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**Criteria for Promotion, Tenure and Annual Evaluation
Department of Economics and Finance
Southeast Missouri State University
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** Editorial revision made to be consistent with University policy regarding student evaluations*

This document is intended to achieve the following three objectives:

- A) Set forth a promotion and tenure program that is consistent with AACSB guidelines.
- B) Provide guidance for candidates for promotion and tenure.
- C) Provide guidelines that reflect the true state of nature, that is, the way the promotion and tenure system functions in the Donald L. Harrison College of Business and Southeast Missouri State University. While the three major areas of expectation (teaching, professional growth, and service) have not changed, not all the activities that candidates have historically used to validate their accomplishments in these three major areas are viewed as being as important as they once were. In highlighting those activities that are viewed as more important to attaining promotion and tenure, this document provides insight into the way the system works, which will be useful to candidates as they plan and organize their promotion/tenure documents.

Definitions

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 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, with special focus on the most recent five years, in the area addressed (i.e., teaching, professional growth and service).

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

Item: an item refers to subcategories indicated by small letters (a, b, c, etc.) or 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 through the use of a variety of sources which indicate (A) delivery of effective instruction, (B) currency in his/her instructional field, and (C) accessibility to students. For promotion and/or tenure, student evaluations must be included 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.

A. i) 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:

- a. 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; however, it is the responsibility of the candidate to demonstrate teaching effectiveness.
- b. Chairperson and/or Dean evaluations (including classroom observation reports).
- c. Participant evaluations of teaching effectiveness during workshops and/or seminars conducted.
- d. Student and/or alumni responses to assessment instruments (alumni surveys, etc.) used by various University entities.
- e. Other evidence of delivery of effective instruction.

ii) Efforts to Support the Delivery of Effective Instruction

- a. Effective course planning activities and materials (class syllabi, course outlines, bibliographies, assignments, exams, graded student work, course materials, etc.)
- b. Integration of activities and information focusing upon the various issues areas required for inclusion in the B.S.B.A core courses.
- c. Self-assessment of the candidate's strengths in teaching and the continuous improvement efforts made toward teaching effectiveness.
- d. Other evidence of delivery of effective instruction.

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 on-line courses) and/or proposals for new courses.
2. 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. Integration of "real-world" examples or practical applications in classes.
10. Completion of textbook reviews.
11. Self-assessment of currency in the instructional field.
12. Achievement of professional certification
13. CPE required to maintain professional certification
14. Other evidence of currency in the instructional field.

C. Accessibility to Students

Accessibility to students may be demonstrated by the faculty member through a combination of 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 and the Mentor Program.
4. Advisor (sponsor) of and/or other involvement in student organizations.
5. Supervision of students in state and national competitions.
6. Assistance in helping students secure internships and/or employment.
7. Involving students in research projects.
8. Other evidence of accessibility to students.

The information presented in the three categories above is not meant to be an exhaustive or all-inclusive list of the types of evidence a faculty member may provide but rather to serve as examples of the types of information that a faculty member may present to support his/her candidacy. The order of items in a list does not necessarily reflect their importance in the promotion/tenure process.

II. Professional Growth: Evidence of professional growth shall include intellectual activities and contributions that strengthen the teaching function (instructional development) and/or lead to the expansion (basic research) or application of knowledge (applied research). Output from intellectual contributions shall be subjected to public scrutiny by academic and professional peers. Candidates shall indicate the scope of their scholarly work (international, national, regional), the review status (refereed or non-refereed), and the acceptance rate and/or citation rate where available. While intellectual contributions in international or national outlets are usually given greater significance than those in regional outlets, the geographic scope of the outlet is not the only important criteria; the quality of the publication, as judged by department faculty, is of equal importance. Refereed publications are accorded greater significance than non-refereed publications. Refereed proceedings are accorded much less weight than refereed publications in national/international journals. Publication and presentation are not limited to traditional meanings, but also include other outlets; for example, online publications.

"Faculty members should make intellectual contributions on a continuing basis appropriate to the school's mission. The outputs from intellectual contributions should be available for public scrutiny by academic peers or practitioners." (AACSB IC.1) Outputs from all forms of scholarship activities include:

- A. National/International Refereed Intellectual Contributions
 1. Publications in national/international refereed journals (academic, professional, pedagogical)
 2. Research monographs
 3. Scholarly books
 4. Chapters in scholarly books
 5. Textbooks

B. Regional Refereed and Non-refereed Intellectual Contributions

1. Publications in regional refereed journals
2. Proceedings from scholarly meetings
3. Papers presented at academic or professional meetings
4. Publicly available research working papers
5. Papers presented at faculty research seminars
6. Publications in trade journals
7. In-house journals
8. Book reviews
9. Written cases with instructional materials
10. Instructional software
11. Publicly available materials describing the design and implementation of new curricula or courses
12. Other significant scholarship activities
13. Works in Progress

Intellectual contributions are demonstrated by documented achievements in applied scholarship, instructional development, and/or basic scholarship consistent with the above criteria. Applied scholarship is the application, transfer, and interpretation of knowledge. Instructional development is the enhancement of the educational value of instructional efforts in the discipline. Basic scholarship is the creation of new knowledge.

III. 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 for internal university constituencies.
5. Service to other departments and/or divisions of the University.
6. Supervision of internships

7. Advisor to or other involvement in student organizations
8. 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, the Center for Economic and Business Research, Small Business Development Center (SBDC) programs, , 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. Referee/reviewer of papers for a professional organization.
 3. Discussant or chairperson of a session during a professional organizational meeting.
 4. Other evidence of service to academic and professional organizations.

Requirements for Promotion

Consistent with AACSB standards, consideration for promotion will be based primarily upon the candidate's performance during the most recent five year period, though, in accordance with University policy, consideration will be given to all activity in the years since the candidate's last promotion.. Sustained performance is important to evaluation for promotion; significant multiyear gaps in performance will severely disadvantage the candidate seeking promotion.

Professor: To achieve promotion to professor, the candidate must obtain a rating of outstanding in one area and minimum ratings of superior in the remaining two areas.

Associate Professor: To achieve promotion to associate professor, the candidate must obtain a rating of superior in teaching and professional growth and a minimum rating of good in service.

Assistant Professor: To achieve promotion to assistant professor, the candidate must obtain a minimum rating of good in each of the three areas.

Performance Evaluation of Teaching

With regard to performance evaluation, the word "sustained" means that there is a series of accomplishments over the review period, with special focus on the most recent five years, in the area addressed (i.e., teaching, professional growth and service).

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.

Outstanding: To achieve a performance rating of OUTSTANDING, the candidate must present evidence of sustained highly effective instruction and evidence of involvement in six items under B and/or C. Highly effective instruction may be demonstrated by student evaluations (I.A.i.a) that, in the aggregate, exceed the level required for Superior and by sustained efforts to support the delivery of effective instruction (I. A.ii.a,c).

Superior: To achieve a rating of SUPERIOR, the candidate must present evidence of sustained very effective instruction and evidence of involvement in four items under B and/or C.. Very effective instruction may be demonstrated by student evaluations (I. A.i.a) that, in the aggregate, exceed the level required for a rating of good, and by sustained efforts to support the delivery of effective instruction (I. A.ii.a,c).

Good: To achieve a rating of GOOD, the candidate must present evidence of sustained effective instruction and evidence of involvement in two items under B and/or C. Effective instruction may be demonstrated by satisfactory student evaluations (I. A.i.a) in the aggregate and sustained efforts to support the delivery of effective instruction (I. A.ii.a,c).

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

Performance Appraisal of Professional Growth

Outstanding: To achieve a performance level of OUTSTANDING, the candidate must present evidence of significant and sustained achievement. Significance is reflected in a body of scholarly work published in respected national/international outlets. Indicators of respect include stature and distribution of the outlet, its listing in bibliographic data bases, and citations of the scholarly work. Requirements for outstanding may be met by three publications from items A 1-5 in a five year period and evidence of an ongoing research agenda as demonstrated by involvement in items under B. The quality of the work and the indicators of respect will also be considered.

Superior: To achieve a performance level of SUPERIOR, the candidate must present evidence of significant and sustained achievement. Significance is reflected in a body of scholarly work published in respected national/international outlets. Indicators of respect include stature and distribution of the outlet, its listing in bibliographic data bases, and citations of the scholarly work. Requirements for superior may be met by two publications from items A 1-5 in a five year period and evidence of an ongoing research agenda as demonstrated by involvement in items under B. The quality of the work and the indicators of respect will also be considered.

Good: To achieve a performance level of GOOD, the candidate must have one item from A 1-5 or B 1, and evidence of an ongoing research agenda as evidenced by involvement in items in B.

Unacceptable: Insufficient evidence of achievement in the area of intellectual contributions; no publications in the last five year period and/or no evidence of an ongoing research agenda.

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 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. Documentation for tenure is to be prepared in accordance with the guidelines stipulated in the *Record of Service* of the Faculty Handbook. The candidate for tenure is required to have the appropriate terminal degree in his or her chosen field of specialization.

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

Promotion and tenure qualifications of AACSB universities similar to Southeast Missouri State University were examined. The qualifications and standards given above are within the parameters of those examined.

Performance Rating: Annual Evaluation

In accordance with University policy, each faculty member shall be evaluated on an annual basis to determine eligibility for a salary increase. Faculty "who are meeting minimum expectations, as determined by departmental criteria" shall be eligible for a salary increase.

Performance Rating for Annual Evaluation: Teaching Effectiveness

Satisfactory: Evidence of delivery of effective instruction and evidence of involvement in one of the other two areas.

Unsatisfactory: Insufficient evidence of the delivery of effective instruction and/or lack of involvement in at least one of the other two areas of teaching effectiveness.

Performance Rating for Annual Evaluation: Professional Growth

Satisfactory: Evidence of an ongoing research agenda. Such evidence may be provided by the presentation of papers at conferences, working papers, national refereed publications, regional refereed publications

Unsatisfactory: No evidence of an ongoing research agenda.

Performance Rating for Annual Evaluation: Service

Satisfactory: Evidence of involvement in one of the three areas of service.

Unsatisfactory: No evidence of involvement of service to the University and/or in at least one of the other two areas.

Performance Rating for Annual Evaluation: Comprehensive Rating

Satisfactory: A rating of satisfactory in all three areas: teaching, professional growth, and service.

Unsatisfactory: A rating of unsatisfactory in at least one of the three areas.