

APSU College of Business
Policy for Faculty Retention, Tenure, Promotion

Reviewed by Faculty, April 2016

The mission statement of the APSU College of Business is:

"To promote the continuous development of a learning environment, through excellent teaching and faculty research, which challenges students to push beyond the textbook, explore the limits of their capabilities and discover their individual passion."

This mission statement, AACSB accreditation standards, and APSU policies (5:060, 5:061, 5:062) drive the College of Business Policy for Retention, Tenure, and Promotion (COB RTP Policy). The policy requires compliance by the faculty member in three areas: 1) effectiveness in academic assignment—excellence in teaching; 2) research, scholarship, and creative activities—intellectual contributions; and 3) professional contributions and activities.

I. Effectiveness in Academic Assignment—Excellence in Teaching

Faculty members are expected to engage in a process of continuous improvement relative to their teaching skills and knowledge. The emphasis on excellent teaching is taken directly from the College of Business mission statement.

The teaching component of the College of Business RTP Policy supports APSU policies and AACSB accreditation standards. AACSB Standard 12 states

The school has policies and processes to enhance the teaching effectiveness of faculty and professional staff involved with teaching across the range of its educational programs and delivery modes.

The College of Business faculty recognize excellent teaching to be the combination of multiple components, including professional currency and development, experiential learning activities, and pedagogical improvement. Faculty members are expected to participate in conferences, workshops, webinars, and other opportunities. Faculty are also expected to maintain skills such as career advising and course revisions and development—both on ground and online. Faculty are to be available to students through office hours. All faculty members receive student evaluations and are expected to review each of the evaluated items in view of potential improvement.

At least one peer review of teaching instruction prepared by someone within the faculty member's college per year is required of all faculty members undergoing personnel review during each review cycle leading to tenure. The peer reviews are required of on-ground faculty as well as online faculty. Faculty applying for promotion to Associate after they receive tenure shall include at least two recent peer reviews of instruction (within two years prior to the current promotion action). Faculty applying for promotion to Professor shall include at least two recent peer reviews of instruction (within two years prior to the current promotion action).

Expectations for the College of Business

Faculty members are expected to

- Have an overall class evaluation item on the student evaluations at or above the midpoint of the range.
- Have appropriate peer reviews of teaching.

- Maintain office hours.
- Engage annually in instructional activities beyond direct teaching responsibilities such as
 - Attending teaching/pedagogy workshops or seminars.
 - Participating in other faculty development events or activities.
 - Writing and publishing teaching materials in a business discipline.
 - Designing and developing new curriculum and courses.
 - Participating in study abroad trips/courses in a faculty leadership role.
 - Participating in assessment activities.
 - Maintaining professional certifications.
 - Engaging students in experiential activities.

II. Research, Scholarship, and Creative Activities—Intellectual Contributions

Faculty members are expected to engage in a process of continuous improvement relative to their research, scholarship, and creative activities. The emphasis on excellent research is taken directly from the College of Business mission statement and supports the goal of achieving high quality graduates.

The intellectual contribution component of the College of Business RTP Policy supports APSU policies and AACSB accreditation standards.

AACSB Standard 2 states

The school produces high quality intellectual contributions that are consistent with its mission, expected outcomes, and strategies and that impact the theory, practice, and teaching of business and management.

AACSB Standard 15 states

The school maintains and strategically deploys participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement that sustains the intellectual capital necessary to support high quality outcomes consistent with the school's mission and strategies.

College of Business faculty are classified according to AACSB criteria and are evaluated according to the maintenance requirements of that classification. The criteria are operationalized in two phases—the faculty member's initial (original) academic or professional preparation and the maintenance of the classification. Initial (original) academic preparation is assessed by earned degrees and other academic credentials. Initial (original) professional experience is assessed by the nature, level, and duration of leadership and management position(s) in the practice of business and/or other types of organizational work.

For retention, tenure, and promotion, faculty must meet the requirements of maintenance of the classification in which they are categorized. The four classifications are defined by AACSB as follows.

Scholarly Academics (SA) *sustain currency and relevance through scholarship and related activities. Normally, SA status is granted to newly hired faculty members who earned their research doctorates within the last five years prior to the review dates.*

Practice Academics (PA) sustain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty members' earlier work as an SA faculty member.

Scholarly Practitioners (SP) sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching.

Instructional Practitioners (IP) sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. Normally, IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience.

Initial (Original) Preparation for Scholarly Academics (SA) and Practice Academics (PA)

A doctoral degree emphasizing advanced foundational discipline-based research is appropriate initial (original) academic preparation for SA and PA status.

For SA and PA status, the less related faculty members' doctoral degrees are to their fields of teaching or if individuals have doctoral degrees that are less foundational disciplined-based research-oriented, they must demonstrate higher levels of sustained, substantive academic and/or professional engagement to support their currency and relevance in their fields of teaching.

Faculty members who have recently received a doctoral degree will be considered SA or PA. To maintain this status, they must demonstrate substantial annual progress toward meeting, within a five-year period, the standards set forth for maintaining SA/PA qualification.

Faculty members who are ABD may be considered SA for no more than three years. To maintain this status, they must demonstrate substantial annual progress toward degree completion.

Individuals with a *graduate degree in law* will be considered SA or PA for teaching business law and legal environment of business, subject to ongoing, sustained, and substantive academic and/or professional engagement activities demonstrating currency and relevance related to the teaching field.

Individuals with a *graduate degree in taxation or an appropriate combination of graduate degrees in law and accounting* will be considered SA or PA to teach taxation subject to continued, sustained academic and professional engagement that demonstrates relevance and currency in the field of teaching.

Initial (Original) Preparation for Scholarly Practitioners (SP) and Instructional Practitioners (IP)

At the time of hire by the College of Business, a faculty member may be classified as IP or SP based upon professional experience that is current, substantial in terms of duration and level of responsibility, and clearly linked to the field in which the person is expected to teach. The less

related the faculty member's initial professional experience is to the field of teaching or the longer the time since the relevant experience occurred, the higher the expectation is for that faculty member to demonstrate sustained academic and/or professional engagement related to the field of teaching in order to maintain professional qualifications.

IP and SP faculty members will have master's degrees in disciplines related to their fields of teaching.

Maintenance of Scholarly Academic (SA) Status

Maintaining scholarly academic status requires evidence of continual learning activities and intellectual contributions of each faculty member. A scholarly academic will maintain this status if, over the most recent five-year period, he or she has published at least two (2) peer reviewed journal articles (See Note 1) in the area in which they teach.

For faculty members whose doctoral degrees are less related to their fields of teaching or if they have doctoral degrees that are less foundational disciplined-based research-oriented, a higher level of sustained, substantive academic engagement must be demonstrated to support their currency and relevance in their fields of teaching. Faculty members that teach any master's level course are required to be scholarly academics and must demonstrate a higher level of sustained, substantive academic engagement to support their currency and relevance in their fields of teaching. For these two categories of faculty, maintenance of SA status requires at least two (2) refereed business journal articles in the area in which they teach, plus three (3) additional distinct (See Note 2) academic maintenance activities over the most recent five-year period.

- Peer reviewed business journal articles (See Note 1) in the area in which they teach.
- Full articles published in the proceedings of a regional or national scholarly meeting that is publicly available either physically or electronically.
- Publishing the second or higher, edition of a textbook (or evidence that the first edition has been widely accepted by other schools).
- Publishing a chapter in a peer-reviewed scholarly business book (See Note 1).
- Presentation of an article within the faculty member's discipline at a national or international academic conference meeting.
- Relevant, active editorships with academic journals or other business publications.
- Leadership position in recognized academic society or association.
- Research awards.
- Academic fellow status.
- Completion of a publicly available research report from a funded grant.
- Other academic maintenance activities approved on an individual basis.

Maintenance of Practice Academic (PA) Status

Maintaining practice academic status requires evidence of continual learning activities, intellectual contributions, and /or professional engagement activities to interact with business and management practice. A faculty member that meets the initial (original) academic preparation for being a practice academic will maintain this status if, over the most recent five-year period, he or she has engaged in six (6) distinct (See Note 2) intellectual contribution or professional engagement activities over the most recent five-year period.

- Peer reviewed journal articles (See Note 1) in the area in which they teach.
- Full articles published in the proceedings of a regional or national scholarly meeting that is publicly available either physically or electronically.
- Publishing the second or higher, edition of a textbook (or evidence that the first edition has been widely accepted by other schools).
- Publishing a chapter in a peer-reviewed scholarly business book (See Note 1).

- Presentation of an article within the faculty member's discipline at a national or international academic conference meeting.
- Consulting activities that are material in terms of time and substance.
- Faculty internships.
- Development and presentation of executive education programs.
- Sustained professional work supporting qualified status (See Note 3).
- Significant participation in business professional associations.
- Practice-oriented intellectual contributions.
- Relevant, active service on boards of directors.
- Documented continuing professional education experiences.
- Participation in professional events that focus on the practice of business, management, and related issues.
- Participation in other activities that place faculty in direct contact with business or other organizational leaders.
- Other practicing or academic maintenance activities approved on an individual basis.

Maintenance of Scholarly Practitioners (SP) Status

Maintaining scholarly practitioner status requires evidence of continual learning activities and intellectual contributions of the faculty member. A faculty member will maintain this status if, over the most recent five-year period, he or she has published at least two (2) peer reviewed journal articles (See Note 1) in the area in which he or she teaches.

For faculty members whose doctoral degrees are less related to their fields of teaching or if they have doctoral degrees that are less foundational disciplined-based research-oriented, a higher level of sustained, substantive academic engagement must be demonstrated to support their currency and relevance in their fields of teaching. For these faculty, maintenance of SP status requires at least two (2) refereed journal articles, plus three (3) additional distinct (See Note 2) academic maintenance activities over the most recent five-year period.

- Peer reviewed business journal articles (See Note 1) in the area in which they teach.
- Full articles published in the proceedings of a regional or national scholarly meeting that is publicly available either physically or electronically.
- Publishing the second or higher, edition of a textbook (or evidence that the first edition has been widely accepted by other schools).
- Publishing a chapter in a peer-reviewed scholarly business book (See Note 1).
- Presentation of an article within the faculty members discipline at a national or international academic conference meeting.
- Relevant, active editorships with academic journals or other business publications.
- Leadership position in recognized academic society or association.
- Research awards.
- Academic fellow status.
- Completion of a publicly available research report from a funded grant.
- Other academic maintenance activities approved on an individual basis.

Maintenance of Instructional Practitioners (IP) Status

Maintaining instructional practitioner status requires evidence of continual learning activities and professional engagement activities to interact with business and management practice. A faculty member will maintain this status if, over the most recent five-year period, he or she has engaged in six (6) distinct (See Note 2) professional engagement activities over the most recent five-year period.

- Consulting activities that are material in terms of time and substance.

- Faculty internships.
- Development and presentation of executive education programs.
- Sustained professional work supporting IP status (See Note 3).
- Significant participation in business professional associations and societies.
- Relevant, active service on boards of directors.
- Documented continuing professional education experiences.
- Documented professional certifications in the area of teaching.
- Participation in professional events that focus on the practice of business, management, and related issues.
- Participation in other activities that place faculty in direct contact with business and other organizational leaders.

Notes

Note 1: Peer-reviewed articles or cases published in journals listed in the business edition of Cabell's Directories of Publishing Opportunities, appear in journals on the Australian Deans list, or have been subjected to a documented formal review process in the College. If the journal is not listed in Cabell's, it is the author's responsibility to document the journals' review process. Self-published or "vanity press" books are not appropriate contributions.

Note 2: Distinct activities cannot, for example, include a paper presentation and the same paper published either in the proceedings or as a publication.

Note 3: For continuing activities, such as consulting, sustained professional work, and being a member of a board of directors, each year may be considered a separate activity.

III. Professional Contribution and Activities

Faculty members in the College of Business are expected to regularly participate in the governing and policy-making processes of the University; to contribute to the community; and to serve their discipline through professional development activities.

Service to Campus

University service refers to work other than teaching and scholarship done at the department, college, or University level. Service to the campus includes, but is not limited to:

- College of Business committees.
- University or College of Business ad-hoc committees.
- Faculty, staff, or administrative search committee on any level within the University.
- University standing committee.
- Serve as new faculty mentor.
- Writing a successful grant application.
- Successfully performing the annual activities expected of an externally funded research grant.
- Advisor to a student organization.

Institutional service activities can include multiple activities in one area. For example, a faculty member who serves on both the Campus Safety and Roads Committee and the Committee for Persons with Disabilities would count those as two separate activities.

Attendance at regular departmental, college, and university faculty meetings is expected and

does not constitute service to the institution.

Service to the Community

Service to the community includes activities in connection with local or regional civic or professional organizations. While a relationship of the activity to a faculty member's particular academic area is welcome, it is not mandated. Examples of service to the community include but are not limited to the following:

- Officer or committee member of a trade or civic association.
- Community presentations, projects, or workshop.
- Organization membership coupled with activity in that organization such as on a committee or participating in an event.
- Board member of an organization *without significant compensation*.

Being a member of an organization without participation in at least one activity does not constitute community service.

Service to One's Discipline—Professional Development

Service to one's discipline includes memberships and leadership positions in professional organizations at state, regional, or national levels and includes service as track chair, session chair, discussant, paper reviewer, editorial staff, etc. Professional development includes activities in connection with an academic-oriented professional organization or with a discipline: training, workshops, seminars, continuing education, conference attendance, online training, or similar activities related to professional growth. Examples of professional service include but are not limited to the following:

- Editor of a book of readings, a journal, or conference proceedings.
- Publication of a discipline-based software product.
- Preparation of a discipline-based academic report for a business, governmental, or quasi-governmental organization in the University's service region (such as an economic impact study).
- Creating and/or delivering an executive education seminar for a business organization or a discipline-based professional association (e.g. an accounting professor teaches a CPE course for the Tennessee Society of CPAs or a management professor delivers a seminar on ethical leadership practices for a regional bank).
- Elected officer, board member or major task-force/committee member of an academic or discipline-based professional organization.
- Manuscript reviewer for a journal or proceedings.
- Session leader or discussant at an academic conference.
- Program chair or track chair for a professional association (including the responsibility for reviewing paper submissions).
- Preparation or revision of a training manual or study guide.
- Textbook review.

Expectations for the College of Business

Faculty members are expected to participate in at least four (4) service activities **per year**, at least two (2) of which are in the category of Service to Campus.

Classroom Peer Evaluation

Professor: _____
 Date & Time of Visit: _____
 Department: _____
 Course Observed: _____
 Observer: _____

Rating:

- 1. Performance exceeds the standard** (Used to commend the recipient for performance above the expected)
- 2. Performance meets the standard** (Used to acknowledge satisfactory performance of duties and responsibilities)
- 3. Improvement recommended** (Used to warn the recipient that performance is below what is expected)
- 4. Performance does not meet the standard** (Used for unacceptable performance)
- 5. Not applicable/insufficient data**

A. Classroom Dynamics

Rating: **1** **2** **3** **4** **5**

- Encourages student participation by inviting questions, allowing students to problem-solve, or encouraging feedback during class session.

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- Listens attentively and gives explanations to students with clarity and in a non-threatening manner.

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- Verbal and written expressions and physical demeanor set a tone for a classroom environment that promotes the learning process.

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- Demonstrates awareness and/or sensitivity to cultural, ethnic, and gender differences in communication with class members.

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- Presents a positive, professional image.

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- Communicates effectively orally and in writing.

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- Demonstrates effective classroom management skills.

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B. Teaching Strategies and Techniques

Rating: **1** **2** **3** **4** **5**

- Provides a safe environment for student participation that is conducive to the learning process.

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- Information presented is accurate and compliant with current course outline and/or syllabus.

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- Embellishes lecture/discussion by providing relevant information from sources other than textbook, if appropriate.

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- Present content or uses a format organized in a logical sequence.

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- Encourages critical, evaluative thinking, questioning, and reasoning.

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- Appropriately utilizes board, overheads, or other instructional aids to enhance lecture content.

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- Distributes handouts or instructional materials that are appropriate to content being presented.

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- Shows enthusiasm for the subject matter to encourage active student participation in learning.

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C. Class Preparation and Subject Matter Expertise

Rating:

1	2	3	4	5
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- Shows evidence of thorough preparation through presentation of course material.

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- Materials chosen demonstrate academic rigor appropriate to level taught.

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- Demonstrates subject matter expertise in course design.

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- Demonstrates subject matter expertise in course delivery.

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D. Overall summary of Classroom Visitation

Rating:

1	2	3	4	5

E. Comments by Professor: (Optional)

F. Signatures:

Observer: _____

Date: _____

Professor: _____

Date: _____