Reappointment, Tenure, and Promotion Policy
Part II: Academic Unit Criteria, Standards and Processes

Academic Unit: <u>Department of Accounting and Management Information Systems.</u>

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Revised January 21, 2022

R:AMIS/Department/Documents/Promotion Reappointment Tenure and Promotion Policy

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The level of performance is different for various reviews, promotions, and tenure and are detailed in the various sections of this document.

Qualified Rank faculty

B. Academic Unit Criteria and Standards Used in APRs and EPRs of QRF in Years One-Six

1. For a QRF faculty member's APRs in the first two years, the minimum level of performance is as follows:

    a. Successfully demonstrate classroom effectiveness by showing evidence of progress on each of the following sub criteria:
        i. Ensure course content material is relevant and timely.
        ii. Effectively communicate with and engage students.
        iii. Incorporate technology into the classroom.
        iv. Establish and maintain reasonable performance standards and measurements for student achievement.
        v. Emphasize critical thinking skills, communication skills, and ethical behavior.
        vi. Stimulate intellectual curiosity.
        vii. Incorporate practical experience and/or rea-life examples in class discussions.
        viii. Be accessible to students outside class.
    b. Receive an overall average student rating of equal to or above 3.0.
    c. Obtain an overall evaluation of at least four on a six-point scale on their current annual peer evaluation. The scale ranges from one for unacceptable to six for excellent.

    d. Meet the criteria of at least one of the criteria in each within i to iii.
        i. Department Governance and service activities
           Active participation in department governance and service activities can be demonstrated by:
           a) Membership in departmental committees.
           b) Participation in departmental administrative activities.
           c) Promotion of departmental programs within and outside the university community.
           d) Representing the department in cultivating relations with employers of the department's graduates/interns and alumni.
           e) Representing the department in presentation of programs through the Management Center, professional societies, or other sponsors.

        ii. College and University Governance and Service activities

Active participation in college and university governance and service activities can be demonstrated by: *

a) Membership in college/university committees.
b) Participation in college/university administrative activities.

iii. <u>Outreach/Engagement (professional and community levels)</u>
Active participation in outreach and engagement at the professional or community levels can be demonstrated by:

a) Active involvement in professional and business organizations to represent the department in cultivating relationships with employers of the department's interns, students, and graduates.
b) Representing the department in presentation of programs through professional societies or other sponsors.

2. For a QRF faculty member's first EPR, the minimum level of performance is as follows:

a. Successfully demonstrate classroom effectiveness by showing evidence of progress on each of the following sub criteria:
   i. Ensure course content material is relevant and timely.
   ii. Effectively communicate with and engage students.
   iii. Incorporate technology into the classroom.
   iv. Establish and maintain reasonable performance standards and measurements for student achievement.
   v. Emphasize critical thinking skills, communication skills, and ethical behavior.
   vi. Stimulate intellectual curiosity.
   vii. Incorporate practical experience and/or real-life examples in class discussions.
   viii. Be accessible to students outside class.

b. Receive average student ratings equal to or above 3.0.

c. Obtain an overall evaluation of at least four on a six-point scale on their current annual peer evaluation. The scale ranges from one for unacceptable to six for excellent.

   i. <u>Curricular Development</u>:
   Significant efforts with respect to review, development, or revision of curriculum (as opportunities exist). Curricular development may be evidenced by:

   a) Developing new programs and/or courses and areas of study.
   b) Making significant changes to the contents of existing programs and/or courses.
   c) Engaging in curriculum review via related university, college, or departmental committees.

      d) Developing methods to assess student achievement of program learning outcomes.

    ii. <u>Teaching Development</u>:
Continuous review and improvement of teaching efforts. Teaching development may be evidenced by:

      a) Articulating a teaching philosophy and goals, develop a plan for achieving the goals, and implement the plan.
      b) Participating in seminars or other programs designed to improve one's teaching effectiveness or professional competence.
      c) Authorship of textbooks, published book reviews, and unpublished prepublication textbook reviews.
      d) Undertaking new preparations or difficult courses.

    iii. <u>Student Relations and Support</u>:
Relate to, and support students in areas beyond the classroom. Student relations and support may be evidenced by:

      a) Supervising independent study and scholarly/creative activity papers.
      b) Providing pertinent advising on curriculum and careers.
      c) Advising student organizations and participate in their meetings and special programs (e.g., the tutoring program).
      d) Attracting and relating to quality students.

    iv. <u>Outreach/Engagement</u>:
Interaction with the community or profession in performing teaching activities. Outreach/engagement may be evidenced by:

      a) Involving outside professionals in the classroom.
      b) Overseeing students rendering assistance to members of the community.
      c) Overseeing development of internship positions with local businesses and coordinate placement of students in these positions.
      d) Utilizing outside professionals to revise/develop curriculum to better prepare students to meet the needs of the profession.
      e) Providing instruction/presentations to outside entities.

d. Meet the criteria of at least one of the criteria in each within i to iii each year.
  i. <u>Department Governance and service activities</u>*
Participating in department governance and service activities can be demonstrated by:
    a) Membership in departmental committees.
    b) Participating in departmental administrative activities.
    c) Promoting of departmental programs within and outside the university community.

        d) Representing the department in cultivating relations with employers of the department's graduates/interns and alumni.

        e) Representing the department in presentation of programs through the Management Center, professional societies, or other sponsors.

   ii. <u>College and University Governance and Service activities*</u>
Active participation in college and university governance and service activities can be demonstrated by:

        a) Membership in college/university committees.

        b) Participating in college/university administrative activities.

   iii. <u>Outreach/Engagement (professional and community levels)</u>
Active participation in outreach and engagement at the professional or community levels can be demonstrated by:

        a) Membership in professional societies and regular attendance at their meetings.

        b) Active involvement in professional and business organizations.

        c) Representing the department in cultivating relationships with employers of the department's interns, students, and graduates.

        d) Representing the department in presentation of programs through professional societies or other sponsors.

        e) Providing consulting services.

  e. Meet one of the AACSB Faculty Qualifications and Engagement Standards.

  * To meet the requirements of this service activities time commitment category, the time commitment must be equal or greater than the time commitment for membership in the average department or college committee. This will be discussed with the Probationer before the start of the year as part of their APR/EPR.

3. For a faculty member's APRs in year four and five, the minimum level of performance is as follows:

  a. Successfully demonstrate classroom effectiveness by showing evidence of progress on each of the following sub criteria:

     i. Ensure course content material is relevant and timely.

     ii. Effectively communicate with and engage students.

     iii. Incorporate technology into the classroom.

     iv. Establish and maintain reasonable performance standards and measurements for student achievement.

     v. Emphasize critical thinking skills, communication skills, and ethical behavior.

     vi. Stimulate intellectual curiosity.

     vii. Incorporate practical experience and/or real-life examples in class discussions.

       viii.   Be accessible to students outside class.

b. Receive a student rating equal to or above 3.0
c. Obtain an overall evaluation of at least four on a six-point scale on their current annual peer evaluation. The scale ranges from one for unacceptable to six for excellent.

d. Meet the criteria of at least one of the criteria in each within i to iii.
     i.   <u>Department Governance and service activities</u> *
        Active participation in department governance and service activities can be demonstrated by
        a) Membership in departmental committees.
        b) Participation in departmental administrative activities.
        c) Promotion of departmental programs within and outside the university community.
        d) Representing the department in cultivating relations with employers of the department's graduates/interns and alumni.
        e) Representing the department in presentation of programs through the Management Center, professional societies, or other sponsors.

     ii.   <u>College and University</u> *
        Active participation in college and university governance and service activities can be demonstrated by:
        a) Membership in college/university committees.
        b) Participating in college/university administrative activities.

     iii.   <u>Outreach/Engagement (professional and community levels)</u> *
        Active participation in outreach and engagement at the professional or community levels can be demonstrated by:
        a) Membership in professional societies and regular attendance at their meetings.
        b) Active involvement in professional and business organizations.
        c) Representing the department in cultivating relationships with employers of the department's interns, students, and graduates.
        d) Representing the department in presentation of programs through professional societies or other sponsors.
        e) Providing consulting services.

e. Meet one of the AACSB Faculty Qualifications and Engagement Standards.

   * To meet the requirements of this category, the time commitment must be equal or greater than the time commitment for membership in the average department or college committee. This will be discussed with the Probationer before the start of the year as part of their APR/EPR.

4. For a faculty member's QRF EPR in year six, the minimum level of performance is as follows:

   a. Successfully demonstrate classroom effectiveness by showing evidence of progress on each of the following sub criteria:
      i. Ensure course content material is relevant and timely.
      ii. Effectively communicating with and engage students.
      iii. Incorporating technology into the classroom.
      iv. Establishing and maintaining reasonable performance standards and measurements for student achievement.
      v. Emphasizing critical thinking skills, communication skills, and ethical behavior.
      vi. Stimulating intellectual curiosity.
      vii. Incorporating practical experience and/or real-life examples in class discussions.
      viii. Be accessible to students outside class.

   b. Receive student ratings equal to or above 3.0.

   c. Obtain an overall evaluation of at least four on a six-point scale on their current annual peer evaluation. The scale ranges from one for unacceptable to six for excellent.

   d. Meet the criteria of at least one of the criteria in 2 of the items in i to iv (curricular development, teaching development, students relations and outreach).

      i. Curricular Development:
         Significant efforts with respect to review, development, or revision of curriculum (as opportunities exist). Curricular development may be evidenced by:

         a) Developing new programs and/or courses and areas of study.
         b) Making significant changes to the contents of existing programs and/or courses.
         c) Engaging in curriculum review via related university, college, or departmental committees.
         d) Developing methods to assess student achievement of program learning outcomes.

      ii. Teaching Development:
         Continuous review and improvement of teaching efforts. Teaching development may be evidenced by:

         a) Articulating a teaching philosophy and goals, develop a plan for achieving the goals, and implement the plan.
         b) Participating in seminars or other programs designed to improve one's teaching effectiveness or professional competence.

        c) Authorship of textbooks published book reviews, and unpublished prepublication textbook reviews.

        d) Undertaking new preparations or difficult courses.

iii. Student Relations and Support:
Relate to, and support students in areas beyond the classroom. Student relations and support may be evidenced by:

        a) Supervising independent study and scholarly/creative activity papers.

        b) Providing pertinent advising on curriculum and careers.

        c) Advising student organizations and participate in their meetings and special programs (e.g., the tutoring program).

        d) Attracting and relating to quality students.

iv. Outreach/Engagement:
Interaction with the community or profession in performing teaching activities. Outreach/engagement may be evidenced by:

        a) Involving outside professionals in the classroom.

        b) Overseeing students rendering assistance to members of the community.

        c) Overseeing development of internship positions with local businesses and coordinate placement of students in these positions.

        d) Utilizing outside professionals to revise/develop curriculum to better prepare students to meet the needs of the profession.

        e) Providing instruction/presentations to outside entities.

e. Meet the criteria of at least one of the criteria i to iii each year.

i. Department Governance and service activities *
Active participation in department governance and service activities can be demonstrated by:

        a) Membership in departmental committees.

        b) Participating in departmental administrative activities.

        c) Promoting departmental programs within and outside the university community.

        d) Representing the department in cultivating relations with employers of the department's graduates/interns and alumni.

        e) Representing the department in presentation of programs through the Management Center, professional societies, or other sponsors.

ii. College and University *
Active participation in college and university governance and service activities can be demonstrated by:

        a) Membership in college/university committees.

        b) Participating in college/university administrative activities.

iii. Outreach/Engagement (professional and community levels) *

Active participation in outreach and engagement at the professional or community levels can be demonstrated by:

a) Membership in professional societies and regular attendance at their meetings.
b) Active involvement in professional and business organizations.
c) Representing the department in cultivating relationships with employers of the department's interns, students, and graduates.
d) Representing the department in presentation of programs through professional societies or other sponsors.
e) Providing consulting services.

f. Meet one of the AACSB Faculty Qualifications and Engagement Standards.

* To meet the requirements of this category, the time commitment must be equal or greater than the time commitment for membership in the average department or college committee. This will be discussed with the Probationer before the start of the year as part of their APR/EPR.

g. Cooperative participation in departmental activities is required at all ranks. Examples of such activities include: attendance and constructive contributions at departmental and area meetings, as well as those of student organizations, the college, and the university as appropriate; participation in faculty recruitment and evaluation by interviewing candidates and attending their presentations; graduation attendance, staffing Preview Days and similar departmental functions; and showing flexibility in the courses, preparations, and class meeting times to which one is assigned. Obtain an overall evaluation of at least four on a six-point scale on their current annual peer evaluation.

Obviously, this does not constitute a comprehensive listing of routine departmental activities which merit support, nor do we require universal participation, recognizing that conflicts and special circumstances occasionally will arise. Conscientious and constructive participation in departmental activities is a consideration in recommendations of promotion.

C. <u>Academic Unit Procedures for Creation and Submission of QRF APR and EPR Materials</u>

For an APR, the QRF faculty member shall upload to the university's RTP management platform a copy of their current vitae peer reviews received during the review period, and a self-evaluation of their progress. These materials should provide sufficient evidence to support the faculty member's reappointment. Material should be posted in accordance with the deadlines shown on the "Evergreen" Faculty Review Schedule which can be found on the Provost Faculty Affairs webpage.

For a QRF EPR, the materials identified below should be uploaded to the RTP platform. These materials should provide sufficient evidence to support the faculty member's reappointment. Required information indicated by ®.

1. Unit reappointment, tenure, and promotion document part 2. ®
2. Curriculum vitae ®
3. Evidence of teaching effectiveness.
    a) Course syllabi ®
    b) An example of teaching materials you have used in the classroom. ®
    c) Sample test. ®
    d) A description of your teaching philosophy ®
    e) A description of innovative teaching methods you have used in the classroom.
    f) A summary of student evaluations which includes student responses, number of students responding, and the number of students in each class. ®
    g) Annual peer evaluations ®
    h) Teaching awards and nominations
    i) Other evidence that support your effectiveness as a teacher.
4. Evidence of your contributions in other categories of teaching effectiveness and student support activities. ®
5. Governance and Service activities contributions
    a. Committees on which you serve. ®
    b. Committees on which you have a leadership role. ®
    c. Description of other department, college, or university activities that you attended or participated. ®
    d. Service activities recognition awards
6. A description of any professional development in which you have participated in the period under review.
7. A copy of previous APRs/EPRs. ®
8. A self-evaluation of why you believe you have met the applicable requirements of the department standards. ®

D. <u>Unit Faculty Involvement in the QRF APR Process</u>

1. In years 1 to 2 of a QRF faculty's appointment, they are required to have an APR from the chair.
2. In years 4 and 5 of a QRF faculty's appointment, they are required to have an APR from all eligible faculty and the chair.

Eligible faculty are being used to evaluate the QRF member in years 4 and 5 of APR and in EPR, they should review the individual's materials required by Section C above and complete the Periodic Evaluation of QRF Candidate for Promotion. The completed form shall be submitted to the liaison appointed by the chair and they shall summarize the results. This will

be discussed with the Probationer before the start of the year as part of their APR/EPR. The eligible faculty shall then meet and discuss the liaison's report and the faculty member's progress toward promotion. Based on faculty inputs, the chair will submit the written APR/EPR to the Dean. In cases where the eligible faculty and chair disagree, the APR/EPR will include both inputs. Finally, the chair will present the report and the committee's suggestions for improvement to the faculty member being evaluated.

E. <u>Academic Unit Criteria and Standards used in QRF Promotion Review</u>

Although promotions in rank are not required of QRF faculty for continued employment, the department strongly encourages all faculty to maintain a level of performance that would support their promotion to the next level.

1. Promotion to QRF-Associate Professor

    To be promoted from <u>QRF-Assistant Professor</u> to <u>QRF-Associate Professor,</u> a faculty member must meet the following performance levels:
    a. Demonstrate a level of classroom effectiveness in the following areas greater than required of QRF-Assistant Professor. This can be achieved by adoption of a new teaching pedagogy/tools, producing original teaching or case materials, etc.
        i. Ensure course content material is relevant and timely.
        ii. Effectively communicate with and engage students.
        iii. Incorporate technology into the classroom.
        iv. Establish and maintain reasonable performance standards and measurements for student achievement.
        v. Emphasize critical thinking skills, communication skills, and ethical behavior.
        vi. Stimulate intellectual curiosity.
        vii. Incorporate practical experience and/or real-life examples in class discussions.
        viii. Be accessible to students outside class.

    b. Make at least three contributions in any of the following areas i-iv.
        i. <u>Curricular Development:</u>
            Significant efforts with respect to review, development, or revision of curriculum (as opportunities exist). Curricular development may be evidenced by:
            a) Develop new programs and/or courses and areas of study.
            c) Make significant changes to the contents of existing programs and/or courses.
            d) Engage in curriculum review via related university, college, or departmental committees.
            e) Develop methods to assess student achievement of program learning outcomes.

        ii. <u>Teaching Development:</u>

Continuous review and improvement of teaching efforts. Teaching development may be evidenced by:

    a) Articulate a teaching philosophy and goals, develop a plan for achieving the goals, and implement the plan.

    b) Participate in seminars or other programs designed to improve one's teaching effectiveness or professional competence.

    c) Authorship of textbooks published book reviews, and unpublished prepublication textbook reviews.

    d) Undertake new preparations or difficult courses.

  iii.   Student Relations and Support:

Relate to, and support students in areas beyond the classroom. Student relations and support may be evidenced by:

    a) Supervise independent study and scholarly/creative activity papers.

    b) Provide pertinent advising on curriculum and careers.

    c) Advise student organizations and participate in their meetings and special programs (e.g., the tutoring program).

    d) Attract and relate to quality students.

  iv.   Outreach/Engagement:

Interaction with the community or profession in performing teaching activities. Outreach/engagement may be evidenced by:

    a) Involve outside professionals in the classroom.

    b) Oversee students rendering assistance to members of the community.

    c) Oversee development of internship positions with local businesses and coordinate placement of students in these positions.

    d) Utilize outside professionals to revise/develop curriculum to better prepare students to meet the needs of the profession.

    e) Provide instruction/presentations to outside entities.

c. Participation in 2 or more committee's contributions in one of the following areas in each year under review.

  i.   Department Governance and service activities

Active participation in department governance and service activities can be demonstrated by

    a) Membership in departmental committees.

    b) Participation in departmental administrative activities.

    c) Promotion of departmental programs within and outside the university community.

    d) Representing the department in cultivating relations with employers of the department's graduates/interns and alumni.

    e) Representing the department in presentation of programs through the Management Center, professional societies, or other sponsors.

  iv.   College and University Service activities

Active participation in college and university governance and service activities can be demonstrated by:

a) Membership in, and leadership of, college/university committees.
b) Participation in college/university administrative activities.

iii. Outreach/Engagement (professional and community levels)
Active participation in outreach and engagement at the professional or community levels can be demonstrated by:

a) Membership in professional societies and regular attendance at their meetings.
b) Active involvement in professional and business organizations.
c) Representing the department in cultivating relationships with employers of the department's interns, students, and graduates.
d) Representing the department in presentation of programs through professional societies or other sponsors.
e) Providing consulting services.

d. Meet one of the AACSB Faculty Qualifications and Engagement Standards.

e. Peer evaluation of at least four on a six-point scale (not statistically different from 4). The scale ranges from one for unacceptable to six for excellent.

f. Average student evaluations of equal to or above 3.0.

2. Promotion to QRF- Professor
To be promoted from QRF-Associate Professor to QRF- Professor, a faculty member must meet the following performance levels:

a. Demonstrate a level of classroom effectiveness in the following areas greater than required of a QRF-Associate Professor
    i. Ensure course content material is relevant and timely.
    ii. Effectively communicate with and engage students.
    iii. Incorporate technology into the classroom.
    iv. Establish and maintain reasonable performance standards and measurements for student achievement.
    v. Emphasize critical thinking skills, communication skills, and ethical behavior.
    vi. Stimulate intellectual curiosity.
    vii. Incorporate practical experience and/or real-life examples in class discussions.
    viii. Be accessible to students outside class.

b. Make at least three contributions since the last promotion in any of the following areas.
    i. Curricular Development:

Significant efforts with respect to review, development, or revision of curriculum (as opportunities exist). Curricular development may be evidenced by:

a) Develop new programs and/or courses and areas of study.
b) Make significant changes to the contents of existing programs and/or courses.
c) Engage in curriculum review via related university, college, or departmental committees.
d) Develop methods to assess student achievement of program learning outcomes.

ii. <u>Teaching Development</u>:
Continuous review and improvement of teaching efforts. Teaching development may be evidenced by:
a) Articulate a teaching philosophy and goals, develop a plan for achieving the goals, and implement the plan.
b) Participate in seminars or other programs designed to improve one's teaching effectiveness or professional competence.
c) Authorship of textbooks published book reviews, and unpublished prepublication textbook reviews.
d) Undertake new preparations or difficult courses.

iii. <u>Student Relations and Support</u>:
Relate to, and support students in areas beyond the classroom. Student relations and support may be evidenced by:
a) Supervise independent study and scholarly/creative activity papers.
b) Provide pertinent advising on curriculum and careers.
c) Advise student organizations and participate in their meetings and special programs (e.g., the tutoring program).
d) Attract and relate to quality students.

iv. <u>Outreach/Engagement</u>:
Interaction with the community or profession in performing teaching activities. Outreach/engagement may be evidenced by:
a) Involve outside professionals in the classroom.
b) Oversee students rendering assistance to members of the community.
c) Oversee development of internship positions with local businesses and coordinate placement of students in these positions.
d) Utilize outside professionals to revise/develop curriculum to better prepare students to meet the needs of the profession.
e) Provide instruction/presentations to outside entities.

c. Make a contribution in two of the following areas in each year under review.
i. <u>Department Governance and service activities</u>

Active participation in department governance and service activities can be demonstrated by

a) Membership in departmental committees.
b) Participation in departmental administrative activities.
c) Promotion of departmental programs within and outside the university community.
d) Representing the department in cultivating relations with employers of the department's graduates/interns and alumni.
e) Representing the department in presentation of programs through the Management Center, professional societies, or other sponsors.

ii. College and University
Active participation in college and university governance and service activities can be demonstrated by:
a) Membership in, and leadership of, college/university committees.
b) Participation in college/university administrative activities.

iii. Outreach/Engagement (professional and community levels)
Active participation in outreach and engagement at the professional or community levels can be demonstrated by:
a) Membership in professional societies and regular attendance at their meetings.
b) Active involvement in professional and business organizations via leadership positions (officer or committee chair), committee memberships, and program presentations.
c) Representing the department in cultivating relationships with employers of the department's interns, students, and graduates.
d) Representing the department in presentation of programs through professional societies or other sponsors.
e) Providing consulting services.

d. Take a leadership role in an area in b and c above.

e. Meet one of the AACSB Faculty Qualifications and Engagement Standards.

Peer evaluations in each of the last two years where all criteria receive at least a four on a six-point scale, and at least two criteria ranked higher than four. The scale ranges from one for unacceptable to six for excellent.

f. Average student evaluations equal to or greater than 3.0.

g. Although contributions in areas other than the assigned workload are not required, they can be included if the candidate feels that they better define their total contributions in teaching and service activities.

F. Academic Unit Procedures for Creation and Submission of QRF Promotion Materials

The materials identified below should be uploaded to the appropriate system in accordance with the provost's calendar. These materials should provide sufficient evidence to support the promotion of the faculty member. Required information indicated by ®.

1. Unit reappointment, tenure, and promotion document part 2. ®
2. Curriculum vitae ®
3. Evidence of teaching effectiveness.
    a. Course syllabus ®
    b. An example of teaching materials you have used in the classroom. ®
    c. Sample test. ®
    d. A description of your teaching philosophy ®
    e. A description of innovative teaching methods you have used in the classroom.
    f. A summary of student evaluations which includes student responses, number of students responding, and the number of students in each class. ®
    g. Annual peer evaluations
    h. Teaching awards and nominations
    i. Other evidence that support your effectiveness as a teacher.
4. Evidence of your contributions in other categories of teaching effectiveness and student support activities. ®
5. Service activities contributions
    a. Committees on which you serve. ®
    b. Committees on which you have a leadership role. ®
    c. Description of other department, college, or university activities that you attended or participated. ®
    d. Service activities recognition awards
6. A description of any professional development in which you have participated in the period under review.
7. A copy of previous APRs/EPRs. ®

Tenure Track Faculty

G. Academic Unit Criteria and Standards Used in APRs and EPRs of TTF

The objective of performance reviews for TTF faculty is to provide the faculty member a yearly assessment of their performance by eligible members of the faculty of their progression toward promotion and/or tenure. It is imperative to recognize that the faculty member's performance across teaching, scholarly/creative activity and service activities should be evaluated with separate and different expectation models in mind. A faculty member's performance in teaching and service activities will likely be more linear than their progress in

scholarly/creative activity. Faculty scholarly/creative activity productivity encompasses not simply the quantity of scholarly output but also the quality of that output.

The standards used in the evaluation are therefore the same as for promotion and/or tenure detailed in section J which follows. The APRs and EPRs are designed to provide feedback on progress toward promotion and/or tenure to the person being reviewed. The following is meant to serve as an example of a faculty members progressions

1. APR year 1:
   a. Attain student rating scores equal to or above 3.0 and present an ongoing plan to improve teaching effectiveness.
   a. Peer evaluation of at least four on a six-point scale (not statistically different from 4). The scale ranges from one for unacceptable to six for excellent.
   b. Provide evidence of ongoing scholarly/creative activity (as illustrated by publications, working papers, formal conferences, presentations at brown bags, etc.).
   c. Participation in department and college meetings and activities.

2. APR year 2:
   a. Attain student rating scores equal to or above 3.0 and present an ongoing plan to improve teaching effectiveness.
   b. Peer evaluation of at least four on a six-point scale (not statistically different from 4). The scale ranges from one for unacceptable to six for excellent.
   c. Provide evidence of ongoing scholarly/creative activity (as illustrated by publications, working papers, formal conferences, presentations at brown bags, etc.).
   d. Participation in department and college meetings and activities.

3. EPR year 3:
   a. Attain student rating scores equal to or above 3.0 and present a plan to improve to teaching effectiveness.
   b. Peer evaluation of at least four on a six-point scale (not statistically different from 4). The scale ranges from one for unacceptable to six for excellent.
   c. Provide strong evidence of ongoing research activity such as a minimum of one peer reviewed accepted publication, or forthcoming article or equivalent. Such evidence rather than supplemented by the presence of revise and resubmit submissions, working papers, journal submissions, formal conferences, presentations at brown bags, etc.
   d. Participation in department and college meetings and activities.
   e. Membership in at least one department, college, or university committee (starting end of year 2/beginning of year 3).

4. APR year 4:
   a. Attain student rating scores equal to or above 3.0 and present a plan to improve to teaching effectiveness.
   b. Peer evaluation of at least four on a six-point scale not statistically different from 4. The scale ranges from one for unacceptable to six for excellent.

     c. Provide strong evidence of ongoing scholarly/creative activity such as an additional peer reviewed publication since previous evaluation period or forthcoming papers (Such evidence can be supplemented by the presence of revise and resubmit submissions, working papers, journal submissions, formal conferences, presentation at brown bags, etc.).

     d. Participation in department and college meetings and activities.

     e. Membership in at least two different department, college, or university committees by the end of year 4.

5. APR year 5:
   a. Attain student rating scores equal to or above 3.0 and present a plan to improve teaching effectiveness.
   b. Peer evaluation of at least four on a six-point scale (not statistically different from 4). The scale ranges from one for unacceptable to six for excellent.
   c. Provide evidence of ongoing scholarly/creative activity such as an additional peer-reviewed publication since previous evaluation period (Such evidence should be supplemented by the presence of, working papers, submissions, formal peer-reviewed conferences, presentations at brown bags, etc.).
   d. Participation in department and college meetings and activities.
   e. Membership in at least two different department, college, or university committees during the review period.

H. Academic Unit Procedures for Creation and Submission of TTF APR and EPR Materials

For an APR, the TTF faculty member shall upload to the APR section in RTP management platform, their current vitae, copies of their service activities reports for the current year, peer reviews for the current year, and a self-evaluation of their progress toward promotion to associate professor.

For an EPR, the materials identified below shall be uploaded to the appropriate system. These materials should provide sufficient evidence to support progress toward promotion. Materials shall be posted in accordance with the Provost's calendar. Required information indicated by ®.

1. Unit reappointment, tenure, and promotion document part 2. ®
2. Curriculum vitae ®
3. Evidence of teaching effectiveness.
   a. Course syllabus ®
   b. An example of teaching materials you have used in the classroom. ®
   c. Sample test. ®
   d. A description of your teaching philosophy ®
   e. A description of innovative teaching methods you have used in the classroom.
   f. A summary of student evaluations which includes student responses, number of students responding, and the number of students in each class. ®

g. Annual peer evaluations
h. Teaching awards and nominations
i. Other evidence that support your effectiveness as a teacher.
4. Evidence of your contributions in other categories of teaching effectiveness and student support activities. ®
5. A description of your research philosophy. ®
6. A list (and PDF's, links) of articles accepted for publication during the period under review and their corresponding ranks per department guidelines. ®
7. Copies of articles accepted for publication for the period under review. ®
8. Service activities contributions
   a. Committees on which you serve. ®
   b. Committees on which you have a leadership role. ®
   c. Description of other department, college, or university activities that you attended or participated. ®
   d. Service recognition awards
9. A description of any professional development in which you have participated in the period under review.
10. A copy of previous APRs/EPRs. ®

I. <u>Unit Faculty Involvement in the TTF APR Process</u>

Eligible faculty are required to evaluate the progress of an untenured tenure track faculty annually. After all members of the eligible faculty have reviewed the individual's materials required by Section H above, they shall complete the Periodic Evaluation of candidate for Tenure / Promotion. The completed form shall be submitted to the liaison appointed by the chair and they shall summarize the results of the voting and list all individual comments in a report. The eligible faculty shall then meet and discuss the liaison's report and the faculty member's progress toward tenure and/or promotion. The chair writes a memo to the dean appraising the candidate's performance and summarizing the faculty assessment of the candidate. Finally, the chair will present the report and the committee's suggestions for improvement to the faculty member being evaluated.

J. <u>Academic Unit Criteria and Standards Used in TTF Tenure and Promotion Review</u>

1. Introduction
   The following standards are applied in the evaluation of candidates' performance. As they are likely to be the evaluators with the most knowledge regarding the candidate's performance, the department's faculty who are eligible to vote on a TTF's reappointment are arguably well-positioned to determine which of the following categories the candidate's record satisfies.

In Section 2 below are described the three main categories on which decisions for Tenure and Promotion are based—Teaching Effectiveness, Scholarly/Creative Activity, and Governance and Service activities. Then in Section 3 various levels of achievement (e.g. a, b, c) are described. Section 4 combinations of the various levels of achievement are listed for tenure and promotion.

2. Descriptions of Teaching Effectiveness, Scholarly/Creative Activity, and Governance and Service activities

The criteria for evaluation for <u>teaching effectiveness</u> are provided as guidance for rating a candidate's accomplishments in that area. To contribute to the university mission of providing a public good, the faculty member should make several contributions in teaching with the most important being teaching effectiveness in the classroom. Multiple measures should be used in the evaluation of a faculty member's teaching success including but not limited to: student effectiveness, curriculum development, engagement, etc.

Annual peer teaching evaluations are provided with the understanding and recognition that the reliability of these ratings is limited due to the relatively few observations involved, and potential variations in rating schemes among faculty members. Overall student ratings are presumed to be reliable. The precision of student ratings can, however, be affected by instructor personality, grading policy, course difficulty, the level and type of course etc.

The criteria for evaluation for <u>scholarly/creative activity</u> are provided as guidance for rating a candidate's accomplishments in that area. The evaluation for criteria of scholarly/creative activity focus on **peer-reviewed scholarly/creative activity**. While both the quality and the quantity of the candidate's scholarship, are evaluated**, quality publications are valued more heavily than quantity.** Determining quality is obviously difficult and involves substantial judgment on faculty's part. Those charged with this evaluation must jointly consider information from: (a) their own reading or observation of the candidates work; (b) evaluations/reviews obtained from widely known and respected scholars and/or critics in a related field of study; (c) extramural funding (e.g., NSF, NEH) achieved through a peer review process or (d) knowledge of the quality of the outlet (e.g., books, chapters in books, journals, monographs, sponsored research reports) in which the work appears. In the absence of knowledge of journal rankings faculty should use sources such as ABDC, ABS, etc., and/or impact factors, etc.

These specific descriptions, comprised of quantity coupled with quality statements, represent the "typical" profile of a publication record associated with the rating. Other combinations of peer reviewed articles may be considered. Further, publication numbers are presented recognizing that the majority of publications are co-authored; however,

greater weight will be given to publications on which the candidate takes a leadership role (as indicated by first authorship) in the scholarly/creative activity or are sole authors.

The publications to be included in the evaluation of scholarly/creative activities for promotion and tenure will be based on publications during the probationary period. Exceptions may be made if the faculty has experience (i.e., 1-3 years at current level from another institution) and the faculty and university mutually agree upon and included in the initial appointment letter.

For promotion and tenure, the candidate will comply with the standards for external reviewers as specified in the provost's website.

The criteria for evaluation for <u>governance and service activities</u> are provided as guidance for rating a candidate's accomplishments in that area. Evaluation of governance and service activities will include the quantity and quality of activities. Recognition of quality can be difficult, and determination of quality can include but not be limited to the role of faculty on the committee, the time commitment etc. Faculty members should avoid attempting to evaluate the value of the output of any committee since committee work is ongoing and seldom provides clear cut and identifiable outcomes that can be accurately measured and weighted. Further, combinations of departmental, college, university, and outreach/engagement governance and service activities are expected as the candidates becomes advances through the probationary period.

Cooperative participation in departmental activities is required for tenure and all promotions. Examples of such activities include: attendance and constructive contributions at departmental and area meetings, as well as those of student organizations, the college, and the university as appropriate; participation in faculty recruitment and evaluation by interviewing candidates and attending their presentations; graduation attendance, staffing Preview Days and similar departmental functions; and showing flexibility in the courses, preparations, and class meeting times to which one is assigned. This does not constitute a comprehensive listing of routine departmental activities which merit support, nor do we require universal participation, recognizing that conflicts and special circumstances occasionally will arise. Conscientious and constructive participation in departmental activities is a consideration in recommendations of promotion and tenure.

The evaluation of candidates for tenure and promotion adheres to the following guidelines in determining the candidate's level of performance.

3. Levels of Achievement
    a. Teaching Effectiveness and Student Support Activities

    Exceeds Expectations- The candidate consistently exhibited excellent performance with respect to classroom effectiveness. Results of peer reviews shall be considered, and other demonstrations of classroom effectiveness initiated and documented. Scores that are equal to or above 3.5 shall meet the threshold for Exceeds Expectations. Peer reviews that are in the top two categories shall meet this requirement.

    Meets Expectations - The candidate consistently exhibited good performance with respect to classroom effectiveness indicated by accomplishments such as an overall student rating that are equal to or above 3.0. Results of peer reviews shall be considered, and other demonstrations of classroom effectiveness initiated and documented. Peer review scores that are in the middle range of scores shall meet this requirement.

    Fails to Meet Expectations – The candidate exhibited consistent poor performance with respect to classroom effectiveness indicated by accomplishments such as overall student ratings less than 3.0, poor results of peer analysis, and lack of initiative to improve teaching method.

    i. Criteria of evaluation

        a) Classroom Effectiveness
            1) Ensure course content material is relevant and timely.
            2) Effectively communicate with and engage students.
            3) Incorporate technology into the classroom.
            4) Establish and maintain reasonable performance standards and measurements for student achievement.
            5) Emphasize critical thinking skills, communication skills, and ethical behavior.
            6) Stimulate intellectual curiosity.
            7) Incorporate practical experience and/or real-life examples in class discussions.
            8) Be accessible to students outside class.

        b) Curricular Development:
            Significant efforts with respect to review, development, or revision of curriculum (as opportunities exist). Curricular development may be evidenced by:

            1) Develop new programs and/or courses and areas of study.
            2) Make significant changes to the contents of existing programs and/or courses.
            3) Engage in curriculum review via related university, college, or departmental committees.

4) Develop methods to assess student achievement of program learning outcomes.

c) Teaching Development:
Continuous review and improvement of teaching efforts. Teaching development may be evidenced by:

1) Articulate a teaching philosophy and goals, develop a plan for achieving the goals, and implement the plan.
2) Participate in seminars or other programs designed to improve one's teaching effectiveness or professional competence.
3) Authorship of textbooks published book reviews, and unpublished prepublication textbook reviews.
4) Undertake new preparations or difficult courses.

d) Student Relations and Support:
Relate to, and support students in areas beyond the classroom. Student relations and support may be evidenced by:
1) Supervise independent study and scholarly/creative activity papers.
2) Provide pertinent advising on curriculum and careers.
3) Advise student organizations and participate in their meetings and special programs (e.g., the tutoring program).
4) Attract and relate to quality students.

e) Outreach/Engagement:
Interaction with the community or profession in performing teaching activities. Outreach/engagement may be evidenced by:

1) Involve outside professionals in the classroom.
2) Oversee students rendering assistance to members of the community.
3) Oversee development of internship positions with local businesses and coordinate placement of students in these positions.
4) Utilize outside professionals to revise/develop curriculum to better prepare students to meet the needs of the profession.
5) Provide instruction/presentations to outside entities.

b. Scholarly/Creative Activities

Exceeds Expectations - The candidate exhibited a stream of scholarly/creative activity of at least five (5) or more peer reviewed academic journal articles of high/good quality along with evidence of an existing pipeline and other scholarly/creative activities. **Examples of high-quality work include, but are not limited to ABS level 2-4, or type A*, A, B publications per ABDC rankings, College or department list or another reputable source.**

Meets Expectations -The candidate exhibited a stream of scholarly/creative

activity of at least four (4) peer reviewed academic journal articles of high/good quality or the equivalent along with evidence of an existing pipeline. Evidence of significant contributions in other Criteria of Evaluation of intellectual contributions or scholarly/creative support activities shall also be considered. **Examples of high quality work includes, but are not limited to ABS level 2-4, or type A*, A, B publications per ABDC rankings, College or department list, or another reputable source.**

Fails to Meet Expectations -The candidate failed to exhibit the levels of success with respect to scholarly/creative activities described above.

i. Criteria of evaluation

a) Publications in Academic / Practitioner Journals
Bowling Green State University is classified as a "High Research Activity" university by the Carnegie Foundation. The mission of the department recognizes the contribution made by publications in practitioner journals. **However, the primary focus of faculty scholarly/creative activity will be applied or basic research of high/good quality and as such, said scholarly/creative activity will be given significantly more weight than practitioner research in the evaluation of a candidate's progress toward promotion.**

b) <u>Other Intellectual Contributions</u>

Other intellectual contributions may be evidenced by:

1) Authorship of scholarly/creative activity-oriented books and monographs.
2) Publications in the proceedings of recognized professional societies.
3) Publications in non-peer reviewed journals.
4) Presentation of papers at professional and community meetings, including papers documenting outcomes related to outreach/engagement efforts.
5) Papers under review and revision.
6) Unpublished papers and working papers, including papers documenting outcomes related to outreach/engagement efforts.

c) Scholarly/creative support activities may be evidenced by:

1) Serving as an editor, on the editorial board, or referee, for professional journals.
2) Serving as a reviewer for professional scholarly/creative activity conferences or meetings.

3) Serving as an organizing Chair, discussant, or panelist for professional research conferences or meetings.
4) Providing assistance and advice to other faculty members in their scholarly/creative activity efforts.
5) Published comments and communications on article reviews.
6) Serving on scholarly/creative activity-related departmental, college, or university committees.

c. Governance and Service Activities

Exceeds Expectations - The candidate made major contributions (e.g., leadership in one or more university/college level committees, participation as department chair, program director etc.) to departmental governance and support, significantly participated in outreach/engagement governance and support, and participated in governance and service activities at both college and university levels

Meets Expectations - The candidate made contributions to departmental governance and support and participated in governance and service activities on at least one additional level (outreach/engagement college or university). Examples include, multiple membership positions on college and or university level committees, active participation in department activities.

The candidate failed to achieve the levels of success with respect to governance and service activities described above.

4. Promotion to Associate Professor and grant of tenure or Promotion to Professor.

a. For Tenure and Promotion to Associate Professor
Successful candidates for tenure and/or promotion to associate professor shall demonstrate cooperative participation in departmental activities and achieve at least a meets expectations rating across all three categories (teaching, scholarly/creative activities and governance/service activities).

b. For Promotion to Professor

The candidate for promotion to professor should exhibit ongoing success in building national recognition in scholarly/creative activity and/or service activities. Candidate should document at least four (4) pieces of "high quality" applied or basic research. Examples of high-quality work includes but are not limited to ABS level 2-4 or equivalent type (A*, A, B publications per ABDC rankings or some source. The review committee will focus on the quality of publications over sheer numbers in addition to research pipeline. This documentation should reflect accomplishments since the last promotion and should highlight work accomplished since last promotion.

In addition, the candidate should demonstrate teaching effectiveness via course evaluations, graduate teaching, peer evaluations and recruiting efforts. The successful candidate for promotion to professor shall also demonstrate higher levels of governance and service activities beyond that achieved for promotion to associate professor. For example, candidates are expected to serve in a leadership role in one or more activities at either the department, college or university level. The candidate can also illustrate national reputation by holding regional or national positions in organizations affiliated with the American Accounting Association (AAA).

Successful candidates for promotion to professor shall demonstrate cooperative participation in departmental activities and achieve "exceeds expectations" in at least one of the three areas and a meets expectations rating across the remaining categories (teaching, scholarly/creative activities and governance/service activities).

Teaching Effectiveness and Student Support Activities

Exceeds Expectations- The candidate consistently exhibited excellent performance with respect to classroom effectiveness. Results of peer reviews shall be considered, and other demonstrations of classroom effectiveness initiated and documented. Scores that are equal or above 3.5 shall meet the threshold for Exceeds Expectations. Peer reviews that are in the top two categories shall meet this requirement.

Meets Expectations - The candidate consistently exhibited good performance with respect to classroom effectiveness (indicated by accomplishments such as an overall student rating that are equal to or above 3.0. Results of peer reviews shall be considered, and other demonstrations of classroom effectiveness initiated and documented. Peer review scores that are in the middle range of scores shall meet this requirement.

Fails to Meet Expectations – The candidate exhibited consistent poor performance with respect to classroom effectiveness indicated by accomplishments such as overall student ratings less than 3.0, poor results of peer analysis, and lack of initiative to improve teaching method.

Scholarly/Creative Activities

Exceeds Expectations - The candidate exhibited a stream of scholarly/creative activity of at least five (5) or more peer reviewed academic journal articles of high/good quality along with evidence of an existing pipeline and other scholarly/creative activities. **Examples of high-quality work include, but are not limited to ABS level 2-4, or type A*, A, B publications per ABDC rankings, school or department list, or another reputable source.**

Meets Expectations -The candidate exhibited a stream of scholarly/creative activity of at least four (4) peer reviewed academic journal articles of high/good quality or the equivalent along with evidence of an existing pipeline. Evidence of significant contributions in other Criteria of Evaluation of intellectual contributions or scholarly/creative support activities shall also be considered. **Examples of high-quality work includes, but are not limited to ABS level 2-4, or type A*, A, B publications per ABDC rankings, school or department list, or another reputable source.**

Fails to Meet Expectations -The candidate failed to exhibit the levels of success with respect to scholarly/creative activities described above.

Governance and Service Activities

Exceeds Expectations - The candidate made major contributions beyond that required for associate professor, (e.g., leadership in one or more university/college level committees, participation as department chair, program director etc.), to regional or national board memberships, departmental governance and support, significantly participated in outreach/engagement governance and support, and participated in governance and service activities at both college and university levels

Meets Expectations - The candidate made contributions beyond that required for associate professor, to departmental governance and support and participated in governance and service activities on at least one additional level (outreach/engagement college or university). Examples include, multiple membership positions on college and or university level committees, active participation in department activities.

Fails to Meet Expectations - The candidate failed to achieve the levels of success with respect to governance and service activities described above.

K. Academic Unit Procedures for Creation and Submission of Tenure and Promotion Materials

Material should be posted in accordance with the deadlines shown on the "Evergreen" Faculty Review Schedule which can be found on the Provost Faculty Affairs webpage. These materials should provide sufficient evidence to support the promotion of the faculty member. Required information indicated by ®.

1. Unit reappointment, tenure, and promotion document part 2. ®
2. Curriculum vitae ®
3. Evidence of teaching effectiveness.
   a. Course syllabus ®
   b. An example of teaching materials you have used in the classroom. ®

    c.   Sample test. ®
    d.   A description of your teaching philosophy ®
    e.   A description of innovative teaching methods you have used in the classroom.
    f.   A summary of student evaluations which includes student responses, number of students responding, and the number of students in each class. ®
    g.   Annual peer evaluations
    h.   Teaching awards and nominations
    i.   Other evidence that support your effectiveness as a teacher.

4. Evidence of your contributions in other categories of teaching effectiveness and student support activities. ®
5. A list of articles accepted for publication during the period under review and their corresponding ranks per department guidelines. ®
6. A description of your research philosophy. ®
7. Copies of articles accepted for publication for the period under review. ®
8. Service activities contributions
    a.   Committees on which you serve. ®
    b.   Committees on which you have a leadership role. ®
    c.   Description of other department, college, or university activities that you attended or participated. ®
    d.   Service activities recognition awards
8. A description of any professional development in which you have participated in the period under review.
9. A copy of previous APRs/EPRs.
10. Letters from external reviewers

Approved by the Department of Accounting and MIS through a combination of paper ballot and electronic vote during a faculty meeting.

_____
Terence Pitre (Jan 21, 2022 11:36 EST)

Terence J. Pitre, Chair, Department of
              Accounting and MIS

Date_ 01/21/2022 _____

Raymond Braun
Raymond Braun (Jan 23, 2022 11:03 EST)
_____
Raymond W. Braun, Dean, College of Business

Date_ 01/23/2022 _____

Joe B. Whitehead
Joe Whitehead (Jan 23, 2022 12:36 EST)
_____
Joe B. Whitehead, Jr. Provost and Sr. Vice
         President for Academic and Student Affairs

Date_ 01/23/2022 _____