

# School of Business Departmental Expectations (November 2012)

## Introduction and Purpose

The purpose of this document is to satisfy the requirement of section 5.220 of the Faculty Bylaws. That section of the Bylaws mandates that each department produce a Departmental Expectations document that specifies, among other things:

- How faculty members satisfy the general criteria for the ranks of Senior Instructor, Associate Professor, and Professor
- The minimum expectations of the Department for adequate contributions in the areas specified in 5.220. Those areas are educational background, years of experience, teaching effectiveness, professional development, service, collegiality, and, for professorial faculty, scholarship.
- Specific information on satisfying the criteria in 5.221 -5.227, including a variety of ways in which criteria can be satisfied and articulating the minimum expectations for adequate contributions in the identified areas.
- Examples of how exceptional performance in one or more areas may compensate for minor deficiencies in one or more other areas.

This document has four sections following the preamble and is an interpretive guideline for the School of Business. Faculty members applying for promotion are encouraged to consult section 5.200 of the Bylaws for specific criteria and definitions.

## Preamble

The faculty in the School of Business is committed to excellence in teaching, scholarship, professional development, collegiality, and service. This document recognizes those goals and establishes these Departmental Expectations about how faculty members may satisfy each area.

The process leading to promotion and/or tenure in the School of Business is designed to be ongoing and collaborative as it applies to performance review and satisfaction of the criteria for promotion and tenure. The expectation is that each faculty member will communicate regularly with the Chair, Dean, or Provost to determine whether the faculty member is meeting the criteria for promotion or tenure, or if not, to formulate a plan that should lead to a successful outcome. As part of the ongoing process, the Chair and/or the Dean should review the Faculty Professional Activity Reports (FPARs) and Faculty Professional Activity Plans (FPAPs) submitted by faculty members. If those documents fail to indicate evidence of acceptable progress, deficiencies would be noted and a plan of remediation jointly developed that would specify the additional activities required for promotion or tenure.

The faculty recognizes that satisfying the School of Business goals is complementary to and consistent with the University Bylaws, which are described as “guidelines.” We expressly recognize that the criteria being used by the School of Business are objective and subjective, quantitative and qualitative, with an element of judgment.

The “compensatory model,” embedded in the faculty Bylaws allows a strong contribution in one or more areas to offset minor deficiencies in other areas. The departmental expectations document explicitly includes flexibility acknowledging that faculty members will excel in different areas, and that exceptional performance in one or more areas may offset or waive minor deficiencies in other areas (see 5.221). Our faculty shall be encouraged to develop a holistic and well-rounded body of work, jointly arrived at and documented through a collaborative process with the Chair, the Dean, the Provost, and includes the commitment by all parties to work toward successful promotion and tenure.

## **Section 1**

### **School of Business Departmental Expectations for Teaching and Professional Development**

This section represents the interpretation by the School of Business (SOB) faculty of the Teaching and Professional Development table produced by the Constitution Committee employing the “Acceptable/Preferred/Exceptional” rubric.

The SOB interpretation of the University’s Teaching and Professional Development guidelines relies on a distinction between required and supplementary activities or performance. Each of the rankings requires that two or more criteria be met (“Required”) and that, for “Preferred” or “Exceptional” performance, some of the Supplementary activities be undertaken and/or completed. The SOB intentionally did not indicate a specific number of Supplementary activities in each category. The activities in the Supplementary section are intended to be suggestive, not prescriptive. They are meant to indicate what we believe should be occurring for each ranking, not what should be required. For example, an individual with “Exceptional” student evaluations might meet the “Exceptional” designation overall with a number of Supplementary activities or accomplishments. To meet, “Preferred,” a lesser number of Supplementary activities are expected. An individual meeting the “Competent” level in teaching evaluations would be expected to be undertaking all the “Required” activities, consistent with the University’s mission as a primarily teaching-oriented institution. All the “Supplementary” activities in which one engages are expected to be sustained over time. Being sustained over time does not necessarily mean that they be performed every year, but that they would occur with some regularity over time. All activities should be able to be demonstrated by some form of supporting evidence.

In addition, all faculty members are expected to engage in assessing achievement of student learning outcomes, document this achievement, and use assessment results for continuous improvement of learning.

## School of Business Teaching and Professional Development Expectations

	Acceptable	Preferred	Exceptional
<b>R E Q U I R E D</b>	<p>Rate instructor’s teaching effectiveness “very good” or higher (see section 5.260 of the Bylaws).</p> <p>Demonstrate improvement in student evaluations over time or undertake multiple activities aimed at improving teaching evaluations: e.g., undertake a SGID; obtain mentoring from a highly-ranked faculty member; attend a professional conference aimed at improving teaching methods.</p> <p>Maintain currency in selected discipline.</p>	<p>Rate instructor’s teaching effectiveness at or near “outstanding” (see section 5.260 of the Bylaws).</p> <p>Maintain currency in selected discipline and integrate some currency into courses.</p>	<p>Rate the instructor’s teaching effectiveness well into the “outstanding” category (see section 5.260 of the Bylaws).</p> <p>Maintain currency in selected discipline and integrate a substantial degree of currency into courses.</p>
<b>S U P P L E M E N T A R Y</b>		<p>Engage in discipline-based curricular development.</p> <p>Demonstrate efforts to achieve continuous improvement in teaching.</p> <p>Participate in student mentoring, counseling, Reading and Conferences, or other independent student work.</p>	<p>Successful Program or Certificate development, maintenance, and nurturing.</p> <p>Significantly participate in student mentoring, counseling, Reading and Conferences, or other independent student work.</p> <p>Demonstrate above-average student learning outcomes.</p> <p>Develop new, innovative, effective teaching methods.</p> <p>Teaching in foreign and other different cultural settings.</p>

## **Section 2**

### **School of Business Departmental Expectations for Scholarship**

The School of Business has a matrix (table) specifying the criteria for promotion and tenure in the area of Scholarship. The SOB matrix is our interpretation of the Constitution Committee's "Acceptable/Preferred/Exceptional" rubric.

#### **Principles Followed in the Creation of the Scholarship Matrix**

- Consistent with the approach of our accrediting body, the ACBSP, activity categories in the matrix form a continuum, with more traditional scholarly activities on the left and blended activities on the right. Traditional scholarly activities carry higher weights.
  
- The matrix embodies the principles in both the SOU Faculty Constitution and ACBSP accrediting guidelines that different individuals will choose to participate in different types of activities reflecting the individual's strengths and interests. Participation in activities from more than one area is strength and not a weakness.
  
- In order for the tradeoffs between activities and overall rankings implicit in the second principle to be effective, the requirements for "exceptional" performance must be realistic and attainable. Similarly, "acceptable" performance must be set at the true minimum level acceptable for promotion.
  
- Reminder: To meet the criteria for promotion, individuals must meet an average level of "preferred" in the three categories: Scholarship, service, and teaching.
  
- Repeating the same activity could result in a reduction of points credited (even zero) per iteration of the activity.

#### **Key Points**

- Acceptable performance requires a minimum of one peer-reviewed publication.\*
  
- Earning points over a number of areas is expected.
  
- This document and the scholarship matrix are not intended to substitute for fair and impartial judgment on the part of the individual or body deciding on a promotion or tenure application.
  
- Each individual faculty member is responsible for determining his/her standing and progress toward desired professional goals by means of conversation(s) with the Department Chair and/or Dean. We recommend that both parties document the results of these conversations.

\*A publication is considered to be peer-reviewed if it is subjected to evaluation by one or more professionals in the incumbent's or a closely related field. Specifically, this definition requires that some evaluative or filtering process occurs before acceptance for publication. Should issues arise regarding the perceived quality of a publication, they should be addressed in the overall context of the promotion (or tenure) decision.

The SOB recognizes the evolving nature of scholarly publication and believes that nontraditional forms of dissemination may be appropriate for inclusion in the scholarship matrix. This matrix is consistent with criteria used by our accrediting body for scholarly and professional activities.

## School of Business Scholarship Matrix

	Scholarly Activities			Both		Professional Activities		
Quality	Published Articles and Books	Papers Presented	Working Papers**	Consulting	Professionally Related Service	Educational Application	Professional Conferences & Workshops (Active)	Discipline-Related Meetings (Passive)
Highest	14-25 top-tier refereed journals	6	3-4	6-7	5-7	4	1-3	0-2
High	8-13 other refereed journals & conference proceedings	5	2-3	3-5	3-4	2-3	1-3	0-2
Medium	3-7 non refereed journals	2-4	1-2	2	1-2	1	1-3	0-1

Highlighted cells represent peer-reviewed publications (as stated in the key points above, at least one peer-reviewed publication is required to meet acceptable, preferred, or exceptional criteria).

\*\* Working papers are scholarly works of sufficient quality that they could be presented at a seminar at a research-oriented University or published in a working paper series at a research-oriented institution.

### Number of Points Required for Each Scholarship Ranking

	ACCEPTABLE	PREFERRED	EXCEPTIONAL
<b>To Associate</b>	<b>≥18</b>	<b>≥22</b>	<b>≥26</b>
<b>To Full</b>	<b>≥22</b>	<b>≥26</b>	<b>≥30</b>

### Section 3

## School of Business Departmental Expectations for Service

This document represents the interpretation by the School of Business of the Service table produced by the Constitution Committee employing the “Acceptable/Preferred/Exceptional” rubric.

The SOB, recognizing the difficulty in quantifying and specifying the value of various service activities proposes a portfolio approach to evaluating Service. The portfolio approach allows individuals to select from a broad range of activities while at the same time requiring a distribution of activities over two or more areas in order to achieve a “Preferred” or “Exceptional” ranking. The areas are broadly defined to include service to the School, the University, the community, and the region or nation.

### School of Business Service Departmental Expectations

Acceptable	Preferred	Exceptional
<p>Portfolio of:  Academic advising.  Standing and/or ad hoc School or University committee membership.</p>	<p>Larger portfolio of activities, including some (not an exhaustive list):  Additional service in academic advising, committee work, special projects.  Special projects for School, University.  Faculty Senate membership.  Career and graduate school counseling.  Recruiting, retention, registration, and orientation activities.  Advising student organizations.  Consulting with external organizations.</p>	<p>Larger portfolio of activities, including some (not an exhaustive list):  Further service in academic advising, committee work, special projects.  Department Chair.  Chairing campus board or committee.  Faculty Senate or similar leadership.  Leadership position in regional or national professional organization.  Community boards, activities.  Program Coordinator.  Community speaking engagements.  Program/Certificate development and/or maintenance.</p>

## Section 4

### School of Business Departmental Expectations for Collegiality

The minimum requirements for Collegiality are enumerated in the table and are required for all rankings. Demonstrating additional efforts beyond the minimum requirements may qualify an individual for a higher ranking in Collegiality. Because the minimum requirements for Collegiality are expected of all faculty members, achieving a “Preferred” or “Exceptional” ranking in Collegiality will generally be more ambiguous than other evaluative categories.

#### School of Business Collegiality Departmental Expectations

Acceptable	Preferred	Exceptional
<p><b>All activities are minimum requirements for Collegiality</b></p> <p>Carry one’s weight in the School by participating in Service activities.</p> <p>Exhibit professional and ethical behavior both inside and outside the University.</p> <p>Support and foster healthy, respectful, constructive discussion and debate in a safe environment supportive of academic freedom.</p>		

### Appendix (From the Faculty Bylaws)

#### 5.221 Promotion and Tenure Criteria

All faculty members must have the educational background required and have completed the required years in rank prior to the effective date of promotion or the required years of service prior to the date of awarding of tenure or a three-year extendable appointment (see section 5.223).

In addition, the faculty member’s performance portfolio must be reviewed and demonstrate that there are sufficient contributions in each of the areas appropriate to the faculty member’s appointment. Faculty must meet or exceed the acceptable performance level in each area applicable to their appointment. The number of areas required to exceed the acceptable level gradually increases (see table below) until all areas must be at the preferred level for final promotion (Senior Instructor 2 or Full Professor). Note: exceptional performance is not expected, nor required for promotion to any rank; however faculty members may elect to replace preferred performance in two areas with acceptable performance in one area and exceptional performance in the other.

## Minimum Promotion and Tenure Performance Requirements

	Min Acceptable	Min Preferred	Min Exceptional
<b>SR Instructor 1 (3 year extendable appt.)</b>	1	1	
<b>SR Instructor 2</b>		2	
	— OR —		
	1		1
<b>Associate</b>	2	1	
<b>Tenure</b>	1	2	
	— OR —		
	2		1
<b>Professor</b>		3	
	— OR —		
	1	1	1