

Promotion, Tenure, and Post-Professorial Merit Guidelines
Department of Accounting, Economics and Finance
Southeast Missouri State University
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This document is intended to achieve the following three objectives:

- A) Set forth a promotion and tenure program that is consistent with the Association to Advance Collegiate Schools of Business (AACSB) guidelines.
- B) Provide guidance for candidates for promotion and tenure.
- C) Provide guidelines of the promotion and tenure process within the Department of Accounting, Economics, and Finance in Donald L. Harrison College of Business & Computing at Southeast Missouri State University. These guidelines contain (1) critical definitions, (2) examples of evidence within the three required categories (teaching, professional growth, and service), (3) performance appraisal criteria for each of the three categories, and (4) requirements for promotion and tenure.

Definitions

Satisfactory: The quantity and quality of accomplishments represent an acceptable level of performance, but do not exceed that which is expected of all faculty.

Significant: The word “significant” means that the set of accomplishments are judged to be meaningful or important. Further indicators of significance are contained in each of the three areas.

Sustained: the word “sustained” means that there is a series of accomplishments over the review period, in each area addressed (i.e., teaching, professional growth and service).

Category: a category refers to sections indicated by capital letters (A, B, C) under each of the three areas (I, II, III).

Item: an item refers to subcategories indicated by numbers (1,2,3, etc.) under a category.

I. Teaching Effectiveness: Effective teaching, the most important of the three major responsibilities of the faculty member, may be demonstrated by the faculty member by the use of a variety of sources which indicate (A) delivery of effective instruction, (B) currency in his/her instructional field, and (C) accessibility to students. For promotion and/or tenure, candidates shall submit a portfolio of evidence on teaching effectiveness.

The information presented in the following three categories is not meant to be an exhaustive or all-inclusive list of the types of evidence a faculty member may provide. Instead, its purpose is to provide examples of the types of information that a faculty member may present to support his/her candidacy. It should be remembered that student evaluations are affected by a variety of factors including: course difficulty, time of day, grade distribution, to name a few and high evaluations are not sufficient evidence of effective teaching, nor are low evaluations necessarily indicative of ineffective teaching without further evidence. The portfolio to support teaching might include examples of tests, homework assignments, computer projects, library assignments, writing assignments/projects and other materials that provide evidence of effective teaching. In addition, the order of items in the list does not necessarily reflect their importance in the promotion/tenure process.

A. Delivery of Effective Instruction

Delivery of effective instruction is typically demonstrated by the faculty member through the presentation of output measures such as the following:

1. Effective course planning activities and materials (class syllabi, course outlines, bibliographies, assignments, exams, graded student work, course materials, etc.), number of course preparations, new courses taught, instruction in different programs, and other evidence of delivery of effective instruction.
2. Chairperson and/or Dean and/or Peer evaluations (including classroom observation reports).
3. Participant evaluations of teaching effectiveness during workshops and/or seminars conducted.
4. Student and/or alumni responses to assessment instruments (alumni surveys, etc.) used by various University entities.
5. Engagement with students in efforts to acquire formal and/or informal student feedback.
6. Integration of activities and information focusing upon the various issues and areas required for inclusion in the B.S.B.A core courses (e.g. written and oral communication, technology, ethics, etc.).
7. Use of tools or software for delivery of effective instruction and student performance outcomes.

8. Student evaluations of instruction (a summary of the results of neutrally administered student evaluations of instruction conducted during the relevant time period). By University policy, candidates may not be compelled to report the results of student evaluations.
9. Classroom examples that have been developed from the candidate's own published research.
10. Self-assessment of the candidate's strengths in teaching and the continuous improvement efforts made toward teaching effectiveness.

B. Currency in the Instructional Field

Currency in the instructional field is typically demonstrated by a variety of input measures, including the following:

1. Development of new courses (including on-line courses not previously offered as online courses) and/or proposals for new courses.
2. Major revisions to existing courses.
3. Development of new academic programs.
4. Incorporation of library assignments and computer usage in classes.
5. Attendance at conferences, seminars, and workshops related to maintaining currency in the instructional field.
6. Development of innovative instructional techniques and/or course materials.
7. Application of new instructional technologies in the classroom.
8. Development and maintenance of course web presences.
9. Attainment and maintenance of University-mandated certification for online courses.
10. Integration of "real-world" examples or practical applications in classes.
11. Publication of textbook (this may be included as evidence of professional growth, but may not be counted in both categories.)
12. Publicly available materials describing the design and implementation of new curricula or courses, such as Canvas Commons, the Nearpod School Library, YouTube, the faculty member's website, etc. (this may be included as evidence of professional growth, but may not be counted in both categories.).
13. Attendance at conferences, seminars, and workshops for gaining new knowledge in the discipline and/or for improvement of teaching.
14. Candidate has published research papers in the disciplinary field for which they teach classes.
15. Completion of textbook reviews.
16. Achievement/Maintenance of professional certification.
17. Continuing education required to maintain professional certification.
18. Other evidence of currency in the instructional field.
19. Self-assessment of currency in the instructional field.

C. Accessibility to Students

Accessibility to students may be demonstrated by the faculty member through a combination of the following input and output measures:

1. Quality academic/career advisement of students (informed, up-to-date advising of students regarding course selection, program changes, career opportunities, and information on graduate programs).
2. Supervision of student projects, such as graduate papers, theses, and independent studies, and/or serving on a student's graduate committee.
3. Involvement in student programs, such as the University Honors Program.
4. Advisor (sponsor) of and/or other involvement in student organizations.
5. Supervision of students in state and national competitions.
6. Helping students obtain internships and/or employment.
7. Involving students in research projects.
8. Interaction with students outside the classroom, such as book club discussions, extra help sessions, etc.
9. Written letters of recommendation for students for such purposes as graduate school, internships, employment, etc.
10. Other evidence of accessibility to students.
11. Self-assessment of accessibility to students.

Performance Appraisal of Teaching

Outstanding: Sustained and highly effective instruction must be demonstrated by a portfolio with evidence from section I (Teaching Effectiveness). To achieve a performance rating of OUTSTANDING, the candidate must present evidence of sustained highly effective delivery of instruction through Item #1 and three other items in category I.A. and evidence of involvement in six items under I.B. and/or I.C.

Superior: Sustained and effective instruction must be demonstrated by a portfolio with evidence from section I (Teaching Effectiveness). To achieve a performance rating of SUPERIOR, the candidate must present evidence of sustained effective instruction through item #1 and two other items in category I.A and evidence of involvement in four items under I.B. and/or I.C.

Good: Sustained and effective instruction must be demonstrated by a portfolio with evidence from section I (Teaching Effectiveness). To achieve a performance

rating of GOOD, the candidate must present evidence of sustained effective instruction through item #1 and one other item in category I.A and evidence of involvement in two items under I.B. and/or I.C.

Unacceptable: Insufficient evidence of delivery of effective instruction and/or lack of involvement in one of the other two areas.

II. Professional Growth

Professional growth may be demonstrated by the faculty member through a variety of scholarly and professional development activities. The lists in sections A and B below should serve as examples, not an exhaustive list, of evidence a faculty might provide to show evidence of professional growth. Significance is reflected in a body of scholarly work published in respected national/international outlets. Indicators of respect include stature and distribution of the outlet, its listing in bibliographic databases, and citation of the scholarly work. The candidate should indicate his/her role in multiple author publications that conveys scholarly involvement beyond editing, word processing, or creating tables and diagram.

A. Scholarly Activities

1. Publications in national/international refereed journals (academic, professional, pedagogical).
2. Research monographs.
3. Scholarly books.
4. Chapters in scholarly books.
5. Textbooks.
6. Refereed peer reviewed publications in regional journals.
7. Refereed publications in electronic journals.
8. Award and completion of substantial (e.g., Federal) competitive external grant/grants (i.e., awarded on the basis of rigorous external review) that results/result in publicly available products.

B. Other Scholarly Activities and Professional Development

1. Non-refereed publications.
2. Refereed presentations and proceedings.
3. Non-refereed presentations and proceedings.
4. Published cases with instructional materials.
5. Published instructional software.
6. Published book reviews.
7. Works in progress.
8. Served as reviewer (journals, conferences, books, granting agencies, etc.).

9. Professional conferences, seminars, or institutes attended (give place and date).
10. Education or professional experience contributing to effectiveness as a faculty member.
11. Achievement/maintenance of professional certifications.
12. Participation in faculty internships.
13. Honors received.
14. Research-related workshops attended (ex: research methods workshops, grant writing workshops).
15. Research awards and recognitions.
16. Grants awarded, research support, and professional listings.
17. Travel which contributes to effectiveness as a faculty member.
18. Other significant scholarship activities (not listed elsewhere).
19. Other evidence of professional development (not listed elsewhere).

Performance Appraisal of Professional Growth

Outstanding: To achieve a performance level of OUTSTANDING, the candidate must present evidence of significant accomplishments in Scholarly Activities (Section A) and evidence of sustained involvement in Other Scholarly Activities and Professional Development (Section B). For example, this requirement may be met by 1) three national/international refereed journal publications in a five-year period, evidence of an ongoing research agenda, and sustained involvement in at least two Section B activities, or 2) two national/international refereed publications in a five-year period, evidence of an ongoing research agenda, and involvement in at least four Section B activities. The quality of the work and indicators of respect will also be considered. The candidate should be prepared to offer evidence (such as citations, journal rankings, journal acceptance rates, institutional rankings, Australian Business Dean's List, Scimago Journal and Country Rank (SCJR), HCBC List, Cabell's, or other) to indicate the quality of the publications.

Superior: To achieve a performance level of SUPERIOR, the candidate must present evidence of significant accomplishments in Scholarly Activities (Section A) and evidence of involvement in Other Scholarly Activities and Professional Development (Section B). For example, this requirement may be met by two national/international refereed journal publications in a five-year period, evidence of an ongoing research agenda, and involvement in at least one Section B activity.

The candidate should include evidence (such as citations, journal rankings, journal acceptance rates, institutional rankings, Australian Business Dean's List, Scimago

Journal and Country Rank (SCJR), HCBC List, Cabell's, or other) to indicate the quality of the publications.

Good: To achieve a performance level of GOOD, the candidate must present evidence of at least one significant accomplishment in the section of Scholarly Activities (Section A), evidence of an ongoing research agenda, and involvement in at least two Section B activities.

The candidate should include evidence (such as citations, journal rankings, journal acceptance rates, institutional rankings, Australian Business Dean's List, Scimago Journal and Country Rank (SCJR), HCBC List, Cabell's, or other) to indicate the quality of the publications.

Unacceptable: Insufficient evidence of accomplishments in the area of professional growth

II. Service: Service refers to support given to the university, community or region, the academic discipline, and professional organizations. Evidence of service to the university should include active service that promotes the mission and goals of the University, College and the Department. Service to the department is expected of all faculty.

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

1. Membership on departmental, college and university committees.
2. Chairperson of a departmental, college or university committee or task force.
3. Involvement in student recruitment activities.
4. Development and presentation of professional workshops and/or training seminars.
5. Service to other departments and/or divisions of the University.
6. Supervision of internships.
7. Supervision of students in state or national competition.
8. Advisor to or other involvement in student organizations.
9. Other evidence of service to the campus.

B. Service to the community or region may be demonstrated by providing such examples as:

1. Involvement in professional consulting.
2. Development and presentation of professional programs.

3. Involvement in extension activities such as continuing education courses and other extension activities.
 4. Professionally related contributions to civic groups.
 5. Other evidence of service to the community or region.
- C. Service to academic and professional organizations may be demonstrated by providing such examples as:
1. Officer or board member of an academic or professional organization.
 2. Editor of academic and/or professional publication.
 3. Referee/reviewer of papers for a professional organization.
 4. Discussant or chairperson of a session during a professional organizational meeting.
 5. Membership in academic and/or professional organizations.
 6. Other evidence of service to academic and professional organizations.

Performance Appraisal of Service

Outstanding: To achieve a performance level of OUTSTANDING, the candidate must present evidence of a significant and sustained record of service in one of the three areas and evidence of involvement in at least one of the other two areas. One of the areas of involvement must be area A. Significance is indicated by such things as leadership roles in internal and external assignments, the importance of the service outcomes and the stature of the organizations.

Superior: To achieve a performance level of SUPERIOR, the candidate must present evidence of a sustained record of service in area A and evidence of involvement in one of the other two areas, B or C.

Good: To achieve a performance level of GOOD, the candidate must present evidence of a sustained record of service in area A.

Unacceptable: Insufficient evidence of acceptable service in any of the three areas.

Requirements for Promotion

Consideration for promotion will be based on the candidate's performance during the relevant period. A sustained record of accomplishments is reflected in an ongoing series of activities and accomplishments relating to teaching effectiveness, professional growth, and service over the university guidelines mandated review period, while a significant record of accomplishments is reflected in an ongoing series of accomplishments in the areas of professional growth and service which support the mission of the department, college, or university.

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| Post-Professorial Merit | To achieve Post-Professorial Merit, the candidate must obtain a minimum rating of outstanding in one area and ratings of superior in the remaining two areas. |
| Professor: | To achieve promotion to professor, the candidate must obtain the minimum rating of outstanding in Teaching Effectiveness or Professional Growth and superior ratings in the remaining two areas. |
| Associate Professor: | To achieve promotion to associate professor, the candidate must obtain the minimum rating of superior in Teaching Effectiveness and Professional Growth and a rating of good in Service. |
| Assistant Professor: | To achieve promotion to assistant professor, the candidate must obtain a rating of good in all three areas. |
| Regular Non-Tenure Track (RNTT) Merit | To achieve RNTT Merit, the candidate must obtain a minimum rating of superior in Teaching Effectiveness and a rating of good in Service. |

Requirements for Tenure

Each probationary faculty member, regardless of rank, will provide evidence in each of the three dimensions listed above for each year during the probationary period using the criteria outlined above and adhering to the policies of the Faculty Handbook (Chapter 2, Section F).

Documentation for tenure is to be prepared in accordance with the guidelines stipulated in the *Record of Service* of the Faculty Handbook (Chapter 2, Section F4.). The candidate should refer to the Faculty Handbook (Chapter 2, Sections F4 and F5) for the detailed documentation requirements. The candidate for tenure is required to have the appropriate terminal degree in his or her chosen field of specialization.

Probationary faculty will be evaluated in accordance with university policies and procedures. *Evaluations should be consistent with performance required for merit pay and promotion to an*

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