

SCHOOL OF BUSINESS
CRITERIA FOR PROMOTION AND TENURE
IN THE
COLLEGE OF BUSINESS AND TECHNOLOGY
EASTERN KENTUCKY UNIVERSITY

Policies and procedures governing promotion and tenure are contained in the current Eastern Kentucky University Promotion and Tenure Policy. The Eastern Kentucky University Promotion & Tenure Policy identifies the “Criteria for Promotion” to each academic rank and the materials to be considered by the departments evaluating candidates for promotion and tenure. The chair and department committee must consider the expectations of the college and university in their evaluations of candidates.

This document supplements the university-wide policy and procedure guidelines and is closely linked to the *School of Business* Participating and Supporting Faculty Policy and Processes (PartSuppPolicy) and the Academically Qualified/Professionally Qualified (AQPQ) Policy and Processes which reflect the *School of Business* mission for accreditation with the Association to Advance Collegiate Schools of Business International (AACSB) (Appendix A & B).

It is the responsibility of the candidates for both promotion and tenure to review the Eastern Kentucky University Promotion and Tenure Policy. Candidates for promotion and/or tenure must be mindful of the results of the non-tenured evaluations as useful resources in preparing promotion and tenure applications.

With respect to promotions in rank and evaluating candidates for tenure, the Eastern Kentucky University Promotion and Tenure Policy requires “Each college by majority vote of the full-time tenure track faculty, shall develop written guidelines for promotion and tenure procedures to include: (1) criteria unique to that college...” This document has been developed to comply with the requirement specified in the Eastern Kentucky University Promotion & Tenure Policy.

Once approved, the document will be used in evaluating all applications for tenure submitted for faculty hired on or after August 1, 2009 and for evaluating all applications from faculty applying for promotions on or after August 1, 2009. This document shall remain in force unless or until it is amended or declared null and void by majority vote of the full-time tenure-track faculty in *School of Business*.^{1, 2, 3, 4}

¹ May 16, 1991, initial date of business faculty vote approving first criteria for P & T.

² April 17, 1996, second date of business faculty vote approving revised criteria for P & T.

³ April 27, 2001, third date of business faculty vote approving revised criteria for P & T.

⁴ February 13, 2009, fourth date of business faculty vote approving revised criteria for P & T.

Consistent with university and college criteria, each department shall identify specific criteria for promotion and tenure within the areas of teaching, scholarship, and service. The departmental/program documents must: (1) include standards at least as demanding as those in the Eastern Kentucky University Promotion and Tenure Policy, (2) align with the School of Business PartSuppPolicy and the AQPQ Policy (Appendices A & B), (3) be approved by a majority vote of the full-time tenure-track faculty in the specific department/program, (4) be approved by the College Promotion and Tenure Committee, and (5) be approved by the Dean of the College.

Mindful of a future promotion and/or tenure decision, the department chair in collaboration with the faculty member during non-tenure reviews will assess the effectiveness of the faculty member in achieving goals, enhancing departmental programs, and understanding university, college, and departmental promotion and tenure criteria.

Relationship of Promotion & Tenure and Merit Pay. Although the tenure and promotion process and the merit pay process are faculty evaluation processes, important and fundamental differences exist in their purpose and implementation. While both processes measure an individual faculty member's contribution toward the achievement of the mission of the departments, *School of Business*, and the university, the processes are different in several important dimensions. The merit pay process focuses on the allocation of the merit pay increment. Thus, meritorious performance is a relative measure applied within the context of the merit increment allocation framework. Tenure and promotion, on the other hand, is not an allocation process but instead is a process designed to measure accomplishment in accordance with established criteria at the department, college, and university levels.

In the tenure and promotion process the cumulative performance of the individual faculty member is the focus, not that of a single annual period. Merit pay is a reward for performance at a meritorious level. Meritorious performance on one or more annual reviews may or may not equate to the level of Category 1 performance contemplated in this document since Category 1 performance has the dimension of consistency over time.

Collegiality. Faculty members are expected to work productively with colleagues in activities related to teaching, intellectual contributions, curriculum development, and/or service. This is evidenced by professionalism, timeliness, thoroughness and accuracy of work, respect for diverse views, and a continuous and consistent record of willingly and effectively cooperating with colleagues to discharge one's duties. Collegiality is a professional, not personal, criterion relating to the performance of a faculty member's duties within a department. Collegiality can best be evaluated at the departmental level. Concerns respecting collegiality should be shared with the faculty member as soon as they arise; they should certainly be addressed in the yearly review.

GENERAL PRINCIPLES AND STATEMENTS

SECTION I: PROMOTION

A. General Principles for Decisions on Promotion

1. An applicant's achievements in teaching, intellectual contribution, and service and his/her years of service will be considered in the promotion decision.

2. Faculty members are not normally advanced to the rank of Associate Professor or Professor during their probationary periods. However, applicants may advance in rank by meeting the established criteria noted elsewhere in this document.
3. No faculty member, regardless of his/her research or service contributions, will be advanced in rank unless he/she is considered by his/her peers to be an effective teacher.
4. Faculty members must be classified as Participating Faculty for all years utilized in the promotion process (PartSuppPolicy, Appendix A).
5. The evaluation of faculty performance will consider both the quantity and the quality of the applicant's achievements.
6. Faculty must provide accurate, factual, and documented evidence of their achievements in the areas of teaching, intellectual contribution, and service.
7. Faculty members seeking promotion must be classified as AQ or PQ for all years utilized in the promotion process (AQPQ Policy, Appendix B).
8. All faculty members must demonstrate collegiality among peers and help advance regional stewardship.

B. Teaching: Criteria for Evaluation of Quality Instruction

As noted above, Eastern Kentucky University emphasizes quality instruction regardless of rank. It is rewarded and required for promotion.

Quality instruction requires a faculty member create and deliver effective, up-to-date instruction consistent with curricular objectives. Such instruction may be facilitated by such activities as:

1. A continuing program of personal development to maintain disciplinary currency and to improve instructional effectiveness.
2. Annual evaluation of instructional effectiveness and student achievement.
3. Participation in continued improvement and development of instructional programs.
4. Development of improved instructional processes.
5. Availability to students by maintaining sufficient office hours and email contact to support instruction, counseling, and advising.
6. Encouraging student's use of library resources and computing facilities to the extent required by curricular objectives.

C. Teaching: Methods for Evaluation

A faculty member's instruction will be evaluated based upon documented evidence offered by the faculty member, his/her department chair, the applicable department,

College and institutional committees, his/her dean, students, alumni, and/or possibly, to a limited extent, the alumni's employer(s). Appropriate evidence of instructional quality includes but is not limited to the following, and the College and/or Department can request any or all of the following if not submitted by the candidate:

1. Course syllabi, course objectives, reading lists, assignments, tests, examples of student work, the teaching portfolio, the use of outside speakers, the use of relevant multimedia materials, and the use of computing software and facilities.
2. Written evaluations by the department chair and the Department Promotion and Tenure Committee reflective of their cumulative professional judgment of the faculty member's strengths and weaknesses.
3. Student/Alumni opinion of instruction (i.e., departmentally approved instruments of student evaluation of instruction, supplemental written evaluations, student exit interviews, or alumni surveys/letters).
4. Awards for teaching excellence.
5. A sequence of in-class observations of teaching by administrators or peers.
6. Written evaluations by the Dean.

D. Teaching: Evaluation

The following classifications are provided for guidance in the evaluation of effective teaching performance.

1. Category 1 Achievement. The faculty member's instruction must meet the standards of Category 2. Category 1 achievement will be demonstrated by one or more of the following:
 - a. The faculty member plans and prepares for class in an effective and highly imaginative manner.
 - b. The faculty member has followed a program of personal development resulting in an excellent command of his/her discipline.
 - c. The faculty member participates in a particularly effective way in instructional or curricular development.
 - d. The faculty member is widely regarded by students and peers as a stimulating, rigorous, fair, and effective teacher.

- e. The faculty member exerts great time and energy to stimulate student learning or student professional growth and development.
 - f. The faculty member's students are consistently well prepared for upper division or sequenced courses.
 - g. The faculty member's students have a high success rate in such areas as passing professional certification exams, gaining employment, or gaining admission to graduate school.
 - h. The faculty member takes a leadership role by introducing innovative teaching methods/ideas.
 - i. The faculty member takes a leadership role by assisting junior faculty and peers in the development of effective teaching skills.
2. Category 2 Achievement. The faculty member creates and delivers effective, up-to-date instruction consistent with curricular objectives. The candidate will be evaluated on all the following criteria:
- a. Category 2 achievement shall be demonstrated by the class presentations and activities.
 - b. The faculty member consistently meets his/her classes and honors office hour commitments.
 - c. The faculty member is considered current in his/her discipline.
 - d. The faculty makes a meaningful contribution to instructional or curricular development.
 - e. The faculty member makes a meaningful contribution to planning and coordinating multiple section courses.
 - f. The faculty member's students are prepared for upper division or sequenced courses.
 - g. The faculty member's students perform adequately on standardized tests or professional certification exams.
 - h. The faculty member's students are prepared for employment or graduate school upon completion of the degree.

E. Intellectual Contribution: Criteria for Evaluation

Intellectual contribution is one indication a faculty member is growing academically. Though not always so, many faculty members who are engaged in such scholarly pursuits are stimulating forces in the classroom and contribute to the advancement of their discipline; as well, they bring honor and recognition to themselves, their departments and their institution.

The overall pattern of intellectual contribution activities by the faculty shall support the *School of Business* Academically Qualified and Professionally Qualified Policy and Processes (Appendix B). Within this framework, the faculty are expected to engage in research activities in support of (1) global, national, and regional issues; (2) the specific requirements of our academic degree programs; and (3) the individual's own particular areas of disciplinary training and interests.

A continuous history, or pattern, of intellectual contribution is important in determining a faculty member's contributions. A necessary condition for promotion to Associate Professor or Professor is that a portion of the faculty member's research has been published (or accepted for publication) in peer-reviewed journals. A faculty member's intellectual contribution will be evaluated from documented evidence offered by the individual. It is the responsibility of the candidate to document his/her contributions to jointly authored intellectual contributions.

Intellectual contribution activities are categorized under three headings: Instructional Development, Applied Scholarship, and Basic Scholarship.

Instructional Development: The enhancement of the educational value of instructional efforts of the institution or discipline.

Applied Scholarship: The application, transfer, and interpretation of knowledge to improve management practice and teaching.

Basic Scholarship: The creation of new knowledge.

The relative weight given to the various types of intellectual contribution may vary by the disciplinary area/academic unit in which the faculty member is appointed. The critical factor in decisions about weight given or value attributed to intellectual contribution is for the faculty member's work to appear in a forum where it is subjected to external review. Faculty members in a specific discipline area or academic unit can request from their department chair, and should be provided with, an explanation of the relative importance of the various types of research and publication activity.

Intellectual contributions must be continuous, consistent, and meet the specified AQPQ Policy of School of Business (Appendix B). The burden of proof or relevance shall, however, remain with the faculty member documenting the intellectual contributions.

F. Intellectual Contribution: Evaluation

The following are provided for guidance in the evaluation of intellectual contribution.

1. Category 1 Achievement. The faculty member must demonstrate interest and growth in his/her discipline by engaging in intellectual contribution leading to a strong record of publications, supplemented by, but not replaced with, a record of presentations and/or instructional development. The faculty member must demonstrate a consistent and sustained record of intellectual contributions and be AQPQ each year included in the promotion review.

Category 1 achievements shall be illustrated by having at least five peer-reviewed intellectual contributions (AQPQ Policy, Appendix B) related to their subject area within the most recent five-year span. These intellectual contributions can be basic, applied, or instructional. They must, however, be related to the faculty's subject either directly or in an interdisciplinary context. Three or more of the five contributions must consist of peer-reviewed journal articles, text contributions, scholarly book contributions, or case analyses published in peer reviewed journals or texts. All of these qualifying contributions must be available for public scrutiny by academic peers and practitioners.

2. Category 2 Achievement. The faculty member demonstrates interest and growth in his/her discipline by engaging in intellectual contribution leading to a record of publications, supplemented by, but not replaced with, a record of presentations and/or instructional development. The faculty member must demonstrate a consistent and sustained record of intellectual contributions and be AQPQ each year included in the promotion review.

Category 2 achievements may be illustrated by having at least five peer-reviewed intellectual contributions (AQPQ Policy, Appendix B) related to their subject area within the most recent five-year span. These intellectual contributions can be basic, applied, or instructional. They must, however, be related to the faculty's subject area either directly or in an interdisciplinary context. At least two of the five contributions must consist of peer-reviewed journal articles, text contributions, scholarly book contributions, or case analyses published in peer reviewed journals or texts. All of these qualifying contributions must be generally available for public scrutiny by academic peers and practitioners.

G. Service: Criteria for Evaluation of Services

Service to the college, university, community, and the profession will be considered when a faculty member's application for promotion or tenure is considered. Service activities will be documented by the applicant and should follow the Participating and Supporting Faculty Policy as well as the AQPQ Policy. The following list of service activities is not intended to be all-inclusive, but is only representative of activities that may be considered:

- Participation and/or leadership on departmental, School of Business, college, and/or university committees
- Support of student organizations
- Service on institutional programs and groups such as the faculty senate
- Development of and participation in continuing education programs
- Participation in regional stewardship activities
- Professionally-related presentations to civic and community organizations
- Active participation in civic and community organizations that utilizes the individual's expertise
- Consulting services
- Hold office in professional organizations
- Serve as editor or reviewer for professional journals or proceedings
- Participation in professional meetings and seminars as presenter, chair, discussant, or other significant role
- Serve on program committee of a professional meeting or seminar
- Earn professional designations, honors, and awards
- Write grant proposals to benefit the college or university community
- Academic advising
- Student recruiting activities
- Other professional experiences or activities relevant to the faculty member's teaching assignment that help maintain currency and relevancy (AQPQ Policy, Appendix B).

H. Service: Evaluation

The following classifications are provided for guidance in the evaluation of professional service activities.

1. Category 1 Achievement. This faculty member is respected for his/her effective and distinguished service to the university, community, or profession. The faculty member must demonstrate a consistent and sustained record of service as a Participating Faculty member for all years utilized in the promotion process.

Category 1 achievements may be illustrated by one or more of the following (but is not limited to):

- a. The faculty member exhibits extensive, effective service to the department, School of Business, college, and the university.
 - b. The faculty member exhibits extensive, effective service to the community.
 - c. The faculty member exhibits extensive, effective service to his/her profession.
2. Category 2 Achievement. The faculty member provides effective service to the college, university, community, or profession. The faculty member must demonstrate a consistent and sustained record of service as a Participating Faculty member for all years utilized in the promotion process.

Category 2 Achievements may be illustrated by one or more of the following (but is not limited to):

- a. The faculty member effectively serves the department, School of Business, college, and university.
 - b. The faculty member effectively serves the community.
 - c. The faculty member effectively serves his/her profession.
- I. Promotion: Criteria for Specific Academic Ranks
1. Instructor to Assistant Professor: Faculty appointed as Instructors are normally not doctorally qualified and are often employed pending completion of doctoral programs at other institutions, or employed pursuant to the *School of Business* and department's short-range teaching personnel needs. When a person appointed at the Instructor level moves from graduate student to doctoral-holding status while at Eastern, it may serve the institution's best interest to promote him/her to Assistant Professor. Faculty at the Instructor rank are not eligible for tenure.

To qualify for such a promotion, all of the following are required:

- a. An appropriate doctoral degree
 - b. Category 2 achievement in teaching
 - c. Category 2 achievement in service
2. Assistant Professor to Associate Professor:

The promotion to Associate Professor is based upon one of the following:

- a. Category 1 achievement in teaching
Category 2 achievement in intellectual contribution
Category 2 achievement in service
or:
 - b. Category 1 achievement in intellectual contribution
Category 2 achievement in teaching
Category 2 achievement in service
3. Associate Professor to Professor:
Candidates for advancement to the rank of professor will be subjected to the following criteria:
- a. Leadership dimension. The professorship is reserved for those persons who have attained the stature of leaders in the academic/professional community and whose presence on the faculty adds to the prestige of the College of Business and Technology and Eastern Kentucky University. Candidates for this rank will demonstrate this leadership by Category 1 achievement in at least two of the three areas (teaching, intellectual contribution, and service) where performance is to be judged and at least Category 2 achievement in the remaining area.
 - b. Consistency of performance dimension. Emphasis is given to the quality and quantity of the candidate's accomplishments, as well as the consistency of his/her performance over time, and to the likelihood that recent patterns of performance/achievement will continue on into the future.

SECTION II: TENURE

A. General Principles for Recommending Tenure

The successful candidate for tenure must develop and execute effective programs in teaching and intellectual contribution and must serve the college, university, community, or profession. These general principles for tenure are closely linked to the School of Business Participating and Supporting Policy and the AQPQ Policy (Appendix A, B). This includes the demonstration of collegiality among peers and the advancement of regional stewardship.

Evidence of effective teaching must be available. To assist the probationary faculty member in focusing on the critical issues in the teaching process, a written statement of the candidate's goals and objectives to achieve effectiveness in the broad-based area of teaching shall be agreed upon based on the results of the annual performance review process-beginning with the first year of service and updated thereafter as appropriate and

consistent with the teaching goals and objectives of the department. The department chair (perhaps in concert with appropriate departmental and *School of Business* committees where they are used and after consultation with the candidate) will develop a method of assessment to determine the effectiveness of the candidate in achieving these goals and objectives.

Early in the probationary period, the faculty member should be engaged in ongoing intellectual contribution. Eventually, some of these activities must be reviewed by professional peers external to the University during the probationary period.

Participation in service activities will be evolutionary during the probationary period, but evidence of interest and contributions in this area must be available.

The following guidelines are intended to identify professional expectations for the candidate and to serve as a basis for making an informed judgment in the evaluation of the candidate. *School of Business* expects each probationary faculty member to satisfy the substance of the guidelines as well as the AACSB Standards.

1. The awarding of tenure is a positive decision by Eastern Kentucky University. It is based on both an evaluation of the faculty member's performance and the degree to which the faculty member's abilities are consistent with the mission and objectives of the university, *School of Business*, the academic department, and the AACSB Standards. The criteria used to evaluate faculty member's application for tenure are similar to those used in evaluating an individual for promotion in rank.
2. A tenure decision concerns an applicant's suitability for continuing appointment. The university's future plans will play a role in granting or withholding tenure. Declining enrollments, potential program eliminations or other conditions could preclude granting tenure to an additional person in a given discipline or department.
3. "Early" Tenure
 - a. "Early" consideration for tenure is possible if an individual has been extended this option in writing at the time of his/her initial employment.
 - b. Once given that contractual opportunity it is implicit that the faculty member may or may not exercise the option. That is, the faculty member may apply for tenure during Year 4, Year 5, or Year 6; but he/she may not apply in each of those years. Application for tenure is an option that may be exercised only once. If a person with the right to apply for early tenure and does so and if that

application is denied, the consequence is a terminal contract for the following academic year.

- c. Individuals given the option to apply for early tenure are encouraged to informally discuss their early tenure option with their department chair and colleagues prior to submitting an application for formal consideration.
4. All tenure-track faculty members must be classified as “Participating Faculty” for all years in the tenure-track process, with the exception of the first year (PartSupPolicy, Appendix A).
5. All tenure-track faculty members must be classified as AQPQ faculty for all years in the tenure-track process (AQPQ Policy, Appendix B).

B. Tenure: Criteria for Specific Ranks

1. Tenure in the Rank of Assistant Professor

Tenure is normally granted only to individuals having achievements sufficient for promotion to the rank of Associate Professor or Professor as outlined in Section A, Subsections I (2) or I (3) in this document. A critical personnel need within an academic department of *School of Business*, however, may compel *School of Business* to consider granting tenure in the rank of Assistant Professor. In this case, tenure in the rank of Assistant Professor requires Category 1 achievement in at least one area (teaching, intellectual contribution, or service) and Category 2 achievement in the remaining areas. Collegiality, as defined earlier in this document, is also an important factor for the granting of tenure and will be taken into consideration.

2. Tenure in the Rank of Associate Professor

Tenure in the rank of Associate Professor requires the following:

- a. Category 1 achievement in teaching
Category 2 achievement in intellectual contribution
Category 2 achievement in service
or:
- b. Category 1 achievement in intellectual contribution
Category 2 achievement in teaching
Category 2 achievement in service
And:

- c. Collegiality, as defined earlier in this document, is an important factor for the granting of tenure and will be taken into consideration.

3. Tenure in the Rank of Professor

Tenure in the rank of professor will be subjected to the following criteria:

- a. Leadership dimension. The professorship is reserved for those persons who have attained the stature of leaders in the academic/professional community and whose presence on the faculty adds or will add to the prestige of the College of Business and Technology and Eastern Kentucky University. It is expected that candidates for tenure in this rank will demonstrate this leadership by Category 1 achievement in at least two of the three areas where performance is to be judged.
- b. Consistency of performance dimension. Emphasis is given to the quality and quantity of the candidate's accomplishments, as well as the consistency of his/her performance over time, and to the likelihood that recent patterns of performance achievement will continue into the future.
- c. Collegiality. Collegiality, as defined, earlier in this document, is also an important factor for the granting of tenure and will be taken into consideration.