

Promotion, Tenure, and Post-Professorial Merit Guidelines
Department of Accounting
January 27, 2017

This document sets forth the departmentally-approved guidelines for promotion, tenure, and post-professorial merit consistent with AACSB and University guidelines. Guidance is provided for presenting evidence of accomplishments in the areas of Teaching, Professional Growth, and Service. The guidelines within this document serve as the sole basis upon which a faculty member is evaluated for tenure and promotion. No committee or individual evaluating a dossier may impose criteria beyond that enumerated in this document (*Faculty Handbook*, p. 116, updated October 14, 2016; similar wording pp 109, 113, 118).

Definitions

Areas: The term “area” signifies Teaching and/or Professional Growth and/or Service.

Sections: “Sections” are headed by subtitles designated as A, B and/or C within each area.

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

Significant: The requirement for significant achievement may be met by either a single act of considerable merit or a sustained record of performance. In either case, significant achievement is performance that, in the judgment of the appropriate committees, exceeds the level defined above as satisfactory.

Sustained: There is a series of accomplishments as evidenced by items in the areas addressed (i.e., teaching effectiveness, professional development, and service) over time in rank.

NOTE: In general, items should appear in only one location. For example, inclusion of “supervision of students in a state and national competitions” could be included in I.C.4. or III.A.6, but not both. In circumstances that a candidate believes an item warrants duplicate listing, justification for the duplicated inclusion should be provided to distinguish the entries.

I. Teaching Effectiveness:

Effective teaching, the most important of the three major responsibilities of the faculty member, may be demonstrated by the faculty member through the use of a variety of sources which address (A) delivery of instruction, (B) currency in the instructional field, and (C) accessibility to students. Student evaluations may be provided as part of the portfolio of evidence on teaching effectiveness. Student evaluations, while important, shall not be the only consideration of a candidate's teaching effectiveness. 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.

The information presented in the following sections is not meant to be an exhaustive or all-inclusive list of the types of evidence a faculty member may provide but rather to serve as examples of the types of information that a faculty member may present to support his/her candidacy. The list is not intended to serve as a checklist in which all items must be attained, but instead serves as suggestions for activities that may provide significant value and depth to the students' educational experience.

A. Delivery of Instruction

1. Student evaluations of instruction (a summary of the results of neutrally administered student evaluations of instruction conducted using a departmentally approved evaluative instrument)
2. Examples of course planning activities and materials (class syllabi, course outlines, bibliographies, assignments, exams, evaluation of students' work, etc.)
3. Integration of activities and information focusing upon the various issues and areas (written and oral communications, technology, internationalization and globalization, diversity, and/or ethics) required for inclusion by AACSB
4. Peer review and Chairperson and/or Dean evaluations using departmentally approved criteria for classroom observation.
5. Participant evaluations of teaching effectiveness during workshops and/or seminars conducted.
6. Student and/or alumni responses to assessment instruments (alumni surveys, etc.) used by various University entities.
7. Integration of active learning. (Examples: field trips and plant visits.)
8. Number of course preparations, new courses taught, and instruction in different programs.
9. Evidence of student learning.
10. Other evidence of delivery of effective instruction (may include self-assessment of the candidate's strengths in delivery of instruction).

B. Currency in the Instructional Field

1. Development of new academic programs, development of new courses, or substantive revisions to existing courses.
2. Development of instructional techniques and/or course materials.
3. Application of instructional technologies.
4. Development and maintenance of on-line presence for courses taught.
5. Attainment and maintenance of Quality Matters certification for online courses taught.
6. Activities related to maintenance of professional certification.
7. Integration of "real-world" examples or practical applications in classes.
8. Attendance at conferences, seminars, and workshops for gaining new knowledge in the discipline and/or for improvement of teaching.
9. Completion of textbook reviews.
10. Other evidence of currency (may include self-assessment).

C. Accessibility to Students

1. Academic/career advisement of students.
2. Supervision of student projects, papers, theses, independent studies, student internships and/or serving on student graduate committees.
3. Involvement in student programs, such as the Jane Stephens Honors Program, International Programs, and the Mentor Program.

4. Advisor (sponsor) of and/or involvement in University/HCB-approved student organizations.
5. Supervision of students in state, national and international competitions.
6. Assistance in helping students secure internships, employment, and Graduate school admissions.
7. Maintaining office hours.
8. Providing assistance to students outside of the classroom.
9. Conducting help sessions.
10. Other evidence of accessibility to students.

II. Professional Growth

Professional growth may be demonstrated by the faculty member through a variety of scholarly and professional development activities. The information presented in the sections are not meant to be an exhaustive or all-inclusive list of the types of evidence a faculty member may provide but rather to serve as examples of the types of information that a faculty member may present to support his/her candidacy. 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 data bases, 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 grants (i.e., awarded on the basis of rigorous external review) that 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. Other significant scholarship activities (not listed elsewhere)
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. Grants awarded, research support, and professional listings.
15. Travel which contributes to effectiveness as a faculty member.
16. Other evidence of professional development (not listed elsewhere).

III. Service

Service may be demonstrated by the faculty member through participation in a variety of activities. The information presented in the sections are not meant to be an exhaustive or all-inclusive list of the types of evidence a faculty member may provide but rather to serve as examples of the types of information that a faculty member may present to support his/her candidacy.

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

- B. Service to academic and professional organizations
 1. Officer or board member of an academic or professional organization.
 2. Editor of academic and/or professional publication.
 3. Paper reviewer.
 4. Discussant, session and/or track chair (academic and/or professional conference).
 5. Membership in academic and/or professional organizations.
 6. Other evidence of service to academic and professional organizations.

- C. Service to the community, region, or nation
 1. Involvement in professional consulting.
 2. Development and presentation of professional programs.
 3. Involvement in extension activities such as continuing education courses, the Center for Economic and Business Research, Catapult, and other extension activities.
 4. Professionally related contributions to civic groups.
 5. Other evidence of service to the community, region, or nation.

Requirements for Promotion

Consideration for promotion will be based on the candidate's performance during the relevant period. A sustained record of achievement 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 achievement 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.

- Professor: To achieve promotion to professor, the candidate must obtain the minimum rating of outstanding in one area and superior 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.

Performance Appraisal of Teaching: effective teaching involves the effective use of teaching strategies to achieve course objectives and may be demonstrated by evaluations from students, faculty peers, chairperson, dean, alumni, and the instructor as well as evidence from student portfolios, teaching portfolios, pre-test/post-test results or other “value added” outcomes measures. Because standardized rating forms and departmental assessments may not adequately capture the nuances and variations across disciplines or between types of courses within a discipline, the use of the results of student evaluations may not be compelled in any kind of personnel decision and may only be used if the individual faculty member wishes them to be so used (*Faculty Handbook, Section III.C.10, Faculty Senate Bill 99-A-03*). However, the candidate is responsible for demonstrating effective teaching. Delivery of effective instruction may be demonstrated by providing, in addition to other evidence, results from a departmentally approved student evaluation instrument that has been neutrally administered for each course taught during each of the previous five regular academic semesters. A narrative should be included of how the results of student evaluations have been used to improve teaching strategy and activities. Such data should be provided in a form that is easily referenced, such as in a summary table.

- Outstanding: A sustained record of highly effective delivery of instruction (Section A) and evidence of significant involvement in Sections B and C. Sections A, B, and C should be equally weighted in evaluating teaching effectiveness at this level. If the candidate elects to submit student evaluations, for example, IDEA ratings (summary of evaluation items--progress on relevant objectives, excellent teacher, and excellent course) at or above 45 of adjusted T-Score or departmental form ratings (overall mean) of 2.6 or lesser along with other evidence of effective delivery of instructions (A.2 through A.10) and involvement in at least six of the 10 items under each of Sections B and C would be considered sufficient. It is incumbent upon the candidate to demonstrate the quality of involvement in Sections B and C items.
- Superior: A sustained record of very effective delivery of instruction (Section A) and evidence of involvement in Section B and Section C. Sections A, B, and C should be equally weighted in evaluating teaching effectiveness at this level. If the candidate elects to submit student evaluations, for example, IDEA ratings (summary of evaluation items--progress on relevant objectives, excellent teacher, and excellent course) at or above 35 of adjusted T-Score or departmental form ratings (overall mean) of 3.0 or less along with other evidence of effective delivery of instructions (A.2 through A.10) and

involvement in at least four of the 10 items under each of Sections B and C would be considered sufficient. It is incumbent upon the candidate to demonstrate the quality of involvement in Sections B and C items.

Good: A sustained record of effective delivery of instruction (Section A) and evidence of involvement in Section B or Section C. Sections A and B or Sections A and C should be equally weighted in evaluating teaching effectiveness at this level. If the candidate elects to submit student evaluations, for example, IDEA ratings (summary of evaluation items--progress on relevant objectives, excellent teacher, and excellent course) at or above 25 of adjusted T-Score or departmental form ratings (overall mean) less than 3.5 along with other evidence of effective delivery of instructions (A.2 through A.10) and involvement in at least two of the 10 items under Section B or C would be considered sufficient. It is incumbent upon the candidate to demonstrate the quality of involvement in Sections B or C items.

Unacceptable: Does not meet criteria for performance standard of Good.

Performance Appraisal of Professional Growth

Outstanding: To achieve a performance level of OUTSTANDING, the candidate must present evidence of significant achievement 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, and involvement in at least four Section B activities.

Superior: To achieve a performance level of SUPERIOR, the candidate must present evidence of significant achievement 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.

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

Unacceptable: Insufficient evidence of achievement in the area of professional growth.

Performance Appraisal of Service

- Outstanding:** To achieve a performance level of OUTSTANDING, the candidate must present evidence of a sustained record of significant service in one of the three sections and involvement in the other two sections. Evidence of service to the department is expected. It is incumbent upon the candidate to make the case for the level of significance of his/her accomplishments in the area of Service.
- Superior:** To achieve a performance level of SUPERIOR, the candidate must present evidence of a sustained record of service in one of the three sections and involvement in one of the other two sections. Evidence of service to the department is expected.
- Good:** To achieve a performance level of GOOD, the candidate must present evidence of sustained involvement in one of the three sections. Evidence of service to the department is expected.
- Unacceptable:** Insufficient evidence of achievement in the area of service.

Tenure Evaluations

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

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

Post-Professorial Evaluations

Post-professorial criteria will follow those of promotion to full professor.