success</u> in at least one contributing dimension.

Promotion to Full Professor or Clinical Full Professor requires <u>sustained success and documented leadership</u> in at least one contributing dimension or a pattern of success when considering multiple dimensions.

3. Public Service: [4.2.3.2.3] *"Faculty members meet this goal when they provide evidence of using their professional skills and expertise to serve community, state, national, or international public constituents."*

Examples Service Activities to Satisfy Requirement	How Performance is to be Documented and Evaluated	Candidate's Description of Performance Related to Standard	Documentation Location
~ Serving as a board member, division chair, officer, editor, reviewer, committee member, etc. of a public organization ~ Writing op eds or other articles in newspapers or other print media or on television or radio, etc. ~ Other activities than the ones outlined above can be considered Public Service but it incumbent upon the faculty member to demonstrate how the activity satisfies the criteria for Public Service.	**~ Success:** Peer review of candidate's service statement and other documents that verifies Public Service contributions. **~ Sustained Success:** Peer review of candidate service statement and other documents that verifies continued contributions to, and leadership within, Public Service.		

4. Professional Consultation: [4.2.3.2.4] *"Faculty members may meet this goal by submitting evidence of providing professional expertise to business, industry, schools, community organizations, and colleagues in other university programs. Consultation services to external constituents within the faculty member's professional expertise may be included in this area."*

Examples Service Activities to Satisfy Requirement	How Performance is to be Documented and Evaluated	Candidate's Description of Performance Related to Standard	Documentation Location
~ Provide professional expertise to business or industry groups ~ Provide professional expertise to schools or community organizations ~ Providing professional expertise to colleagues in other university programs ~ Consultation services to external constituents within the faculty member's professional expertise ~ Other activities than the ones outlined above can be considered Professional Consultation but it incumbent upon the faculty member to demonstrate how the activity satisfies the criteria for this dimension.	~ **Success:** Peer review of candidate's service statement and other documents verifying Professional Consultation activities. ~ **Sustained Success:** Peer review of candidate's service statement and other documents verifying continued engagement in providing professional expertise to relevant stakeholders.		

V. Required Documents for Tenure and/or Promotion

Providing relevant and complete documentation by the deadline established in the Provost's *Annual Master Calendar* [4.6.3.] is the responsibility of the candidate applying for tenure. Tenure <u>will not be granted</u> to faculty who fail to apply by the specified time and/or those who fail to include all required documentation. The candidate may choose to withdraw the application from consideration at any stage of the process.

The candidate's evidentiary documentation in support of their application should be organized into three binders. An ordered and descriptive checklist is provided below for each binder. The contents and order of presentation of *Binder I* is required by the **Provost,** the **Dean**, and the **Department Personnel Committee**, and it is the only binder that goes to the **Provost**. It is REQUIRED that each faculty member follow the *Binder I* guidelines for required documents EXACTLY. The Provost's office will provide the binder and tabs. The contents of *Binder II* and *Binder III* are required by the **Department Personnel Committee**.

A. Tab Ordered Checklist for Binder I

Original Application Form – This form is to be placed in front of Tab 1 at the front of the binder.

1. **Departmental Matrix –** The matrix (Parts 1A-3B) are specific to the Management Department. It represents an overview of the Department's tenure and promotion criteria and contains the faculty member's point-by-point self-assessment of how the criteria are met.

2. **Personal Summary Statement** – The candidates description of who he or she is and his or her teaching, research, and service philosophies. It should describe what is important to the faculty member and how he or she assesses his or her roles, responsibilities, accomplishments, and objectives. Typically, the summary should not exceed five (5) pages.

3: **Current Vita –** An accurate, complete, and up-to-date academic vita *in which the research section is identical to the Table of Contents in the faculty member's Binder II - Research Supplementary Materials Binder.*

4-6: **The Annual Tenure and Promotion Review for Probationary Employees Reports –** A copy of the annual tenure and promotion progress reports from the **Department Personnel Subcommittee** (Tab 4), the **Department Head** (Tab 5), and the **Dean** (Tab 6) for each year of the review period. These should be in chronological order (in contrast to research which is presented in reverse chronological order).

7: **External Review Letters [4.8.2.2.] – Solicited and inserted by the Department Head.**

8: **Departmental Tenure and Promotion Guidelines -** A copy of *Departmental Promotion and Tenure Guidelines* the faculty member is going up under.

B. Tab Ordered Checklist for Binder II - Research Supplementary Materials

1. **Table of Contents: A Numbered List of All Work –** Each item must be numbered and appear in the following order:

   - Peer-reviewed publications in reverse chronological order (most recent first)
   - Proceedings, paper presentations
   - Working papers and monographs
   - Submitted work under review
   - Works in process

2. **Research Agenda Summary and Description –** A table listing (in the following column order) current Project Descriptions, their Focal Area, their Stages of Completion, the Targeted Outlets with planned submission dates. Include a discussion elaborating on the information presented in the research agenda summary.

3. **Research Statement –** A self-evaluation summarizing the candidate's research and addressing the degree to which standards described in Research (see Matrix Part 2 A and 2 B) have been met.

4. **Copies of All Works -** Include copies of **all** listed papers in the order of the Table of Contents. Separate each paper with tabs. Papers accepted for publication or those in press must include acceptance letters

5. **Table of Indicators of Contribution and Quality –** Table containing the following information (in column order): Complete Citation (indicating authorship order and containing comments regarding contribution if not consistent with authorship order appearance), Journal Rankings/Acceptance Rates, Journal Impact Factor, Citation Count, and Other Indicators of Quality. At least one indicator of quality must be listed for each publication.

C. Tab Ordered Checklist for Binder III - Teaching and Service Supplementary Documentation

1. **Teaching Statement -** A self-evaluation summarizing the candidate's teaching philosophy and activity and that addresses the degree to which standards described in Teaching (see Matrix Part 1 A and B) have been met.

2. **Course Documents**

   - Copies of the most recent course syllabi for each course taught
   - Samples of assignments, exams
   - Samples of student projects
   - Other documentation to support teaching effectiveness

3. **Stakeholder Feedback**

   - Summary table of all teaching evaluation results including ratings on items and dimensions of formal student evaluation forms
   - Copies of all evaluation forms containing student's comments from all semesters during the period of review
   - Peer reviews of classroom observations
   - Student, alumni, and/or employer feedback or comments
   - Student interviews or focus groups

4. **Other Documentation Measures**

- Summary report of the grade distributions for all classes taught
- Scores on departmental or standardized final exams (if applicable).
- Pretest-posttest results (if applicable).
- Performance on standardized exams (optional, however, the results of COB and/or departmental program assessments ARE NOT to be included).

5. **Service Statement -** A self-evaluation summarizing the candidate's service activity addressing the degree to which the standards described in Service have been met and the faculty member's contribution.

6. **Supporting Service Documentation –** Thank you letters/emails, awards, meeting minutes, etc.

VI. Guidance for Appointment, Renewal of Contract (Reappointment) and Promotion for Non-Tenure Track Faculty

Our interpretation of the minimum educational, experience, and other requirements for appointment and promotion for Clinical Faculty [3.5.11, 4.3.] and Instructors [3.5.1, 4.2.] are listed below. Clinical track candidates and candidates for Senior Instructor must satisfy standards for professional productivity as Scholarly and/or Instructional Practitioners per AACSB guidelines.

The promotion application process and timeline are the same for both tenure-track and non-tenure track faculty. The minimum number of years of service and time in rank (normally five years) at Missouri State University required for an applicant to be eligible for promotion will be stated at the time of hire in the appointment letter. The faculty member may apply during the final year of minimum service in rank with the effective date of promotion being the beginning of the next fiscal year.

In general, where non-tenure track faculty maintain a normal teaching load for the rank, teaching and service criteria and standards for promotion are identical to those for corresponding rank tenure track faculty [4.3]. Therefore, both Clinical Faculty and Instructors should refer to the corresponding Teaching and Service sections above for detailed information on the dimensions, specific criteria, and documentation requirements for promotion. While the teaching and service criteria are the same regardless of appointment type, Intellectual Contributions for non-tenure track faculty are considered professional productivity [4.3.4] rather than research per se, and are defined and measured differently.

Professional productivity/Research advances knowledge and practices in clinical professions, promotes development of clinical faculty and enhances the quality of clinical education for students [4.2.2.]. According to the handbook, [4.3.4.2.] the goals and criteria for evaluating professional productivity/Research are (1) Contributes Knowledge to the Discipline, (2) Application of Clinical Expertise to Provide Expert Service to the Local and Professional Community, (3) Transmission, and (4) Involvement of Students. Goal 1 is considered essential and the remaining are considered contributing standards. The Clinical Professional Productivity/Research Matrix Part A and B below provide descriptions of each professional productivity dimension, examples of different types of activities that fall under each of these dimensions, and the performance criteria related to promotion to Clinical Associate Professor and promotion to Clinical Full Professor. The examples are not meant to be either exclusive or exhaustive. The departmental committee must exercise considerable professional judgment, both when deciding whether a faculty member's contribution fits a specific category and on evaluating the significance of the contribution.

A. Clinical Faculty

Required for Initial Appointment to Clinical Assistant Professor:
- Minimum of a Master's Degree in a relevant academic field
- At least five years of directly relevant managerial or professional experience
- At least two years of experience as an instructor or clinical instructor in a university environment

In order to be eligible for promotion to Clinical Associate Professor:
- Time in rank (usually five years). Faculty with initial appointments to Clinical Assistant who have achieved tenure and promotion at another AACSB accredited institution will be eligible for promotion in three years.
- Candidate MUST demonstrate **success** in Teaching and Service consistent with expectations for tenure-track faculty seeking promotion to Associate, unless special circumstances are documented in appointment agreements and/or special administrative or other responsibilities have been assigned.
- Candidate MUST demonstrate **success** in the Contributes Knowledge to Discipline **AND** produce evidence of activities designed to maintain professional competence.

Required for Initial Appointment to Clinical Associate Professor:
- Generally a doctoral degree is required but a terminal degree (such as a JD) relevant to a specific academic field may be considered
- At least five years of experience as an instructor, clinical instructor, or assistant professor in a university setting **OR** five years in a *directly relevant* occupational, leadership, managerial or professional position
- Scholarly productivity meeting the research requirements for tenure-track associate professor **OR** documented general recognition of *special expertise* through professional activities, managerial experience, or leadership activities in business or professional organizations.

In order to be eligible for promotion to Clinical Full Professor:
- Time in rank (usually five years). Faculty with initial appointments to Clinical Associate who have achieved tenure and promotion to full professor at another AACSB accredited institution and who have served in that capacity for three or more years will be eligible for promotion to Clinical Professor after three years of service at Missouri State University.
- Candidate MUST demonstrate **success/sustained success** in Teaching and Service consistent with expectations for tenure-track faculty seeking promotion to Full, unless special circumstances are documented in appointment agreements and/or special administrative or other responsibilities have been assigned.
- Candidates MUST demonstrate **sustained success** in the Contributes Knowledge to Discipline dimension **AND** MUST demonstrate **sustained success** in at least one of the Contributing Standards.

Required for Initial Appointment to Clinical Full Professor:
- Generally a doctoral degree is required, but a terminal degree (such as a JD) relevant to a specific academic field may be considered
- At least five years of experience as a clinical associate or associate professor in a university setting
- Scholarly productivity meeting the research requirements for tenure-track Full Professor **OR documented**, wide-spread professional recognition as a leader in one's field.

Required for Initial Appointment to Instructor
- Minimum of a Master's Degree in a relevant academic field
- At least five years of directly relevant managerial or professional experience
- At least two years of experience as an instructor or clinical instructor in a university environment
- An instructor is appointed to teach full-time and provide appropriate service. Contingent on satisfactory performance and department needs an instructor's appointment can be renewed without limits.

In order to be eligible for Promotion to Senior Instructor
- At least five years of service as an Instructor at Missouri State University.
- Candidate must meet performance criteria outlined in this document to apply for and to be promoted to Senior Instructor. The appointment will be to a specific term not to exceed five years [3.5.2.].

Clinical Faculty and Instructors who meet the appointment criteria for a tenure-track faculty position are eligible to apply for, and be appointed to, open tenure-track positions. However, time spent in service at Missouri State in a non-tenure track appointment will not be counted toward the probationary period for promotion and tenure [3.5.1]. Time spent in a tenure-track or tenured position at another university may be considered in the determination of the tenure clock or the rank of the appointment. Senior Instructors who meet the hiring criteria for a Clinical Position are eligible for appointment to open Clinical Faculty positions.

Clinical Professional Productivity/Research Matrix Part 4A – Required Standards for Promotion to Clinical Associate Professor and Promotion to Clinical Full Professor

Promotion to Clinical Associate Professor requires <u>success</u> in this dimension.
Promotion to Clinical Full Professor requires <u>sustained success</u> in this dimension.

1. <u>Contributes Knowledge to Discipline [4.3.4.2.1]</u>: "*Translates new knowledge in their discipline into measurable improvements in clinical practices and outcomes and/or translates clinical practice into new knowledge. The criterion for this goal requires communication of outcomes to peers through conference presentations, workshops, peer-reviewed and non peer-reviewed publications or sponsored research/contracts.*"

Required Professional Productivity/Research Performance Standard	How Performance is to be Documented and Evaluated	Candidate's Description of Performance Related to Standard	Documentation Location
Minimum Quantity Requirements: Ten (10) professional productivity activities during the review period. This equates to a minimum requirement of ten (10) activities for an Assistant Professor applying for promotion to Associate Professor and an additional ten (10) activities for an Associate Professor applying for promotion to Full Professor. Professional productivity/Research advances knowledge and practices in clinical professions, promotes development of clinical faculty, and enhances the quality of clinical education for students. Evidence of professional productivity includes the following. Other activities may also be considered if deemed relevant. 1. Editor or co-editor of a practitioner journal or magazine 2. Associate editor or on the editorial board of a practitioner journal or magazine 3. Membership on the Board of Directors of a company or non-profit agency 4. Leadership role in a professional organization 5. Consulting activities 6. Delivery of executive education, training, or invited speeches for a business or trade group 7. Creation of instructional software or other instructional support materials that are used by others outside the university 8. Reviewer for publications/conferences 9. Attendance at a professional conference 10. Service as a conference committee member, discussant 11. Obtaining a new professional license or certification 12. Maintenance of a professional license or certification 13. Non peer reviewed publication of an article in a practitioner or trade magazine 14. Conference presentations 15. Peer-reviewed publication of an article in an academic journal Minimum Quantity Requirements for productivity may also be met through the following options: 1. Three (3) peer-reviewed journal articles 2. Two (2) peer-reviewed journal articles + two (2) activities from the above list 3. One (1) peer-reviewed journal article + four (4) activities from the above list **Minimum Quality Requirements:** The quality of engagement and productivity/outcomes will be assessed. Assessment of quality may include the length of participation in the activity, degree of effort required of the candidate, and outcomes produced as a result of the candidate's efforts. Quality standards of peer-reviewed journal publications are the same as those used for tenure track faculty. *It is incumbent upon the faculty member to describe their productivity and degree of engagement and how their activities satisfy the *"communication of outcomes to peers"* criterion.	~ Peer review of professional productivity/research statement verifying that the number of activities meet minimum requirements. ~ Peer review of professional productivity/research statement to evaluate indicators of productivity impact/quality including, length of participation, role of the candidate, effort and time required, and results produced, etc.) ~ Peer review of professional productivity/research statement to evaluate indicators of the candidate's overall contribution to the field.		

Clinical Professional Productivity/Research Matrix Part B – Contributing Standards for Promotion to Clinical Associate Professor and Promotion to Clinical Full Professor

2. <u>**Application of Clinical Expertise to Provide Expert Service to the Local and Professional Community [4.3.4.2.2]:**</u> Clinical faculty members meet this criterion if they provide "*evidence of positive outcomes within the practice setting.*"

3. <u>**Transmission [4.3.4.2.3]:**</u> "*Clinical faculty members meet this goal by documenting special accomplishments in sharing clinical expertise or research with a broad audience.*"

4. <u>**Involvement of Students [4.3.4.2.4]:**</u> "*Professional practice and scholarly activities are of added value to the University mission if the work involves students, either undergraduate or graduate, as active participants in the process.*"

Contributing Professional Productivity/Research Examples	How Performance is to be Documented and Evaluated	Candidates Description of Performance Related to Standard	Documentation Location
2. <u>Application of Research to Provide Expert Service to the Local and Professional Community:</u> Using one's professional expertise in helping solve a problem or address a situation that is of public interest. This can most clearly be demonstrated by acting as a consultant to organizations (public or private) that serve the public interest. Evidence of positive outcomes may also include field assessments, employer surveys, and recognition by professional peers in the form of awards, commendations, and requests for service. It is incumbent upon the faculty member to describe how their activities satisfy this criterion.	~ Peer review of candidate's professional productivity/engagement statement and other documents providing evidence of the use of the candidate's professional expertise to help solve a problem or address a situation of public interest.		
3. <u>Transmission:</u> Interviews, presentations, panel discussions, or publications, which draw on the faculty members' scholarly expertise and for which the audience members are practitioners, university groups, community groups, or the general public shall qualify as "transmission."	~ Peer review of candidate's professional productivity/engagement statement and other documents providing evidence of transmission of research beyond that required for peer review.		
4. <u>Involvement of Students:</u> Involvement of students in research can range from mentoring or advising student research projects to coauthoring with students on research projects.	~ Peer review of candidate's professional productivity/engagement statement and other documents providing evidence of the involvement of students in research.		

VII. Department Personnel Committee Structure

Our Department Personnel Committee (DPC) [4.8.3.] is a standing committee of the whole, with the exception of (1) those in administrative positions such as Department Head who are excluded from participation as a member of the DPC and may not deliberate nor vote with the committee, and (2) faculty on sabbatical who will not vote nor count in establishing quorum. The DPC is responsible for annual reviews of probationary faculty, as well as all tenure and/or promotion recommendations.

The exact membership of the committee will vary depending on the level of the rank being considered. For **tenure and promotion to Associate,** the DPC will consist of all full-time tenured faculty. For **promotion to Full,** only those who currently hold the rank of Full Professor can vote. (Emeritus status simply requires an affirmative vote of the department full-time faculty [14.2].) All committees must consist of at least three members.

If there are at least 3-4 faculty of appropriate rank, the DPC will seek consent from the faculty being evaluated and the permission of the Dean to continue the evaluation with fewer than five members on the committee. If the candidate is uncomfortable with fewer than five members, the candidate can request that faculty from a different department in College of Business supplement the committee to bring the committee to five members. If at least two departmental faculty are eligible to serve on the committee, the majority of the committee members cannot come from outside the department. Details for the selection of the additional committee members will be governed by the language in *Faculty Handbook*.

The Department Personnel Committee chairperson will be selected by a vote of the tenured faculty at the first departmental meeting of the academic year. The chairperson will be responsible for receiving appropriate forms and supporting documentation, calling meetings, and forwarding committee recommendations to the Department Head and faculty members. The Departmental Personnel Committee will meet, confer, and vote to establish the Management Department faculty recommendation. The recommendation will include the rationale for the decision and whether it was a consensus decision [4.8.3.]. If there is a split vote among tenured faculty, the minority may file a report, signed by each member of the minority, which will be forwarded with the majority decision.

Departmental Personnel Committee meetings regarding promotion and tenure decisions are among the most important decisions faculty members must make. While every effort will be made to accommodate individual schedules, faculty members need to recognize the importance of these meetings and that attendance and participation in them is required as part of their role as a university faculty member. As these meetings are very infrequent, yet very important, voting committee members are asked to schedule family and personal activities to avoid conflicts with committee meetings. Meetings and procedures must follow these rules:

A. Guidelines for Tenure and Promotion Meetings

- Meetings must be scheduled so that there are no conflicts with any voting faculty's teaching schedule.
- Any meeting in which a formal vote will be taken must be scheduled by the committee chairperson and announced *at least one week* prior to the meeting (this can be waived by consensus of the committee).
- The committee chairperson should make every effort to schedule this meeting to accommodate the needs of all faculty members.
- If it is not possible to schedule meetings during the workday, meetings can be scheduled outside the workweek if necessary and attendance is required.

- No vote can be held without a quorum of faculty present and participating in deliberations. A quorum for any vote will be at least three-fourths (75%) of the eligible faculty. Written proxy votes containing the following shall count toward meeting quorum even in the physical absence of the faculty member; (1) a separate vote on each evaluation area (teaching, research, and service), (2) an overall vote of grant or do not grant tenure and promotion, **and** (3) the voter's rationale for each vote based on the criteria established in this document and a careful review of the applicant's credentials. Proxy votes not meeting all of these guidelines will be disallowed.

B. Guidelines for Tenure and Promotion Votes

- Votes for tenure and promotion are cast simultaneously.
- All votes must take place in face-to-face meetings using secret ballots, unless waived by consensus.
- A favorable vote for tenure and promotion requires a majority vote of the department's eligible faculty voters. Eligible voters include all tenured faculty above the rank of the candidate whether in attendance or not. However, no department member with an administrative appointment will be eligible to participate or vote.
- The Personnel Committee Chair will prepare a ballot that will include yes-or-no votes for each of the criterion measures for tenure and promotion: teaching, research, and service and an overall evaluation of grant or do not grant tenure and promotion.
- If the vote is unanimous, no further vote need be taken and the initial ballot will be considered final. If the vote is not unanimous, the evaluations will be recorded and discussed.
- After sufficient discussion, a second vote will be taken. If the vote is unanimous, no further vote need be taken. If the vote is not unanimous, committee members may accept the results of the second vote by consensus or individual members may request further discussion of voting outcomes. If the discussion reveals additional facts or concerns a third vote may be requested by committee consensus.
- The third vote will be cast in which committee members will offer an up-or-down vote in each of the three criteria and an overall vote. The results of this vote will be final and binding.
- The committee chair will provide the exact overall vote for tenure and/or promotion to the Department Head but will not include the exact vote in the committee's written recommendation.

VIII. Review of Tenure and Promotion Guidelines

We will re-evaluate our tenure and promotion guidelines every 3 years. However, we may revise them more frequently if the Faculty Handbook is revised or if a majority of tenured faculty vote to re-evaluate the guidelines before the next scheduled review.

- When the guidelines are to be reviewed, the **Promotion and Tenure Guidelines Subcommittee** will be formed by a vote of the tenured faculty at the initial department meeting of the academic year (late August/early September). The committee will consist of at least three tenured members of the department faculty.

- All tenured faculty members should submit their suggested modifications, additions, and/or deletions to the subcommittee chair by October 1. Untenured faculty should feel free to express their suggestions to a member of tenured faculty so that their concerns may be heard as well.

- The subcommittee chair will call a meeting of the subcommittee to consider and consolidate the suggestions received. Within one week of this subcommittee meeting, the subcommittee will

circulate the proposed modifications, if any, to all tenured faculty members and schedule a meeting of all tenured faculty to discuss the proposed modifications.

- The chair of the **Promotion and Tenure Guidelines Subcommittee** will call a meeting of all tenured faculty to discuss proposed modifications.

- The proposed modifications will be presented to all active tenured Management Department faculty for a vote and considered adopted into the **Promotion and Tenure Guidelines** *only* if a *majority* of all active tenured Management Department faculty vote to adopt the proposed modifications.).

- The modifications to the **Promotion and Tenure Guidelines** will be submitted to the **Department Head** for subsequent administrative approval.

IX. Annual Performance Reviews

The *Faculty Handbook* states that performance evaluations shall be conducted annually for all full-time faculty [4.6.6]. Below is an overview of the actions, documentation, and timeline of the Annual Review Process. A calendar containing exact dates for the process can be found on the Academic Master Calendar on the Provost's Website.

We have agreed to forgo committee performance reviews in years in which there is no performance-based (merit) component of salary. In these years, the Department Head will provide evaluations of faculty. For years in which a performance-based component of salary is anticipated, the Department Personnel Committee will perform the evaluations.

Performance reviews must be consistent with individual faculty roles and performance criteria described in tenure and promotion documents and COB policies, as set forth in the Merit Guidelines. Faculty may appeal performance ratings based on procedures described in the *Faculty Handbook*.

February: Dossiers due to the Department Heads. Probationary faculty should see Section V of this document for the contents of their dossier. Tenured faculty should provide the information requested by the Department Head.

March: In non-merit years, the Department Head will review faculty dossiers and complete an evaluation. Department Heads will have individual meetings with faculty to review the evaluations. Faculty will be asked to sign the original evaluation form and will be provided with a copy for their records.

In merit years, the dossiers containing the information requested by the DPC will first go to the DPC for review. The DPC will then provide a written evaluation of the faculty member to the Department Head who shall then recommend a composite rating to the Dean and meet with the faculty member.

April: Department Heads provide evaluations and ratings to the Dean for review. If the Dean modifies the rating, the Dean must provide a compelling rationale for the change in writing to the Department Head, to the departmental personnel committee, and to the affected faculty member.

X. Curricular Process

1. Curricular proposals are initiated by departmental faculty and submitted to the Curriculum Committee for review.
2. The Curriculum Committee is required to call a meeting of the full MGT faculty for discussion and questions if the proposal involves Substantive changes as classified by the Faculty Senate. The Curriculum Committee must give five business days' notice of said meeting. Non-substantive changes as classified by the Faculty Senate, do not require a meeting.
3. The Curriculum Committee has five business days to post the meeting minutes and a ballot. Said ballot will contain the option of "Approve as Proposed" as well as separate options for any proposed amendments.
4. Faculty will have five business days to vote anonymously. Voting on all curricular issues – both Substantive and Non-substantive will take place electronically.

XI. Curriculum Committee

Membership on the curriculum committee is open to all faculty within the department, but at least one members should be tenured. Self-nominations are welcome and a vote will be taken in the fall of each year to select the five members. The Curriculum Committee chair will be selected by the Committee within two weeks of the selection of the Committee members.

College of Business Committees

XII. College of Business Committees

In line with University expectations regarding shared governance, we have an obligation to serve on college as well as departmental and university level committees. Below are the standing College of Business Committees as well as any qualifications necessary to serve.

1. Appointed by Department Head in Consultation with Dean

The following committees have been listed by COB as to be staffed by Department Head appointment. Faculty interested in serving on one of these committees should voice their interest

COB Scholarship Selection Committee: Reviews student scholarship applications and chooses the best match according to the donor's wishes for COB scholarships. Selects COB recipients. No responsibility for the banquet. Individual departments select their departmental scholarship recipients and report their choices back to the chair, who enters selections into Scholarship Manager. Committee meets in March for this work.

COB Faculty Scholarship and Awards Committee: Selects the COB Outstanding Scholarly Activity Awards (Outstanding Empirical Paper, Outstanding Non-empirical Paper). Also reviews COB sabbatical proposals and provides input to Dean on merit of applications. Deadlines for these decisions are in February.

Student Appeals Committee: Reviews appeals from students who have been academically suspended and makes recommendations to the Associate Dean.

Assurance of Learning (AoL) Revision Committee: Reviews AoL data annually and provides input for continuous improvement. The Coordinator of Accreditation and Assessment will provide support. Representatives are needed for B.S. in Business, MBA, and MHA.

2. Elected by Department

COB Budget Committee: Provides input to the Dean on budget related matters. Membership is open rank.

COB Personnel Committee: Serves in an advisory capacity on matters of tenure, promotion, and continuation of appointment as needed. Also serves as PSIP committee (non-tenured members recused from this duty. Associate Dean oversees the process.

Faculty Executive Committee: Reviews COB policies and procedures as requested by the Dean. Two elected reps from each department; ranked faculty members. Staggered 2-year terms.

College Council: Approves undergraduate curriculum changes proposed by individual departments. Acts as advisory to graduate curriculum changes proposed by individual departments. Elected in the spring concurrent with Faculty Senate elections. Department Heads will communicate the changes to the University Level. Ranked faculty members. Two-year term.

MBA Curriculum and Policy Committee: Makes recommendations on MBA policy such as admission criteria, as well as reviews MBA program and curriculum at least once every two years and makes recommendations as appropriate. Under the direct supervision of the Director of MBA Program. Members must be graduate faculty.

Undergraduate Core Curriculum Committee: Reviews core courses, benchmark data, and AoL data to recommend curricular changes to the COB core. A full curriculum review will be conducted every three years.

XIII. University Committees

University Faculty Senate (Elected)

University Graduate Council (Appointed by Department Head)