

College of Business and Technology Performance Guidelines (Promotion and Tenure)
Adopted by the College of Business and Technology Faculty: 1/25/12, Effective 1/1/12
(Updates voted on effective 3/10/2014, 4/28/2021; college name change edits 5/10/22)

These guidelines are to be used by the UNA College of Business and Technology in formulating recommendations for promotion and tenure of college faculty. These guidelines are provided in addition to those provisions found in *Section 2* of the *UNA Faculty Handbook*.

Recommendation for the Granting of Tenure and Promotion from Assistant to Associate Professor

The guidelines below apply for both the granting of tenure and promotion to associate professor.

Teaching: The candidate must demonstrate a record of effective teaching. The essence of effective teaching is whether the candidate's classroom efforts have contributed positively to the students' development as professionals. Evidence of effective teaching can be demonstrated by but is not limited to the following: the delivery of appropriate course content, course development, innovation in course delivery, the application of rigorous standards, and student and/or peer evaluations of teaching.

Research:* The candidate must demonstrate competency in research by the development of a continuous stream of intellectual contributions, including publication in academic and/or professional journals.

The candidate must be classified as "scholarly academic" by current accreditation standards. Candidates must have at least three publications in quality journals during the previous five years, exceptional circumstances notwithstanding. Quality journals include those listed in *Cabell's Directories of Publishing Opportunities (Business Set*, or other appropriate *Cabell's Directory*), the *Australian Business Dean's Council List*, *SCR Journal and Country Rank*, or another appropriate index. The candidate is responsible for providing evidence of journal quality. Exceptions to the minimum of three publications from these lists may include other intellectual contributions or extraordinary contributions. These exceptions are considered on a case-by-case basis by the promotion and tenure review committee for each candidate. The candidate is responsible for providing supporting evidence of exceptional circumstances.

*Faculty members who do not hold the terminal degree in their teaching field and are classified as "scholarly practitioner" for accreditation purposes will be evaluated on different criteria for research purposes. These faculty members must have met the criteria to be "scholarly practitioner" for the entire previous five-year time period before promotion or the granting of tenure.

Service: The service expectation for nontenured/assistant faculty members is less than that of tenured faculty and faculty with higher rank. However, a candidate for promotion and tenure should show a willingness and ability to serve the department, college, or university. Because of the professional mission of the College, candidates for promotion must have worked towards establishing appropriate relationships with practicing professionals in their field and /or made contributions to their profession, academic discipline, or community.

Overall Evaluation: In deciding whether to recommend a candidate for promotion, the faculty member's record must provide evidence from each of the above three categories which warrants a

positive recommendation for promotion. Candidates for promotion also must have demonstrated a commitment to further the mission and programs of the College.

Promotion to Full Professor

Teaching: A candidate for promotion to full professor must demonstrate continued teaching effectiveness. The essence of effective teaching is whether the candidate's classroom efforts have contributed positively to the students' development as professionals. Evidence of effective teaching can be demonstrated by but is not limited to the following: the delivery of appropriate course content, course development, innovation in course delivery, the application of rigorous standards, and student and/or peer evaluations of teaching.

Research: The candidate for promotion to full professor must demonstrate competency in research by the development of a continuous stream of intellectual contributions since promotion to associate, including publication in academic and/or professional journals.

The candidate must be classified as "scholarly academic" by current accreditation standards. Candidates must have at least three publications in quality journals during the previous five years. Quality journals include those listed in *Cabell's Directories of Publishing Opportunities (Business Set*, or other appropriate *Cabell's Directory*), the *Australian Business Dean's Council List*, *SCR Journal and Country Rank*, or another appropriate index. The candidate is responsible for providing evidence of journal quality.

Service: The expectations for service to the department, college, and university by associate professors are higher than the expectations of assistant professors. A candidate for promotion to full professor must show a continuing and significant commitment to service in a cooperative effort with others in the department, the College, or the University. Further, the candidate should be able to show that his/her professional activities are helping to further the professional mission of the College through service to his/her profession, academic discipline, and/or community.

Overall Evaluation: In deciding whether to recommend a candidate for promotion to full professor, the faculty member's record must provide evidence from each of the above three categories which warrants a positive recommendation for promotion *and the faculty member must be a leader in at least one of the areas of teaching, research, and service*. Candidates for promotion also must have demonstrated a commitment to further the mission and programs of the College.

Leadership: The faculty member can present evidence of leadership for as many of these categories as he/she feels is appropriate. Leadership in these categories is demonstrated as follows:

Teaching: The faculty members must describe and provide documentation of teaching leadership which could include:

- Student teaching evaluations
- Peer teaching evaluations
- Leadership role in curriculum development
- Published pedagogical research

- Helping to place students in internships, full-time positions, and/or graduate school
- Other methods of assessment

Research: The faculty members must describe and provide documentation of research leadership which could include:

- Demonstrated leadership through the ability to work effectively with UNA students and/or UNA faculty with regard to research efforts.
- Quantity and quality of publications, presentations, books, chapter, and other intellectual contributions. For example, a fewer number of publications in higher quality journals could demonstrate the establishment of scholarly leadership; whereas if all the publications in the record were in mid-quality journals, a greater number would be needed to demonstrate scholarly leadership.
- Independent measures such as citations and awards, etc.
- Scholarly service such as serving as editor, associate editor, reviewer, discussant, organizer of research conferences, etc.
- Submission and/or receipt of research focused grants
- Other intellectual contributions

Service: The faculty member must describe and provide documentation of leadership positions/activities in rendering service to the university, college, department, community, profession, and/or academic discipline.

Procedural Issues:

- Department Promotion Committees and Department Chairs must use these guidelines to evaluate faculty for promotion in the College of Business and Technology. The department chairs will use these guidelines to make recommendations to the Dean for each candidate for promotion.
- Candidates for Tenure or Promotion to Associate/Full Professor who are assigned to part-time academic/teaching responsibilities within the College of Business and Technology plus part-time administrative duties outside the College of Business and Technology should be evaluated on a proportional basis for their duties in the different areas, using promotion guidelines and procedures for each role. It is recommended that the specific guidelines for candidates in this situation be determined by the Dean of the College of Business and Technology, with input from associate deans and chairs, at the time the joint appointment begins.

Third-Year Review (3YR)

College of Business and Technology tenure-track faculty during their third year of service (henceforth, *Candidate*) submit a Third-Year Review Progress Report as a supplement to their Faculty Performance Report, following those same submission procedures. This will be completed in time for the College to review the Third-Year Review Progress Report before reappointment letters are completed during the spring semester. Candidates utilize available forms and templates to report comprehensive progress to date for three categories: Research, Teaching, and Service. Candidates should defer to departmental recommendations which *may* include the following:

Research:

- Report the following for each completed intellectual contribution: AACSB points, citation with link if available, journal quality indicators, corresponding awards and recognitions, contribution/authorship role, and other pertinent information.
- List intellectual contributions in progress with working titles, current status, and plans for completion and dissemination.
- Provide a narrative that speaks to the contribution and significance of the body of work.
- Outline a research plan for the next two to three years.

Teaching:

- Report a summative record of teaching including course titles, numbers, sections, terms, enrollment, student performance (e.g., grade distributions), and course evaluation scores.
- Provide a narrative of teaching activity including Teaching Philosophy, innovations, recognitions, and achievements. Address course evaluation scores to provide commentary or context as needed.
- Outline a teaching plan for the next three years.

Service:

- List service activities including by discipline, institution, college, department, community and service to the profession.
- Provide a statement of service activities noting significant activities and contributions.
- Outline a service plan for the next three years.

Additional Comments:

- Provide additional commentary as needed to further explain reported progress.
- List concerns, issues, or questions to address leading up to application to tenure and promotion.

Procedural Issues:

- Candidate submits the:
 - 3Year Progress Report
 - corresponding year's Faculty Performance Report Review
 - a current vita from Faculty Success.
- The candidate is encouraged to inquire regarding criteria and standards on the application pertaining to promotion and tenure.
- Candidate's Department Chairperson assigns two members of the Department's Promotion & Tenure Committee as evaluators.
- Working jointly or independently, the Chairperson and Evaluators assess the Candidate's progress toward tenure indicating satisfactory or unsatisfactory progress per research, teaching, service, and overall performance, and provide comments for the candidate.
- Evaluators submit responses to the Chairperson who discusses the outcome with the candidate during the feedback period for the Annual Performance Evaluation Review.
- Outcomes and feedback provided are not indicative of a future affirmative tenure or promotion decision but are formative for the benefit of the candidate to compile information and as an opportunity for discussion and planning of work during the remainder of the probationary period.