

BUSINESS ADMINISTRATION
DEFINITIONS AND STANDARDS
FOR REAPPOINTMENT, PROMOTION, AND TENURE

May 9, 2012

DEFINITIONS OF TEACHING, SCHOLARSHIP, AND SERVICE

TEACHING

The category of teaching includes the following:

- teaching in the curriculum
- developing course materials and/or curriculum
- creating/adapting educational technology applications
- writing/securing/implementing education program grants
- developing pedagogical innovations and inquiries (as differentiated from the scholarship of teaching and learning).

Additional items may be identified and considered as teaching activities. Such activities must have the prior approval of both the department and the faculty member.

The following are approved teaching activities indicators which will be evaluated:

1. Course syllabi that are consistent with university established standards.
2. Course learning goals and objectives and student learning outcomes which are clearly stated, consistent with the content and level of the course, and approved by the faculty-at-large.
3. An established clearly defined and fair grading system.
4. Classes held at regularly scheduled times.
5. Adherence to scheduled office hours for meeting with students and being available to students by appointment.
6. Positive assessments of teaching through peer evaluations based on classroom visitations.
7. A statement of formal educational philosophy which guides your teaching and enhances student learning.
8. Listing of courses taught during the review period, course syllabi, teaching materials, teaching strategies, exams and other evaluation strategies (e.g. term papers, journals, grading rubrics, etc.),
9. Evidence of holding classes as scheduled whether online, hybrid, or in a live classroom.
10. A discussion of Perceived Teaching Effectiveness (PTE) numerical and narrative data.
11. A demonstrated continuing commitment to improving and maintaining the quality of the teaching as indicated by workshops attended, memberships in professional organizations, type of research involvement, and letters from the Chair.
12. Integration of course design principles into course materials for student-centered learning based on learning outcomes.
13. Activities which demonstrate direct student engagement in the learning process of the course.
14. Documentation of assessment based on student perception of the learning experience (PTEs), indirect measures (Student survey or feedback) and direct measure (embedded).

SCHOLARSHIP

Evidence of scholarship includes the following items:

1. Publication by a reputable and known publisher of a book in Business Administration.
2. Publication of peer-reviewed articles in refereed journals, or book chapters in an edited volume.
3. Award and completion of funded research projects.

4. Editor of a peer-reviewed journal, monograph, or volume.
5. Leading of workshops or short courses of instruction based on original research for other professional business scholars. Leading of seminars or sessions based on original research at scientific meetings.
6. Delivery of peer-reviewed presentations at scholarly national, regional, or local conferences at which referenced abstracts are published.

Additional categories may be added based upon the prior mutual consent of the individual faculty member and the College of Business.

SERVICE

It is expected that faculty is actively involved in service that contributes to the effective functioning of the university, community, and business disciplines.

Definition: For purposes of Reappointment, Tenure, and Promotion, service is defined as follows:

1. University Service
 - a. Service on standing university committees such as the Academic Senate and/or related university level committees, including search committees
 - b. Service on College committees
 - c. Service on Business Administration department committees
 - d. Service or contribution to recognized student organizations
 - e. Contribution to program accreditation
 - f. Additional contributions, given area of expertise, to community organizations and/or partnerships to satisfy the accreditation requirements for professional development.
2. Activities defined as Community Service include the following:
 - a. Speaking engagements to professional business organizations or associations
 - b. Consulting work for community groups related to the business administration disciplines represented in the curriculum and/or teaching, program development or curriculum innovations
3. Activities defined as Professional Service include the following:
 - a. Holding office in a professional organization or other formal relationship with a professional organization that enhances the development of professionals
 - b. Serving as chair or director special events sponsored by an organization
 - c. Serving as chair or member of a professional organization
 - d. Speaking engagements for professional organizations
 - e. Organizing scholarly meetings

STANDARDS FOR REAPPOINTMENT

TEACHING

The faculty member must adhere to the Policy for Reappointment, Tenure and Promotion Procedures in which a written Professional Plan is developed in the first year of appointment that includes teaching, scholarship, and service. This plan and any subsequent revisions is one of the bases for review throughout the probationary period. The faculty member should refer to the policy for details regarding the review process.

A probationary faculty member must demonstrate satisfactory performance in all of the teaching activities specified in the Business Administration RTP definitions. In line with the past Perceived Teaching Effectiveness (PTE) ratings, the college expects that faculty have an average rating of 80 percent or higher in the strongly agree/agree categories (combined across all the items listed in the PTE form)

provided that no items should be rated significantly below the average. Faculty should discuss other factors related to their teaching to help evaluators gain a comprehensive view of the faculty member's teaching performance.

Faculty would provide an explanation for a rating below this average and a plan for improvement. Faculty should demonstrate improvement throughout the probationary period and should achieve this standard by the final probationary year.

SCHOLARSHIP

The faculty member must adhere to the Policy for Reappointment, Tenure and Promotion Procedures in which a Professional Plan must develop in the first year of appointment that includes teaching, scholarship, and service. This plan and any subsequent revision is one of the bases for review throughout the probationary period. The faculty member should refer to the policy for details regarding the review process.

A probationary faculty member must demonstrate satisfactory progress toward the standards for tenure required for scholarship as described in the Business Administration RTP definitions. Specifically, a probationary faculty, in consultation with their department chair, should have a plan and reasonable work in progress in order to reach the minimum expectation of three qualified, refereed journal articles or equivalent. Demonstration of satisfactory progress must be evidence-based and provide reviewers of the SIF and WPAF with sufficient information and discussion of progress to make a valid assessment. This includes documentation and discussion of work in progress, particularly submissions of peer-reviewed work and plans for resubmission of unpublished work.

SERVICE

The faculty member must adhere to the Policy for Reappointment, Tenure and Promotion Procedures in which a Professional Plan must develop a written Professional Plan in the first year of appointment that includes teaching, scholarship, and service. This plan and any subsequent revisions is one of the bases for review throughout the probationary period. The faculty member should refer to the policy for details regarding the review process.

A probationary faculty member must demonstrate satisfactory performance and progress in the area of service through consistent and progressive contributions to the division, school, and college/university throughout the probationary period. Demonstration of satisfactory progress must be evidence-based and provide reviewers of the SIF and WPAF with sufficient information and discussion of progress to make a valid assessment.

It is the responsibility of the faculty member to provide concrete proof of service, including documentation and discussion of significant roles, duties, accomplishments, etc.

STANDARDS FOR TENURE

TEACHING

A faculty member must demonstrate a commitment to teaching excellence and successfully meet the following teaching requirements:

1. Statement of formal educational philosophy which guides the faculty's teaching and enhances student learning.
2. Listing of courses taught during the probationary period, course syllabi, teaching materials, teaching strategies, exams and other evaluation strategies (e.g. term papers,

journals, grading rubrics, etc.). Evidence of teaching excellence will be demonstrated by the following items:

- a. Course syllabi that are consistent with university established standards.
- b. Course learning goals and objectives that are clearly stated, consistent with the content and level of the course, and approved by the faculty-at-large.
- c. Demonstrated commitment to teaching and achieving and maintaining a high level of teaching performance.
- d. Clearly defined and fair grading system.
- e. A history of conducting classes at regularly scheduled times.
- f. A history of adhering to scheduled office hours for meeting with students and being available to students by appointment.
- g. Evidence of encouraging and expecting a high level of student performance in all classes.
- h. Positive assessments of teaching through peer evaluations based on classroom visitations.

3. Discussion of Perceived Teaching Effectiveness (PTE) numerical and narrative data. Special attention should be given to insightful analyses of these materials, including in-depth analyses of the PTE ratings and comments, and evidence and evaluation of efforts made to attain and maintain teaching competency and experimental approaches designed to maximize student learning outcomes.

In line with the past Perceived Teaching Effectiveness (PTE) ratings, the college expects that faculty have an average rating of 80 percent or higher in the strongly agree/agree categories (combined across all the items listed in the PTE form) provided that no items should be rated significantly below the average. Faculty should demonstrate improvement throughout the probationary period and should achieve this standard by the final probationary year.

4. Demonstration of a continued commitment to improving and maintaining the quality of the teaching as indicated by workshops attended, memberships in professional organizations, type of research involvement, and letters from the Chair.

SCHOLARSHIP

The quality of faculty publications is important and high quality should be recognized and encouraged. It is recognized that the quality of publications varies significantly as do the criteria by which quality is judged, due to significant difference between types of publications. By recognizing and providing quality guidelines faculty are encouraged to reach for higher levels of excellence. Publication quality will be determined by overall reputation and perception of the publication or similar publications by academics in the discipline. Publications are often judged by the number of times the work is cited by other colleagues. The quality of books and monographs may also be judged by the number of copies sold and the level of recognition in the discipline. Journal quality, in particular, may be manifested in measures such as acceptance rates, number of issues published (age), reputation of the editorial board and editor, sponsorship of the journal, number of reviewers and utilization of blind review and other relevant factors. Many of these factors are found in Cabell's Directory of Publishing Opportunities, which has directories for Accounting, Economics, and Finance, Management, Marketing, and Computers. It is recognized that none of these factors are definitive, but considering many or all will yield a reasonable answer to the question of journal quality. Article quality will be assumed to be related to journal quality but additionally be determined by knowledgeable individuals in the academic discipline. Other factors, such as the number of coauthors will be taken into consideration.

The following is required for promotion to associate professor and tenure:

1. A minimum of three qualified, refereed journal articles or equivalent over a six-year period is required for promotion to associate professor and granting of tenure. Candidates for promotion to associate professor and tenure apply in the fall of their sixth year of service. Publications must be peer-reviewed and published by a recognized press. In the case of multiple authors, the faculty member must describe and provide evidence of his/her contribution, which must reflect a significant scholarly endeavor. The co-authored publication is to be fully counted as one publication or a fraction thereof. The “qualified” status of these articles will be assessed and determined by the RTP department committee and the department chair.

2. An additional item from the following list:

- publication in a refereed journal (academic, professional, and pedagogical);
- research monograph;
- scholarly book;
- chapter in a scholarly book;
- textbook;
- proceeding from a scholarly meeting;
- publication in a trade journal;
- written cases with instructional material; or
- instructional software.

Publications may be “bunched” together and appear in the same year. Only work that is accepted, in press, or published by the end of the probationary period will be given credit.

Additional items may be identified and considered as scholarly activities. Such items must have the prior approval of both the department and the faculty member.

SERVICE

A faculty member must demonstrate a consistent record of active participation in the area of service throughout the probationary period. Yearly evidence of:

- Satisfactory participation as a departmental advisor.
- Mandatory attendance of departmental meetings and service on all department.
- Satisfactory participation in at least five college or university committees.
- Two years of service at the professional local or regional level.

For service to be considered satisfactory, faculty must participate in a minimum of 10 service activities throughout the probationary period with at least half of these at the division, school, and college/university levels. Faculty must provide a thorough description of the contributions made as a participant in each service activity cited. Satisfactory participation is determined by tenured members of the department.

STANDARDS FOR PROMOTION
INTRODUCTION
TEACHING
SCHOLARSHIP
SERVICE

These definitions and standards for reappointment and tenure are a clarification of the current RTP procedures by the AA Office after consultation with department chairs in the business program and are subject to periodic review and approval by tenured faculty in the business program. The next periodic review is scheduled for fall 2012. Faculty can opt in to future RTP procedures.

NOTE: 1. Department becomes the unit for comparison purposes since some subjects are perceived to be more difficult to teach than others.


SIGNATURES:


Accounting and Finance Department Chair

5/29/2012
Date


Management and Marketing Department Chair


5/29/2012
Date


Information Systems and Operations Management
Department Chair

5/29/2012
Date


Dean

5/29/12
Date


Provost and Vice President of Academic Affairs

5/30/12
Date