
Northeastern State University College of Business & Technology

Faculty Performance Guidelines for Promotion, Tenure, Annual Evaluations
and Post Tenure Reviews | December 2017



Overview

This document presents guidelines for promotion, tenure, annual evaluations, and post-tenure reviews specific to the College of Business and Technology in accordance with Northeastern State University policies and Regional University System of Oklahoma Board of Regents Bylaws.

This document provides guidelines for use by all departments within the College of Business and Technology. It is not intended to be tailored to the specific needs of individual departments. Each individual department may amend or develop its own specific guidelines to supplement the College-level guidelines provided in this document.

This document is an adjunct to the NSU Faculty Handbook. It is important to note that even though individual departments have discretion to develop specific guidelines tailored to specific disciplines, the NSU Faculty Handbook must always serve as a guiding

document and it must always be adhered to and cannot be superseded.

It is important that applicants realize that the burden of proof is upon them to demonstrate their eligibility for promotion, tenure, and merit raises. This is especially important if a faculty member believes the general assessment standards outlined in this document do not readily capture his or her professional contributions. It is up to the faculty member to demonstrate that his or her activity meets these standards.

Because some faculty members may be caught in mid-stream by any changes requirements of promotion criteria outlined in this document, there will be a transition period in the implementation of the guidelines in this document. Faculty members within three years of promotion or tenure may elect to follow the old guidelines or the new guidelines.

The following summarizes the highlights of the new policy, as it relates to tenure and promotion decisions. Under the new guidelines set forth in this document, to receive a favorable evaluation, a faculty member must:

- 1) Receive evaluation scores of at least 1.0 in all three areas of commonly recognized professional responsibility (teaching, scholarly activities, and contributions to the university, profession, and community). Specific details are in Section 2.5
- 2) Publish at least two examples of scholarly activity within the past five years, to be determined by the department. (This would typically include at least one refereed journal article. A list of acceptable articles/items is listed under "highly regarded activities" in section 3 of this document.)
- 3). Perform at least one major contribution to NSU each year (such as serving on a college-wide committee or sponsoring a student organization). Additional activities are listed in section 3 of this document.

Each performance evaluation will be judged separately. For example, a candidate's evaluation for tenure would start a new evaluation process. It would not simply be the aggregate of the annual evaluations for the previous five years. See Section 2.7 for more details.

1.1 Purpose

The purposes of the College of Business and Technology are:

1. To graduate professionals who are able to:
 - ❖ Incorporate sound analytical and systems approaches to problem solving and decision making
 - ❖ Communicate effectively
 - ❖ Apply their current, relevant knowledge
 - ❖ Apply economic, social, political, legal, and technological concepts in a global environment
 - ❖ Be dynamic leaders and effective team members
 - ❖ Be professional in their attitude and approach to a career
 - ❖ Perpetuate the civic, social, and ethical responsibilities of organizations and professionals

2. To provide educational activities that:
 - ❖ Support undergraduate and graduate majors
 - ❖ Meet the needs of non-traditional students
 - ❖ Provide outreach through short courses, workshops, seminars, consultations, and scholarly activities as a service to constituencies

3. To assure the continuity and development of the College of Business and Technology through:
 - ❖ Recruitment of quality faculty and students
 - ❖ Professional development of faculty
 - ❖ Continuous pursuit of the latest technology, both in equipment/software and teaching methodology

1.2 Changes to these Guidelines

These guidelines may be changed from time to time via appointment of other task forces, appointed by the dean and department chairs of the College of Business and Technology.

20 FACULTY EVALUATIONS

21 Promotion

2.11 Ranks:

Authority to grant academic rank or promotion in academic rank is delegated to the university presidents. Determination of merit and granting promotion in rank shall be in accordance with the promotion policies and procedures of the university as well as the minimum criteria, contained in this policy.

The principal academic ranks of the university shall be Professor, Associate Professor, Assistant Professor, and Instructor.

Educational qualifications for these ranks shall be as follows:

Professor

An earned doctorate degree awarded by a regionally accredited or internationally recognized institution

Associate Professor

An earned doctorate degree awarded by a regionally accredited or internationally recognized institution.

Assistant Professor

An earned doctorate degree awarded by a regionally accredited or internationally recognized institution. Institutions may elect to award the rank of assistant professor to individuals who have completed all requirements in a doctoral program except the dissertation (or equivalent requirement) or have completed a non-doctoral degree program requiring a minimum of 60 graduate hours.

Instructor

An earned master's degree awarded by a regionally accredited or internationally recognized institution.

Others

Institutions may classify instructional personnel who are not subject to assignment of rank by such titles as special instructors, lecturers, graduate assistants, adjunct instructors, part-time instructors, or by other title. The Vice President must approve all title classifications for Academic Affairs and the Director of Human Resources.

2.12 Procedures

Specific details on the procedures for promotion are in the Faculty Handbook Appendix C.

2.2 Tenure

2.21 Overview

Tenure is a privilege and a distinctive honor. The tenure decision shall be based on a thorough evaluation of the candidate's total contribution to the mission of the University and the College of Business and Technology.

- ❖ Consideration for tenure will occur in the fall of the sixth year of NSU tenure track employment (excluding temporary employment and years in a non-tenure track position).

2.23 Procedures

Specific details on the procedures for applying for tenure are in the Faculty Handbook.

2.3 Annual Evaluations

The performance of non-tenured faculty members shall be evaluated by March 1, each year, by appropriate academic officers and the results of the evaluation shall be placed in the personnel file of the non-tenured faculty member. The non-tenured faculty member shall be given a copy of the evaluation.

Non-tenured track faculty members will only be evaluated on the criteria for teaching listed in Section 2.5 A. To receive an acceptable evaluation, they must achieve a rating of two or above in this area.

2.4 Post Tenure Evaluations

The academic and professional performances of each tenured faculty member at each institution must be reviewed at least every three (3) years. The appropriate dean and/or Vice President for Academic Affairs will conduct each review.

When the review results in a finding that a tenured faculty member's academic and professional performance is unsatisfactory, the faculty member shall be notified of the deficiencies in performance and must be reviewed again within one (1) year. The results of each review will be placed in the personnel record of the tenured faculty

member. The tenured faculty member should be given a copy of the review and an opportunity to respond. Two consecutive unsatisfactory post-tenure performance evaluations may be grounds for dismissal or suspension.

2.5 General Criteria for Evaluations

A. Teaching

To receive an acceptable evaluation in this area of job performance, a requirement for a favorable tenure or promotion decision, the faculty member must achieve a rating of at least (1) for teaching.

Rating (3) - The applicant has an exceptional or unusually high quality of work in this area and demonstrates leadership in teaching that extends beyond the classroom. Measured student performance outcomes are among the best in the professor's area and the professor attracts students to his or her program. To achieve this rating, the candidate meets the standard of Rating 2 for teaching plus shows leadership in promoting effective teaching among colleagues and/or in promoting or building his or her program.

Rating (2) - Quality of teaching is high, but not exceptional. The assessed quality of teaching exceeds the requirements of the department/program. The candidate also demonstrates growing competencies. This can be exhibited by very good teaching evaluations or student learning outcomes and/or a history of innovation or improvement in classroom performance that is deemed meritorious by the tenure or promotion committee.

Rating (1) - Quality of teaching is minimally acceptable. Assessed teaching quality meets the expectations and serves the purposes of the department/program, but shows substantial possibility of improvement. A candidate can demonstrate that they have met this standard by providing convincing evidence of well preparedness in the classroom, or compelling evidence promise in the efforts made to improve teaching performance.

Rating (0) - The faculty member's performance in teaching is generally unsatisfactory.

B. Scholarly Activities

To receive a rating of (1) in this area of job performance, a requirement for a favorable tenure or promotion decision, the faculty member must publish at least two examples of quality scholarly activity within the past five years

Rating (3) - The quality and quantity of scholarly activities are unusually high and are always or almost always exceptional, based upon the number of scholarly accomplishments and/or the perceived quality of the public venues.

Rating (2) - The quality and quantity of scholarly activities are high, but not exceptional.

Rating (1) - The quality and quantity of scholarly activities are satisfactory.

Rating (0) - The quality and quantity of scholarly activities are unsatisfactory.

C. Contributions

Contributions include both items in the professional file listed in Appendix C of the Faculty Handbook. More specifically, it includes both (1) contributions to the institution and profession, and (2) performance of non-teaching semi-administrative or administrative duties. Section 3 provides some example of contributions.

Rating (3) - The faculty member is involved in an unusually high amount of professional service and leadership that is positive and among the best in the department.

Rating (2) - The faculty member is involved in an above average amount of professional service and leadership.

Rating (1) - The faculty member is involved in some professional service.

Rating (0) - The faculty member is involved in almost no professional service.

2.6 Promotion and Tenure Evaluation

The Professional portfolio of the faculty member who is applying for advancement in rank must provide tangible evidence of superior performance in the criteria listed above. Each advancement in rank requires increased levels of performance/achievement in each of these criteria. Faculty members requesting a change in rank shall submit their professional portfolio to their Department Chair for review by September 30. The Department Chair shall forward the professional portfolio, along with a letter of recommendation, to the college dean by October 31.

2.6 1 Tenure and Promotion from Assistant to Associate Professor

The tenure or / and promotion from assistant professor to associate professor decision shall be based on a thorough evaluation of the candidate's total contribution to the mission of the University and the College of Business and Technology on teaching, scholarly activities and contributions to the university and profession during this period.

2.62 Promotion from Associate Professor to Professor

In addition to meeting the requirements for a favorable evaluation, the Professional portfolio must demonstrate a level of performance superior to that demonstrated for promotion from Assistant Professor to Associate Professor.

2.7 Evaluations are Judged Separately

Each performance evaluation is judged separately and constitutes a stand-alone evaluation independent of the previous evaluations. For example, when the evaluation is for promotion or tenure purposes, success is not determined by a simple mathematical average of the previous evaluations. Candidates for promotion or tenure shall demonstrate promise through evidence of continuous performance improvement over the period under consideration. This evidence may take the form of improved student ratings, committee roles of increasing responsibility, increased participation in University and College functions, or other criteria listed in this document. Annual evaluations may be used to establish this trend.

2.8 Tenure and Promotion Mentoring

2.81 Overview

The Retention/Mentoring shall consist of at least one but no more than three (1-3) tenured faculty members selected by the department chair in consultation with faculty member. One committee member may be selected from outside the department if there are not enough tenured faculty members in the department that can serve on the committee. In departments which have an insufficient number of tenured faculty, this committee number may be lowered to one tenured faculty member from within the department, the department chair, and a third tenured faculty member from outside the department or program. With approval of the department chair, and mentee, the Retention/Mentoring committee can be modified during the probationary period.

2.82 Purpose

The Retention/Mentoring program is a program designed to enhance professional development by helping a non-tenured faculty member balance and improve his/her research, teaching, and service responsibilities. Mentor and the mentee benefit by both exchanging viewpoints and ideas, as well as by sharing their knowledge and experience.

The mentor relationship supplements but does not replace the assistance provided by the faculty member's appropriate administrators and colleagues. The retention/mentoring committee may coach, encourage, advice, and critique the mentee's scholarship. Mentors may meet with other faculty to obtain suggestions for improving the mentee's scholarship. Mentors are not expected to assist their mentee's in his/her scholarship, but may do so if that is acceptable to the mentee.

The Retention/Mentoring committee will carefully scrutinize whether the progress of the candidate toward tenure meets expectations based upon the Boyer Model and the applicable criteria consistent with Appendix C in the NSU Faculty Handbook.

3.0 Professional Portfolio for Tenure, Promotion, Annual Evaluation and Post Tenure Reviews

3.1 Overview

In every case, the candidate initiates the procedure for tenure/promotion. It is the responsibility of every faculty member to be aware of the University, the College, and departmental policies and procedures, and of the faculty member's own status regarding tenure/promotion. The candidate is responsible for preparing the initial application and ensuring that all relevant materials are included.

The application should include documentation that the candidate has met all eligibility requirements for tenure/promotion, as outlined in the *Faculty Handbook*. The candidate will submit the tenure and/or promotion application through the department chair to the Dean of the College of Business and Technology by September 30 of the year prior to when the faculty member hopes to assume tenure or be promoted. Once a candidate's application has been submitted to the departmental committee, no item may be removed from the application except under joint agreement between the relevant reviewing body and the candidate.

Upon receipt of the application and during the review process, the reviewing bodies or committees may request and are encouraged to request additional material for the tenure application from the candidate that they deem appropriate. They can also request, consider, and add to the application file additional written information available from sources other than the candidate. When such information is added, copies shall also be provided to the candidate who shall then have five days to append written comments addressing the new material, as appropriate. Any information presented to a reviewing body, along with the application submitted by the candidate and the written comments constitute the candidate's file. The candidate's portfolio will be forwarded along with the recommendation of each reviewing body. The confidentiality of the file will be maintained at each level of review, except when there is a formal faculty appeal of a particular decision.

The candidate's original application will include an application letter, CV, evidence of teaching effectiveness, documentation of scholarly activities, and information on services performed for the University and profession as outlined in the Faculty Handbook Appendix C.

Below are some suggestions for how to prepare each of these components of the application packet. This list only provides examples and should not be considered exhaustive. It is intended to provide guidance in the planning process.

3.2 Application Letter

- ❖ Clearly address your application request (tenure, Assistant, Associate or Professor)
- ❖ Briefly highlight your strengths-points you feel most significantly support your case for tenure or promotion (self-assessment 3 - 5 pages)

3.3 Curriculum Vitae

- ❖ Full name, Title, College
- ❖ Current Rank and Tenure Status
- ❖ Graduate Faculty Membership
- ❖ Education (institution, degree, year: list most recent first)
- ❖ Academic Appointment at NSU and Other Institutions (institution, rank, dates: list most recent first)
- ❖ Administrative Appointments at NSU and Other Academic Institutions
- ❖ Other Employment Related to Your Professional Activity (organization, position, dates: list most recent first)
- ❖ Membership in Professional, Honorary, and Other Learned Societies (organization, dates, offices held, dates)
- ❖ Academic Honors and Awards

3.4 Teaching

Northeastern State University is committed to excellence in instruction for its students. Effectiveness in teaching is therefore of primary importance in evaluating faculty members for both tenure and promotion. Although no definition of effective teaching can be completely adequate, the University expects its faculty to bring knowledge, scholarship, dedication, and energy to the classroom and to present the various disciplines offered by the University in a manner, which assists students to understand, to develop intellectual discipline, and to develop as thinking human beings.

To aid in the assessment of teaching effectiveness, each candidate for tenure or promotion will assemble a teaching portfolio. The emphasis is on achieving positive student learning outcomes. The purpose of the teaching portfolio is to encourage broad and diverse attention to currency of the content, pedagogical innovation, and continuous improvement in the teaching activity.

The teaching portfolio shall include (1) samples of course syllabi, tests, and student work; (2) results of student learning outcomes assessments for courses taught (where these have been conducted); (3) a statement of the faculty member's teaching philosophy, efforts to improve teaching, and planned future directions for teaching, and (4) a summary of student evaluations of teaching effectiveness for all fall and spring classes. In addition, the teaching portfolio may include a peer review of

classroom materials and procedures, including a descriptive report based on a class visit, and may include a presentation of other factors.

Peer reviews must include at least one visit to a class period, a review of the course syllabus and assignments, and a description of the primary mode of teaching, based on a conversation with the faculty member being visited. The peer review is intended to be a constructive, diagnostic description rather than an evaluation of the faculty member's teaching style. Faculty members may request peer or Chair review at any time.

Candidates will need to demonstrate the results of their efforts toward excellence in teaching. The candidate will bear the "burden of proof" of the quality of his or her activities. The following list is a guide for the candidate in setting goals and preparing the documents for committee review. This list is by no means exhaustive activities:

- ❖ Publishing articles in national or regional refereed journals focused on pedagogy
- ❖ Developing and implementing innovative teaching
- ❖ Receiving grants for teaching and learning improvements
- ❖ Developing entirely new courses and laboratories
- ❖ Receiving acceptable peer review and/or course/program assessment
- ❖ Publishing new textbooks or chapters of new textbooks
- ❖ Teaching new courses and laboratories (courses and dates)
- ❖ Receiving invitations to other campuses and schools to demonstrate
- ❖ Integrating and using technology in the classroom
- ❖ Providing assistance or training to improve colleague teaching techniques
- ❖ Teaching honors courses (number of students, type, date)
- ❖ Providing appropriate student field trips, participation in regional, state and/or national meetings (number of students, description, date)
- ❖ Supervising and directing student research
- ❖ Providing a summary of student evaluations by course and semester received
- ❖ Receiving letters of support, internal and external
- ❖ Reviewing and updating existing courses by revising or developing new instructional materials to include multimedia materials (course syllabi assignments, exams, handouts, or media products such as PowerPoint and video presentations)
- ❖ Participating in campus teaching related workshops
- ❖ Participating in state and national conferences on the improvement of teaching and learning
- ❖ Teaching short courses or seminars related to the faculty member's discipline

3.5 Scholarly Activities

This area of professional activity most closely conforms to traditional academic concepts of scholarship. It involves original research, which is designed to add to the current state of knowledge within one's discipline. In addition, it may include integration or innovative application of existing knowledge to further understanding, promote synergies between disciplines, or distribute developed concepts to new forums through teaching or application.

Intellectual contributions to a research portfolio are categorized under eight primary areas, and are listed below with their representative activities. Faculty work effort and evaluation may not be limited to these identified activities but they are provided as a guide. See the list at the end of this subsection for further examples of specific contributions and their relative importance.

Research includes scholarship published in refereed journals, proceedings articles, non-refereed professional publications, trade journals, publicly available monographs, research-based book chapters or cases. Instructional development is demonstrated by publications in pedagogical journals; publication of a study guide, text or text support materials, cases or case notes; the development of significant, publicly available curriculum or programs; a competitive pedagogical development grant; and other enhancements of the educational value of instructional efforts.

Grant proposals can be written and submitted for federal, state, University, College, and private funds. Editing activities include editorial responsibilities and accomplishments with international, national, regional or other research journals or proceedings; research texts and/or research casebooks. Presentations include presentation at international, national, regional or other refereed or non-refereed conferences. Consulting in areas of expertise is encouraged to provide interaction and to develop relationships with the business community. The practice of consulting also encourages faculty to develop currency in their field and to disseminate this knowledge to practitioners.

The College also recognizes that leading and teaching workshops and seminars for professional organizations extends the knowledge base in a manner consistent with applied scholarship.

Reviewing for business journals is regarded as evidence of expertise and currency in one's field. A faculty member demonstrates growth by earning an appropriate advanced degree, by completing comprehensive oral examination, by earning appropriate graduate credit hours, by earning nationally recognized professional certifications and by completing professionally related courses.

3.6 Contributions to the Institution and Profession (last five years)

NSU's commitment to Making Place Matter and public engagement provides opportunities for new and evolving forms of the scholarship of application, including research that draws on and supports its environment.

Range of Activities

The range of activities listed below is not meant to be required of all faculty, but to indicate the broad range of service to which the NSU faculty can contribute.

- ❖ Service to the university
 - Governance, such as involvement in program or departmental administration; active service or leadership on committees, task forces, councils, search committees, and Faculty Council.
 - Mentoring, advising, and sharing expertise, such as conducting workshops for other faculty; organizing colloquia and seminars; mentoring new faculty; supervising student activities or student groups.
 - Development/advancement, such as participation in student recruitment; participation in fund raising; public relations and marketing of program; retention activities that strengthen a program or program enrollment.

- ❖ Service to the discipline/profession
 - Governance, such as taking on a leadership role in a professional association, participating in the organizing, convening, or presiding for an association meeting or function.
 - Scholarly activity such as acting as a member of journal's editorial board or journal editor; reviewing books for publication, grant proposals for funding agency, conference submissions for possible acceptance, and articles for journal publication.
 - Sharing expertise, such as serving on an accrediting team; writing questions for licensure or certification exams; participating in a program review for a university.

- ❖ Service to the community
 - Providing service to a local, regional, or global community or governmental agency, such as the PreK-12 community, non-profit agencies, and economic development groups.
 - Facilitating or improving organizational development in the community.
 - Providing services to support or enhance economic development in the region.
 - Providing clinical services related to physical health, mental health, and wellness.
 - Providing consulting services or technical assistance.
 - Planning and/or implementing public events, such as teaching non-credit classes or workshops, providing public lectures, arts performances, art displays, participating on panels or symposia for public presentation.
 - Serving on boards, committees, commissions utilizing one's disciplinary expertise.
 - Providing public writing services, including grant proposals and grant awards for an organization or community.

Documentary Evidence of Professional/University Service and outcomes achieved during the review period may include, but is not limited to, the following:

- ❖ Creation of multidisciplinary courses and programs.
- ❖ Regional work integrated into programmatic design.
- ❖ Facilitation of cross-campus activities and experiences.
- ❖ Delivery of professional expertise to colleagues across campus.
- ❖ Service on university-wide task forces, work groups, and committees.
- ❖ Regional development.
- ❖ Service learning involvement.
- ❖ Engagement in Making Place Matter activities.
- ❖ Supervision of field activities.
- ❖ Committee assignments. (State duties and positions held.)
- ❖ Involvement in Faculty Council, task forces, etc. (State duties and positions held.)
- ❖ Assessment duties (Including but not limited to program review, prioritization, strategic planning, etc.).
- ❖ Professional organizations. (Membership, offices held, duties, etc.)
- ❖ Community involvement. (Explain value to the community and the university.)
- ❖ Consulting.
- ❖ Administrative positions held.
- ❖ Duties and time devoted to administrative duties.
- ❖ Number of persons supervised.
- ❖ Evidence of effective advising.
 - Number of advisees.
 - Time devoted to advising.
 - Media employed in advising.
 - Innovative advising approaches.

3.8. Performance of Non-Teaching Semi- Administrative or Administrative

Example include serving as Department Head or Program Coordinator.