

Harmon College of Business and Professional Studies

Promotion and Tenure Guidelines 2019

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Harmon College of Business and Professional Studies

Position on Promotion and/or Tenure

This document articulates the expectations that Harmon College of Business and Professional Studies (HCBPS) faculty members must meet or exceed in order to be eligible for consideration for promotion and/or tenure. It shall be the responsibility of candidates to explicitly address in their applications how they believe they have met or exceeded these expectations. In no way should these be construed as thresholds that, once reached, entitle candidates to positive recommendations and/or successful outcomes. While every effort is made in this document to outline as clearly as possible the criteria that will be used for decision-making, it is recognized within the college that promotion and tenure decisions are not only quantitative, but also qualitative in nature. For example, while extremely important in such decisions, Professionalism is difficult to quantify. However, this does not lessen its impact on such decisions.

While the UCM *Policies and Procedures* treats promotion and tenure separately, it is the intent of HCBPS to (where applicable) treat them as joined. HCBPS Promotion and Tenure Guidelines are more stringent in some respects than minimum requirements stated in the *UCM Promotion and Tenure Policies*. The UCM *Promotion and Tenure Policies* should be consulted for any promotion and/or tenure procedure or matter not covered in the present document. Schools/Divisions, with the approval of the HCBPS Dean, may establish requirements that are more stringent than those contained herein for the College. Credentials and terminal degree requirements are established by the faculty member's school/division, and approved by the Dean and Provost.

While the three categories upon which faculty are typically evaluated (Teaching, Scholarship, and Service) are all important, Teaching is the first “hurdle” that must be cleared (given the mission, workload assignments, and resource allocations of UCM). In addition, expectations in each category (especially in Teaching) increase as rank to which one desires to be promoted increases.

OVERVIEW OF MINIMUM CRITERIA TO BE CONSIDERED FOR PROMOTION and/or TENURE

From Instructor to Assistant Professor: must at least meet expectations outlined in Teaching, Scholarship and Service categories.

From Assistant Professor to Associate Professor: must demonstrate effective Teaching and at least meet expectations outlined in Scholarship and Service.

From Associate Professor to Full Professor: must demonstrate exemplary Teaching and exemplary Scholarship OR Service; must at least meet expectations in remaining category.

Teaching

In support of the mission of UCM, The Harmon College of Business & Professional Studies is committed to excellence in teaching. Teaching involves the dissemination of knowledge, the stimulation of critical thinking, and the development of intellectual expression. Requisite skills necessary for excellence in teaching include communication skills; the ability to interest and motivate students to achieve high standards; the ability to generate enthusiasm for learning; fostering respect for student diversity; ongoing participation in professional development; adaptation with respect to individual student needs and learning styles; and evaluating students fairly and impartially in all aspects of education and instruction.

The following outlines the minimum expectations pertaining to teaching in order to be considered for promotion and/or tenure:

Instructor to Assistant Professor

Candidates must provide a variety of evidence of teaching effectiveness (see P & T Appendix 1) and meet all instructional expectations that have been established in the *UCM Promotion and Tenure Policies*.

Assistant Professor to Associate Professor

Candidates must provide a variety of evidence of teaching effectiveness (see P & T Appendix 1) and meet all instructional expectations that have been established in the *UCM Promotion and Tenure Policies*.

Associate Professor to Full Professor

Full Professors have the responsibility to serve as role models in the classroom. Therefore, candidates seeking promotion to the rank of Full Professor must provide evidence of exemplary teaching. Candidates demonstrate a continual progression and maturity in their teaching by showing that their instructional contributions are significant and multifaceted and have developed to a high level that has been continuous since the last promotion or initial appointment, whichever occurred last. Candidates must provide a variety of significant evidence that documents exemplary teaching (see P & T Appendix 1), and meets all instructional expectations that have been established in the *UCM Promotion and Tenure Policies*.

The evaluation of teaching effectiveness for promotion and/or tenure requires objective evaluation of the data available and the application of professional judgment. Individuals involved in the evaluation process should consider available information which includes: (1) documented evaluations of the candidate by peers, the school/division Chair, and students; (2) other documentation included in the dossier; and (3) any reliable information available through other sources. Therefore, the following items must be considered in evaluation of teaching performance.

Documented Evaluations

A. Peer Evaluations:

Each candidate applying for tenure and/or promotion must include in the dossier an evaluation of classroom performance conducted by one's peer(s). Areas for evaluation may include (but are not limited to) any of the items included in Appendix 1 for which evidence is available. It shall be the responsibility of the candidate to work with the School Chair to arrange this activity and select the peer that will conduct the evaluation. While candidates may include more peer evaluation results, at a minimum, they must include the results from a peer evaluation conducted within 12 months of the date of application for tenure and/or promotion consideration.

B. Student Evaluations:

Faculty must administer a student evaluation tool approved by the college in every class of the fall and spring semesters. Exceptions must be approved by the Dean. In interpreting the student evaluations, differences in subject matter, type and level of class, class size, as well as other factors considered significant should be taken into account. All student evaluations administered since the previous promotion or initial employment at UCM (not to exceed 7 years) are to be included in the candidate's dossier.

Other Documentation in the Dossier

Candidates are responsible for clearly outlining their case for promotion and/or tenure in the dossier. Thus, evidence is expected to be provided to support the teaching attributes described in Appendix 1. **Three items from P & T Appendix 2 identified with an “*” are required to be submitted within the Appendices of the candidate’s dossier.** Additionally, the candidate is highly encouraged to provide evidence of teaching effectiveness as outlined in P & T Appendix 2.

Other Documented or Verifiable Sources of Information

Individuals involved in the promotion and/or tenure process should evaluate documented and/or verifiable information concerning teaching performance available from sources other than the dossier and apply professional judgment in making a decision. This evaluation may include (but is not limited to) information concerning the teaching attributes described in P & T Appendix 1.

Scholarship

Definition of Scholarship

To be counted toward meeting the criteria, each instance of scholarship must be (1) discipline based or support the faculty member’s discipline (including basic, applied and the scholarship of teaching research); (2) applicable to the academic program goals and objectives related to the faculty member’s assignment in agreement with and endorsed by the faculty member’s school/division chair; and (3) unique (meant to prevent the ‘double-counting’ phenomenon—meaning a paper presentation or conference proceedings that subsequently leads to a refereed publication can only be used in the one category or the other; not both). Schools/divisions, with approval of the college dean, determine guidelines for journals, grants, and other scholarly products meeting sufficient quality to satisfy the following criteria.

Definition of Refereed

Refereed, which may be used interchangeably with “blind peer reviewed” or “juried by peers”, is defined as a structured reviewing system in which at least two reviewers, excluding in-house review, evaluate the submitted works and advise as to acceptance.

Generally, the goal of all peer review processes is to verify whether the work satisfies the standards for the discipline, identify any deviations from the standards, and provide suggestions for improvements.

Continuum of Achievement in Scholarship

Instructor to Assistant Professor

Research consisting of a minimum of two refereed, scholarly publications (including blind peer reviewed books and monographs published by commercial or university press only) in the candidate's professional area – not including the dissertation – while in the rank of instructor. One or more of the following can substitute for only one of these two required publications:

- (1) Refereed paper presentation at regional, state, national or international meeting and the manuscript or abstract published in the proceedings (weight equals 1 for 1).
- (2) Refereed presentations and poster sessions (weight equals 3 for 1).
- (3) Externally funded grant (weight equals 1 for 1).
- (4) Chapter in book (weight equals 1 for 1).
- (5) Other non-refereed articles as approved by school/division chair (weight equals 4 for 1)

Assistant Professor to Associate Professor

Research consisting of a minimum of three refereed, scholarly publications (including blind peer reviewed books and monographs published by commercial or university press only) in the candidate's professional area – not including the dissertation – while in the rank of assistant professor. One or more of the following can substitute for only one of these three required publications:

- (1) Refereed paper presentation at regional, state, national or international meeting and the manuscript or abstract published in the proceedings (weight equals 1 for 1).
- (2) Refereed presentations and poster sessions (weight equals 3 for 1).
- (3) Externally funded grant (weight equals 1 for 1).
- (4) Chapter in book (weight equals 1 for 1).
- (5) Other non-refereed articles as approved by school/division chair (weight equals 4 for 1)

Associate Professor to Professor

Research consisting of a minimum of four refereed, scholarly publications (including blind peer reviewed books and monographs published by commercial or university press only) in the candidate's professional area while in the rank of associate professor. One or more of

the following can substitute for only one of these four required publications:

- (1) Refereed paper presentation at regional, state, national or international meeting and the manuscript or abstract published in the proceedings (weight equals 1 for 1).
- (2) Refereed presentations and poster sessions (weight equals 3 for 1).
- (3) Externally funded grant (weight equals 1 for 1).
- (4) Chapter in book (weight equals 1 for 1).
- (5) Other non-refereed articles as approved by school/division chair (weight equals 4 for 1)

Service

Candidates for promotion or tenure are expected to present documentation supporting a strong record of service to the university and their profession or discipline. School/division guidelines specify which, if any, professional memberships, certifications, and licenses are needed in support of the school/division's mission, program accreditation, or required to model for students an appropriate professional orientation.

Continuum of Achievement in Service

Instructor to Assistant Professor

All of the following minimum service expectations must have been met while the candidate was at the rank of Instructor.

Service to the University

At a minimum, the candidate must have provided service as a contributing member or chair of at least one university or faculty senate committee AND one college or school/division or program committee (no substitutions allowed).

Service to the Profession or Discipline

The candidate must document membership in any of the regional, state, national and international professional organizations or specialty professional associations specified in school/division guidelines to be relevant to the profession or discipline, necessary for program accreditation, or which serve to model for students an appropriate professional orientation. Opportunities for service to the professional discipline may vary substantially by discipline. Consequently, interpretation of these criteria at the school/division level is critical.

Assistant Professor to Associate Professor

All of the following minimum service expectations must have been met while the candidate was at the rank of Assistant Professor.

Service to the University

At a minimum, the candidate must have provided service as:

- A. A contributing member or chair of at least two university or faculty senate committees

AND

- B. a contributing member or chair of at least two college or school/division or program committees.

These need not be four different committees. For example, substantial service on a single committee for two years could be equivalent to substantial service on two different committees for only one year.

Alternatively, the candidate may satisfy two of the four service expectations through substitution of any other substantial acts of university service that are either specified in school/division guidelines or supported by letter from the School/Division Chair and Dean.

Examples of substantial acts of University service could include, but are not limited to:

- (1) Sponsorship of student organizations or management of significant student activities.
- (2) Student recruitment activities.
- (3) Procurement of significant external gifts or donations to advance university, college, or school/division programs.
- (4) Significant contribution to accreditation reports for university and/or school/division programs.
- (5) Development of a new University sponsored community service program or substantial improvement to an existing University sponsored community service program
- (6) Contributions to school/division/program curriculum

Service to the Profession or Discipline

The candidate must document active membership in any of the regional, state, national and international professional organizations or specialty professional associations specified in school/division guidelines to be relevant to the profession or discipline, necessary for program accreditation, or which serve to model for students an appropriate professional orientation.

Opportunities for service to the professional discipline may vary substantially by discipline. Consequently, interpretation of these criteria at the school/division level is critical.

Associate Professor to Full Professor

Regarding service, it is the expectation that Full Professors will have demonstrated leadership and contributed significantly to the enhancement and/or reputation of the institution. All of the following service expectations must have been met while the candidate was at the rank of Associate Professor.

Service to the University

The candidate has the responsibility to substantiate and document that he/she has provided valuable and substantial service to the institution. This may be accomplished by discussing the impact of one's efforts expended:

- A) Serving as Chair or other highly influential member of at least one university or faculty senate committee

AND

- B) a contributing member or chair of three additional college, university, or faculty senate committees.

These committees need not be four different committees. For example, substantial service on a single committee for two years could be equivalent to substantial service on two different committees for only one year. Finally, the candidate is expected to demonstrate ongoing service to the school/division or program through continual contributions to various school/division or program initiatives.

Alternatively, two of the service expectations in category "B" above may be satisfied

through any other substantial acts of university service that are either specified in school/division guidelines or supported by letter from the School/Division Chair and Dean.

Examples of substantial acts of University service could include, but are not limited to:

- (1) Sponsorship of student organizations or management of significant student activities.
- (2) Student recruitment activities.
- (3) Procurement of significant external gifts or donations to advance University, college, school/division programs.
- (4) Significant contribution to accreditation reports for university and/or school/division programs.
- (5) Development of a new University sponsored community service program or substantial improvement to an existing University sponsored community service program.
- (6) Contributions to school/division/program curriculum

Service to the Profession or Discipline

The candidate must document both active membership and influential participation in any of the regional, state, national and international professional organizations or specialty professional associations specified in school/division guidelines to be relevant to the profession or discipline, necessary for program accreditation, or which serve to model for students an appropriate professional orientation.

Opportunities for service to the professional discipline may vary substantially by discipline. Consequently, interpretation of these criteria at the school/division level is critical.

Promotion and Tenure (P & T) Guidelines Appendix 1

Evaluation of Effective Teaching

While there is no one, complete definition of effective teaching on which everyone can agree, effective teaching performance should demonstrate:

1. Effective presentation and creation of an effective learning environment in the course.
2. Appropriate pedagogy that is good for the class, teacher, and discipline.
3. Work as appropriate and required on curriculum development and special teaching techniques.
4. Use of appropriate tests for the class, teacher, and discipline.
5. Keeping current in discipline and area(s) of expertise as required for effective teaching performance.
6. Preparation and distribution of appropriate syllabi to students in each course.
7. Propriety of course content and applications.
8. Maintenance of scheduled office hours and additional availability as required to perform teaching related duties.
9. Ability to answer questions and counsel students concerning courses, discipline, and University matters.
10. Integrity and ethical conduct with students and peers.
11. An attitude of dignity and respect toward students and peers.
12. Sharing knowledge and opinions with students and colleagues and considering opinions of students and colleagues.
13. Ability to work effectively with students and peers on teaching related matters.
14. Ability to express opinions to students and colleagues on topics and issues for which a logical, well-developed point of view is held.
15. Effective communication skills.
16. Ability to interest and motivate students to achieve high standards.
17. Fair and impartial evaluation of students in all aspects of education and instruction.
18. Ability to generate enthusiasm for learning.
19. Respect for student diversity.

Promotion and Tenure (P & T) Guidelines Appendix 2

Additional Documentation of Teaching Effectiveness

In addition to the types of evidence identified in the *UCM Promotion and Tenure Policies*, and those required (peer evaluation, school/division chair annual evaluations of faculty performance, student evaluations, items 2, 3 and 14 of this Appendix) by the College, examples of teaching effectiveness may include but are not limited to the following.

(The items identified with an "*" and bolded are required to be included in the dossier appendix).

1. Documentation or evidence showing student pre/post content knowledge before and after a course.
2. ***Reflection by the candidate on the implementation of professional development plans for improvement of the candidate's teaching skills to enhance student performance.**
3. ***Statement by the candidate on how course modification(s) due to self-reflection, peer feedback or student feedback has been implemented and evaluated for impact.**
4. The presentation of data reflecting student performance on exit exams.
5. Evidence of significant contribution to program review leading to enhanced student learning and program improvement.
6. Implementation and evaluation of the engaging and impactful student activities/exercises to enhance learning outcomes.
7. Evidence of significant contribution to accreditation review leading to enhanced student learning and program improvement.
8. Documentation reflecting course audits conducted by the candidate and/or colleagues.
9. Distinguished teaching awards or other recognition.
10. Grants that have been obtained by the faculty member to enhance teaching skills.
11. Invitations from other educational institutions or agencies to demonstrate effective teaching.
12. Demonstration of skill in instructional design through incorporation of current research and technology to enhance teaching effectiveness.
13. Mentoring and promoting student research.
14. ***A copy of the syllabus from each course taught since last promotion. Unless there has been significant changes in the syllabus between semesters, faculty only need to submit one syllabus per class despite teaching it multiple semesters or times.**