

RANK AND TENURE POLICIES, CRITERIA, AND GUIDELINES JOHN MASSEY SCHOOL OF BUSINESS

(11/1/2017)

Introduction

Rank and tenure in the John Massey School of Business (JMSB) is governed by the Academic Policies and Procedures Manual (APPM). This university-wide policy statement contains the policies and procedures for promotions and tenure. All candidates for promotion and/or tenure **MUST** follow the timetable and report format described there. The candidate for promotion and/or tenure is responsible for satisfying all the policies and procedures set out in the APPM. It is highly recommended that faculty become knowledgeable about the requirements of the APPM.

The rank and tenure policies, criteria and guidelines for the JMSB (JMSB) were developed and approved by the faculty of the College. They provide additional guidance in interpreting the requirements found in the APPM. In addition, the JMSB policies direct faculty performance to ensure continued accreditation by the Association to Advance Collegiate Schools of Business (AACSB) International. All faculty in the JMSB, regardless of department, are governed by the criteria and guidelines set out in this document.

A candidate who commences employment after the effective date of this revised policy will be governed by it. Any candidate who commenced employment under the previous policy will be allowed to choose to have their application considered under either policy.

Report Preparation

The applicant must follow the format requirements set out in the APPM in preparing the promotion/tenure report. The promotion/tenure report must be well-written and well-organized with supporting documentation. The applicant's presentation of the promotion/tenure report directly affects the reviewers' ability to complete their assessments of the applicant's qualifications. Poor presentation, failure to follow the format requirements of the APPM, or inadequate supporting documentation can lead to a rejection of the applicant's request for promotion or tenure.

In addition to following the strict formatting requirements set forth in the APPM, the applicant must adhere to the documentation requirements set out in the APPM. The JMSB policy statement specifically describes the narrative content required in the promotion/tenure report. The suggestions for documentation and narrative content found in this report complement, extend, and support those required in APPM.

Overview of Document

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Definitions

To maintain AACSB International accreditation, these criteria are largely based on the AACSB standards. The AACSB states that faculty performance should be built on three pillars: Engagement, Innovation, and Impact.

Engaged faculty interact with students, administrators, faculty, and practitioners. They seek input from appropriate stakeholders in revising the mission, expected outcomes, supporting strategies, curriculum development, and governance. They actively involve students in learning. They sustain the intellectual capital necessary to support high-quality outcomes consistent with the JMSB mission.

Innovative faculty are dedicated to continuous improvement. They recognize the importance of experimentation, place priority on strategic innovation, and recognize that innovation involves the potential for success or risk of failure.

Impactful faculty relate to the generation of positive outcomes for the College and its stakeholders. Impactful faculty generate positive learning outcomes; produce intellectual contributions that make a positive influence on business theory, teaching, or practice; and contribute to improving the JMSB and University through active participation and leadership at all levels of service.

Substantial refers to a record of contributions that are of considerable importance or value to the JMSB and/or University.

Sustained refers to a lengthy period of consistent performance at the current rank.

Collegial Conduct refers to active participation in all responsibilities expected of a faculty member.

Professional Conduct refers to compliance with the written policies of the college and university pertaining to faculty behavior in teaching, research, and service.

Leadership refers to work within the University, College, the department, and with individual faculty members to further the institutional level of excellence in teaching, service and professional activities, and scholarly/creative activities.

CRITERIA FOR PROMOTION TO RANK OF ASSOCIATE PROFESSOR

Associate Professor

Associate Professors may be appointed with tenure, or alternatively must serve a probationary period, as specified in the letter and the Terms of Appointment form, not to exceed four years before tenure is awarded. In cases of exceptional merit, the probationary period may be shortened at the request of the appropriate dean. Promotion to associate professor carries tenure unless otherwise stipulated by special circumstances.

Minimum Academic Preparation: Appropriate terminal degree or equivalent preparation to serve the mission of the JMSB.

Minimum Experience: Six years of full-time college teaching experience, including two years at Southeastern for those being promoted.

Minimum Criteria for Rank: The associate professor has achieved a record of excellence in teaching, has a sustained record of major contributions in both service/professional activities and scholarly/creative activities and used his/her talents to benefit the department and the institution.

Tenure

Tenure is the right to continuous employment. It is awarded on the basis of overall excellent performance to date, on the basis of the likelihood of continued and enhanced performance for the benefit of the institution, and on the institutional need for the faculty member's field of expertise.

JMSB Statement of Philosophy

The JMSB at the Southeastern Oklahoma State University recommends for promotion to the rank of associate professor only faculty members who have made substantial contributions in teaching, service/professional, and scholarly/creative activities. An applicant for associate professor must have a sustained record of collegial and professional conduct. The applicant for promotion to associate professor has the burden of proving their sustained record of substantial contributions in three areas. The JMSB's interpretation of Southeastern's (Associate Professor) is based on the JMSB's mission and the Standards for Business Accreditation adopted by AACSB International.

In the AACSB standards (Jan 31, 2016 update; page 40), "*Standard 15: The school maintains and strategically deploys participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with the school's mission and strategies. [FACULTY QUALIFICATIONS AND ENGAGEMENT]*"

Recommendation Concerning Tenure at the Assistant Professor Rank

It is recommended that tenure NOT be granted unless the assistant professor meets the criteria for promotion to associate professor.

Basis for Judging Excellence in Teaching

The mission of the College of Business states: “The AACSB accredited College of Business provides reality-based education that enables a diverse student body to advance intellectually, professionally, and financially.” A faculty member's contributions in teaching will be evaluated using the AACSB International’s three pillars: Engagement, Innovation and Impact. Multiple major accomplishments (a minimum of five), and several other accomplishments in teaching that correlate to each of the AACSB International’s three pillars are recommended for a person seeking the rank of associate professor. The following definitions and lists of major and other accomplishments should be used as guidance in the preparation of the applicant’s documentation for promotion to the rank of associate professor.

Engagement in teaching refers to how well faculty members interact with students, administrators, faculty, and practitioners to improve their pedagogy.

Major accomplishments in teaching (not ranked) related to Engagement include:

- Engage in course redesign that is based on stakeholder input, which includes industry as well employers of JMSB graduates, JMSB alumni and students, the university community, and policy makers.
- Engage students in high-impact practices in the classroom (F2F or virtual), the local business community, and/or the international environment.

Other accomplishments in teaching (not ranked) related to Engagement include:

- Promote interventions (e.g., extra tutoring, special review sessions, etc.).
- Maintain currency and relevance of course content and teaching discipline.
- Structure and design courses to support the content coverage, rigor, interactions, and engagement that are normally expected.
- Ensure frequent, prompt feedback on student performance.
- Ensure delivery of course materials through any modality or location.
- Address valid student concerns from student opinion surveys and comments.
- Operate with integrity in all dealings with students and conduct class in a professional manner.
- Employ optional face-to-face critiques/advising with peers/colleagues.

Innovation in teaching refers to a faculty member’s dedication to pedagogical improvement. Innovation will be measured by examining a faculty member’s commitment to continuous improvement of their pedagogy through the use of assurance of learning techniques and development of evidence-based strategies designed to improve learning outcomes.

Major accomplishments in teaching (not ranked) related to Innovation include:

- Develop new courses.
- Develop new courses for non-credit certification.
- Develop collaborative, including research, projects involving faculty, students, businesses, and/or community organizations.
- Develop reality-based instructional techniques.

Other accomplishments in teaching (not ranked) related to Innovation include:

- Curriculum revision including course title, description, learning outcomes, assignments, etc.
- Develop updates and improvement of teaching materials and techniques.
- Develop new instructional materials (e.g. projects, problem sets, handouts, visual materials, slides, cases, etc.).
- Implement new pedagogy and/or pedagogical tools in teaching.

Impact in teaching refers to a faculty member's record in improving student learning through their engagement and pedagogical innovation. Impact will be measured by examining a faculty member's record of achievement.

Major accomplishments in teaching (not ranked) related to Impact include:

- Incorporate innovative and/or effective teaching practices that may have significant, positive impact on student learning.
- Develop Course Learning Outcomes (CLOs) with assignments to either introduce, practice or assess the following general skills areas as relevant to course design and delivery
- Develop new assessment of learning tools.

Other accomplishments in teaching (not ranked) related to Impact include:

- Utilize CLOs to improve meeting or exceeding a targeted benchmark of accomplishment for every CLO in the general skills areas as defined above.
- Assess student learning based on course objectives and goals and implement actions to eliminate discrepancies between learning goals and student performance.
- Ensure course learning objectives are aligned with discipline and program learning objectives.
- Consider results from student opinion surveys in course improvement with relevance to course, discipline, mode of delivery, survey response rate and student comments.
- Maintain justifiable grade distributions reflective of course rigor and grading system for student success.

Guidance for Documentation of Teaching Excellence

- Describe your contributions to curriculum design including the dates, details of the activity, and its relevancy and significance to fulfilling the JMSB's mission and AACSB International standards. The description should be specific, clear and precis

- Describe your contributions to course development including syllabi, assignments and activities, and other instructional aids. Explain the relevancy and significance of your contributions to fulfilling the JMSB's mission and AACSB International standards. The description should be specific, clear and precise. Use the appendix for the inclusion of examples as needed.
- Describe your contributions in course delivery by demonstrating that you have created an environment for true learning. As stated in the AACSB Standards "Beyond the learning of facts and techniques, true learning brings new perspectives to students...To generate transformational learning both intensive and extensive learning experiences must take place, and that demands the investment of significant time in learning experiences. That time includes contact between students and faculty members, contact among students, and individual and personal engagement of students in learning and applying knowledge and skills." (p. 49)
- Describe your contributions in assessing learning including the process and standards used for measuring student achievement, the steps taken to communicate clearly and frequently your expectations for performance.
- Include third party assessments of contributions in curriculum design, course development, course delivery and assessment of learning. Third party assessments include student opinions, peer evaluations, expert observations, comments from the professional and business community, and recognitions and awards from professional or academic organizations.
- Describe activities undertaken by you to maintain and enhance your discipline-based expertise and pedagogical skills and knowledge. The description should include a clear and specific explanation of the outcomes from the activities in terms of improvement and innovation in teaching.

Basis for Judging Major Contributions in Service/Professional Activities

The mission of the JMSB states: "The mission of the JMSB is to develop business professionals who are able to apply their knowledge of business to solve problems effectively as individuals or in a team environment, clearly communicate their ideas to appropriate audiences, and demonstrate an understanding of the process of making ethical decisions. The JMSB recognizes and values a wide range of intellectual contributions with an emphasis on applied knowledge and practice."

Southeastern Oklahoma State University is a shared governance institution. Faculty participation in the development and implementation of academic and professional policies is essential for the achieving the objectives of higher education. Therefore, a faculty member's contribution in service/professional activities will be evaluated as it relates to the AACSB pillars of impact, engagement, and innovation in two areas: external contributions to the academic, professional and business communities and internal contributions to the department, college and university.

Multiple major contributions to the university, college, department, and profession are expected of a person seeking the rank of associate professor. A minimum of three major accomplishments is recommended. Major accomplishments in service (not ranked) include:

- Serving in a leadership position on a system, university, college or department committee or task force
- Establishing, sponsoring, or advising a student organization
- Representing the university, college or department (at the request of the university at external events or activities
- Representing the university at system-level committees or task forces
- Serving as an officer of the Faculty Senate
- Reviewing for a refereed academic journal or an academic conference
- Serving as editor of an academic journal
- Serving in a leadership position in a professional, discipline-based organization
- Chairing, moderating or facilitating a session or panel at an academic conference
- Addressing a regional, national or international professional or academic conference at the invitation of the conference organizers
- Consulting either within or outside the university in either a paying or nonpaying position
- Reviewing textbooks

Guidance for Documentation of Major Contributions in Service Activities

- List specific activities, offices and positions held in academic, professional and business associations or organizations. Describe the impact and significance of the contributions.
- List specific activities, offices and positions held in department, college or university committees, tasks forces or other assignments. Describe the impact and significance of the contributions.
- Describe the activities that best illustrate your leadership in service to the academic, professional or business associations as well as the department, college and university community.
- Include third party assessments of your contributions to service activities. Third party assessments may include letters of appreciation or recognition, peer evaluations, honors and awards.
- Describe mentoring and advising activities involving colleagues, staff or students.
- Describe involvement in extra-curricular student activities.
- Describe activities that enhanced the reputation of the College of Business in higher education and/or the business community.

Basis for Judging Major Contributions in Scholarly/Creative Activities

A faculty member's contributions in scholarly and creative activities must be consistent with the JMSB mission and will be evaluated by their impact and innovation in three areas: discipline-based scholarship, learning and pedagogical research, and contributions to practice. Discipline-based scholarship includes but is not limited to refereed journal

articles, books, monographs, chapters in books, refereed proceedings from academic conferences; presentations at academic conferences and seminars; and reports from sponsored research. Learning and pedagogical research includes but is not limited to refereed journal articles on teaching innovations and pedagogy, textbooks, teaching cases, and new learning materials. Contributions to practice include but are not limited to articles in practitioner journals, reports on sponsored research on practice issues, presentations at practitioner seminars or conventions, and documented practice software.

A faculty member seeking promotion to the rank of associate professor must present a record that includes contributions to discipline-based scholarship. In addition to discipline-based scholarship, an applicant may have contributions in learning or pedagogical research or contributions to practice. Several scholarly publications are expected of a faculty member seeking promotion to the rank of associate professor.

At least three quality peer reviewed journal publications are required, at least one of which is in a discipline-based peer reviewed journal.

Additionally, the applicant for associate professor should have continuously maintained AACSB's Scholarly Academic (SA) status for sustained research as defined below:

Within the most recent five-year period, the SA faculty member must have a total of three intellectual contributions, two of which must be peer reviewed journal articles (PRJs).

PRJ articles may be from any outlet listed in Category A. Faculty members may also engage in scholarship that results in intellectual contributions from Category B. The faculty member is responsible for providing evidence regarding the quality of the PRJ and other intellectual contributions.

Sustained Academic Engagement for SAs

Category A: Peer-Reviewed Published Contributions

1. Author on a refereed publication in relevant academic journals
2. Author on a referred publication in relevant professional journals
3. Author on a referred relevant pedagogical journal

Category B: Other Peer-Reviewed Intellectual Contributions

1. Author on a refereed research monographs
2. Author of a scholarly book or academic textbook
3. Serve as an editor of a relevant academic journal
4. Author on a relevant refereed magazine article
5. Author on a business case in a refereed outlet
6. Serve as an elected officer of an international or national professional organization
7. Serve as a Special Edition editor for an academic journal
8. PI or Co-PI on a funded grant of \$10,000 or greater

9. Author on a published article in a non-refereed national professional journal
10. Publish an article in a non-refereed national magazine
11. Serve on the Editorial board for a relevant disciplinary journal
12. Refereed proceedings from academic conferences
13. Refereed papers presented at relevant academic and/or professional conferences
14. Refereed conference presentations or symposia
15. Papers presented at faculty research seminars outside UHD
16. Author a chapter in a research monograph or scholarly book
17. Author a trade books in discipline-relevant fields
18. Blind peer reviewer/referee for peer reviewed journal
19. Blind peer reviewer/referee of fully written paper presentations/proceedings for academic conference

*In all cases, relevant means related to the field of teaching for which the individual is being hired.

Quality may be determined by any of the following methods:

- A) The Quality of the PRJ may be assessed as follows:
 - Excellent: No More than 20% acceptance rate and/or classified as A+, A, A-
 - Good: Between 20+ and 40% acceptance rate and/or classified as B+, B, B-
 - Acceptable: No more than 50% acceptance rate and/or classified as C
- B) Another method by which the applicant may demonstrate quality is to make his/her case based upon reporting in sources such as Cabell's Directories, Ulrich's Periodicals Directory, Journal Citation Reports, Google Scholar Metrics, journal websites, industry/professional rating systems, and/or publications of ratings such as the Australian Business Deans Council (ABDC) among others. The applicant must provide sufficient information to convince the rank and tenure committee members of the quality of his/her scholarly research. (See UHD library for their guide on tips and resources for evaluating journal quality for research publication purposes @ <http://library.uhd.edu/journalquality>)
- C) Predatory journals should not receive consideration in promotion to associate professor decisions. A thorough analysis of any PRJ will include scrutiny of editorial boards and business practices for no or fake academic affiliations, lack of clarity about fees, publisher names and journal titles with geographic terms that have no connection to the publisher's physical location or journal's geographic scope, bogus impact factor claims and invented metrics, and false claims about where the journal is indexed. Factors to be considered in ascertaining whether a journal is considered predatory include the list of predatory journal in Beall's List, the Directory of Open Access Journals (DOAJ) may be used to ascertain the journal's OA status and the Open Access Scholarly Publishers Association (OASPA) may be checked to verify

publisher acceptance. No one list, (such as Beall's) is considered to be the only source of information related to predatory journals. When in doubt, it is the responsibility of the candidate to make the case that a journal is not predatory.

Guidance for Documentation of Major Contributions in Scholarly/Creative Activities

From the APA Publication Manual Section 1.13, Publication Credit, on page 18 of the 6th edition: "Authorship encompasses, therefore, not only those who do the actual writing but also those who have made substantial scientific contributions to the study. Substantial professional contributions may include formulating the problem or hypothesis, structuring the experimental design, organizing and conducting the statistical analysis, interpreting the results, or writing a major portion of the paper. ... Lesser contributions, which do not constitute authorship, may be acknowledged in a note."

Based on this definition of contribution, as the applicant, you must:

- Describe the significance of your contributions to discipline-based scholarship.
- Describe the significance of your contributions to learning and pedagogical research.
- Describe the significance of your contributions to practice.
- Describe grant applications written for external funding of scholarly and creative activities in any of these areas: learning and pedagogical research, contributions to practice, and discipline-based scholarship. Include in the description the amount and dates of the grant, the number of investigators or researchers on the grant, the significance of the research funded, publications resulting from the grant, and whether the grant was funded.
- In explaining the significance of the contributions include the number of contributions, the length of published contributions, your particular contributions if multiple authors, the acceptance rate of the journal or conference where published or presented, and the role of the contributions in advancing knowledge. If more than four authors, you must clearly justify your major contribution(s).
- Include third party assessments of the impact of your contributions in scholarly/creative activities. Third party assessments include peer evaluations, editorial reviews, and number of times the article or proceeding is cited by others, special appearances at academic or professional conferences, and recognitions and awards.

Minimum Academic Preparation: Appropriate terminal degree or equivalent preparation to serve the mission of the JMSB.

Minimum Experience: A minimum of six years at the rank of associate professor or higher is required. At least two of the six years must be at the rank of associate professor or higher must have been at JMSB.

Minimum Criteria for Rank: The applicant has achieved and sustained a record of excellence in teaching, leadership in both service and professional activities, major contributions in scholarly/creative activities, and used his/her talents to benefit the department, college, and university.

COB Statement of Philosophy

The JMSB at Southeastern Oklahoma State University recommends for promotion to the rank of professor only faculty members who have a sustained record of substantial contributions in teaching, service and scholarly activity. A candidate for full professor must (1) have a sustained record of collegial and professional conduct, and (2) demonstrate leadership in each of the three areas. The candidate for promotion to professor has the burden of proving their sustained record of substantial contributions in three areas: teaching, service and scholarly contributions. The JMSB's interpretation of the APPM is based on the JMSB's mission and the Standards for Business Accreditation adopted by AACSB International. In recognition of this standard of sustained excellence and leadership in all three areas, the JMSB requires that a faculty member serve six years at the rank of associate professor before promotion to the rank of full professor.

The JMSB at Southeastern Oklahoma State University recommends for promotion to the rank of professor only faculty members who have a long and sustained record of outstanding contributions in teaching, service and scholarly activity. The rank of professor is earned by significant contributions, not just longevity at Southeastern. Similarly, the rank is not awarded without due consideration that the awarding of full professor will enhance the JMSB through the full professor's continued excellence in teaching, scholarly activities and service that support the JMSB's mission. The applicant for promotion to professor has the burden of proving the value, significance, and impact of his/her contributions in three areas: teaching, service and scholarship. He/she should also, if requesting a short time (less than six full years) between promotion to associate and full professorships clearly present how this shortened timeframe satisfies the "long and sustained" statement. The JMSB's interpretation of Southeastern's Academic Policy & Procedures Manual is based on the JMSB's mission and the Standards for Business Accreditation adopted by AACSB International.

Basis for Judging Excellence in Teaching

The mission of the JMSB states: “The mission of the JMSB is to develop business professionals who are able to apply their knowledge of business to solve problems effectively as individuals or in a team environment, clearly communicate their ideas to appropriate audiences, and demonstrate an understanding of the process of making ethical decisions. The JMSB recognizes and values a wide range of intellectual contributions with an emphasis on applied knowledge and practice.” A faculty member's contributions in teaching will be evaluated using the AACSB International's three pillars: Engagement, Innovation and Impact. Multiple major accomplishments, and several other accomplishments in teaching that correlate to each of the AACSB International's three pillars are recommended for a person seeking the rank of professor. The following definitions and lists of major and other accomplishments should be used as guidance in the preparation of the applicant's documentation for promotion to the rank of professor. Multiple major contributions to the advancement of teaching are expected of a professor. A minimum of ten major accomplishments (including at least five after reaching the rank of associate professor) in teaching is recommended for a person seeking the rank of professor.

Engagement in teaching refers to how well faculty members interact with students, administrators, faculty, and practitioners to improve their pedagogy.

Major accomplishments in teaching (not ranked) related to Engagement include:

- Engage in course redesign that is based on stakeholder input, which includes industry as well employers of JMSB graduates, JMSB alumni and students, the university community, and policy makers.
- Engage students in high-impact practices in the classroom (F2F or virtual), the local business community, and/or the international environment.

Other accomplishments in teaching (not ranked) related to Engagement include:

- Promote interventions (e.g., extra tutoring, special review sessions, etc.).
- Maintain currency and relevance of course content and teaching discipline.
- Structure and design courses to support the content coverage, rigor, interactions, and engagement that are normally expected.
- Ensure frequent, prompt feedback on student performance.
- Ensure delivery of course materials through any modality or location.
- Address valid student concerns from student opinion surveys and comments.
- Operate with integrity in all dealings with students and conduct class in a professional manner.
- Employ optional face-to-face critiques/advising with peers/colleagues.

Innovation in teaching refers to a faculty member's dedication to pedagogical improvement. Innovation will be measured by examining a faculty member's commitment to continuous improvement of their pedagogy through the use of assurance of learning techniques and development of evidence-based strategies designed to improve learning outcomes.

Major accomplishments in teaching (not ranked) related to Innovation include:

- Develop new courses.
- Develop new courses for non-credit certification.
- Develop collaborative, including research, projects involving faculty, students, businesses, and/or community organizations.
- Develop reality-based instructional techniques.

Other accomplishments in teaching (not ranked) related to Innovation include:

- Curriculum revision including course title, description, learning outcomes, assignments, etc.
- Develop updates and improvement of teaching materials and techniques.
- Develop new instructional materials (e.g. projects, problem sets, handouts, visual materials, slides, cases, etc.).
- Implement new pedagogy and/or pedagogical tools in teaching.

Impact in teaching refers to a faculty member's record in improving student learning through their engagement and pedagogical innovation. Impact will be measured by examining a faculty member's record of achievement.

Major accomplishments in teaching (not ranked) related to Impact include:

- Incorporate innovative and/or effective teaching practices that may have significant, positive impact on student learning.
- Develop Course Learning Outcomes (CLOs) with assignments to either introduce, practice or assess the following general skills areas as relevant to course design and delivery
- Develop new assessment of learning tools.

Other accomplishments in teaching (not ranked) related to Impact include:

- Utilize CLOs to improve meeting or exceeding a targeted benchmark of accomplishment for every CLO in the general skills areas as defined above.
- Assess student learning based on course objectives and goals and implement actions to eliminate discrepancies between learning goals and student performance.
- Ensure course learning objectives are aligned with discipline and program learning objectives.
- Consider results from student opinion surveys in course improvement with relevance to course, discipline, mode of delivery, survey response rate and student comments.
- Maintain justifiable grade distributions reflective of course rigor and grading system for student success.

Guidance for Documentation of Teaching Excellence

- In each of the areas described below, indicate how your contributions have demonstrated leadership to the department, college, and/or university.

- Describe your contributions to curriculum design including the dates, details of the activity, and its relevancy and significance to fulfilling the JMSB's mission and AACSB International standards. The description should be specific, clear and precis
- Describe your contributions to course development including syllabi, assignments and activities, and other instructional aids. Explain the relevancy and significance of your contributions to fulfilling the JMSB's mission and AACSB International standards. The description should be specific, clear and precise. Use the appendix for the inclusion of examples as needed.
- Describe your contributions in course delivery by demonstrating that you have created an environment for true learning. As stated in the AACSB Standards "Beyond the learning of facts and techniques, true learning brings new perspectives to students...To generate transformational learning both intensive and extensive learning experiences must take place, and that demands the investment of significant time in learning experiences. That time includes contact between students and faculty members, contact among students, and individual and personal engagement of students in learning and applying knowledge and skills."
- Describe your contributions in assessing learning including the process and standards used for measuring student achievement, the steps taken to communicate clearly and frequently your expectations for performance.
- Include third party assessments of contributions in curriculum design, course development, course delivery and assessment of learning. Third party assessments include student opinions, peer evaluations, expert observations, comments from the professional and business community, and recognitions and awards from professional or academic organizations.
- Describe activities undertaken by you to maintain and enhance your discipline-based expertise and pedagogical skills and knowledge. The description should include a clear and specific explanation of the outcomes from the activities in terms of improvement and innovation in teaching.

Basis for Judging Leadership in Service and Professional Activities

The mission of the JMSB states: "The mission of the JMSB is to develop business professionals who are able to apply their knowledge of business to solve problems effectively as individuals or in a team environment, clearly communicate their ideas to appropriate audiences, and demonstrate an understanding of the process of making ethical decisions. The JMSB recognizes and values a wide range of intellectual contributions with an emphasis on applied knowledge and practice."

Southeastern Oklahoma State University is a shared governance institution. Faculty participation in the development and implementation of academic and professional policies is essential for the achieving the objectives of higher education. Therefore, a faculty member's contribution in service/professional activities will be evaluated as it relates to the AACSB

pillars of impact, engagement, and innovation in two areas: external contributions to academic, professional and business communities and internal contributions to the department, college and university.

Multiple major contributions demonstrating leadership to the university, college, department, and profession are expected of a person seeking the rank of professor. A minimum of ten major accomplishments, (five of which are at the rank of associate professor), is recommended with at least two major accomplishments in service to external organizations. Major accomplishments in service (not ranked) include:

Internal Major Service Accomplishments:

- Serving in a leadership position on a university, college or department committee or task force
- Establishing, sponsoring, or advising a student organization
- Representing the university, college or department (at the request of the university at external events or activities)
- Representing the university at system-level committees or task forces
- Serving as an officer of the Faculty Senate
- Consulting within the university in either a paying or nonpaying position

External Major Service Accomplishments:

- Reviewing for a refereed academic journal or an academic conference
- Serving as editor of an academic journal
- Serving in a leadership position in a professional, discipline-based organization
- Chairing, moderating or facilitating a session or panel at an academic conference
- Addressing a regional, national or international professional or academic conference at the invitation of the conference organizers
- Consulting outside the university in either a paying or nonpaying position
- Reviewing textbooks

Guidance for Documentation of Leadership in Service and Professional Activities

- List specific activities, offices and positions held in academic, professional and business associations or organizations. Describe the significance of the contributions.
- List specific activities, offices and positions held in department, college or university committees, tasks forces or other assignments. Describe the significance of the contributions.
- Describe the activities that best illustrate your leadership in service to the academic, professional or business associations as well as the department, college and university community.
- Include third party assessments of your contributions to service activities. Third party assessments may include letters of appreciation or recognition, peer evaluations, honors and awards.
- Describe mentoring and advising activities involving colleagues, staff or students.

- Describe involvement in extra-curricular student activities.
- Describe activities that enhanced the reputation of the College of Business in higher education and/or the business community.

Basis for Judging Major Contributions in Scholarly/Creative Activities

A faculty member's contributions in scholarly and creative activities will be evaluated by their impact and innovation in three areas: discipline-based scholarship, learning and pedagogical research, and contributions to practice. Discipline-based scholarship includes but is not limited to refereed journal articles, books, monographs, chapters in books, refereed proceedings from academic conferences; presentations at academic conferences and seminars; and reports from sponsored research. Learning and pedagogical research includes but is not limited to refereed journal articles on teaching innovations and pedagogy, textbooks, teaching cases, and new learning materials. Contributions to practice include but are not limited to articles in practitioner journals, reports on sponsored research on practice issues, presentations at practitioner seminars or conventions and documented practice software.

A faculty member seeking promotion to the rank of professor must present a *sustained* record including major contributions to discipline-based scholarship. Sustained is defined as maintaining SA status for at least four consecutive years at the rank of associate professor, and the faculty member must have SA status at the time of application for promotion. In addition to discipline-based scholarship, an applicant may have major contributions in learning and pedagogical research or contributions to practice. Though in extremely rare circumstances, an SA faculty member may apply for promotion to Full Professor if only minimum standards to maintain SA status have been accomplished, maintenance of minimum standards alone should not be interpreted as sufficient for promotion to full professor. The minimum requirement is that the applicant for promotion must maintain the sustained academic engagement defined below for SA status:

Within the most recent five-year period, the SA faculty member must have a total of four intellectual contributions, two of which must be peer reviewed journal articles (PRJs). PRJ articles may be from any outlet listed in Category A. Faculty members may also engage in scholarship that results in intellectual contributions from Category B. The faculty member is responsible for providing evidence regarding the quality of the PRJ and other intellectual contributions.

Sustained Academic Engagement for SAs

Category A: Peer-Reviewed Published Contributions

1. Author on a refereed publication in relevant academic journals
2. Author on a referred publication in relevant professional journals
3. Author on a referred relevant pedagogical journal

Category B: Other Peer-Reviewed Intellectual Contributions

1. Author on a refereed research monographs
2. Author of a scholarly book or academic textbook
3. Serve as an editor of a relevant academic journal
4. Author on a relevant refereed magazine article
5. Author on a business case in a refereed outlet
6. Serve as an elected officer of an international or national professional organization
7. Serve as a Special Edition editor for an academic journal
8. PI or Co-PI on a funded grant of \$10,000 or greater
9. Author on a published article in a non-refereed national professional journal
10. Publish an article in a non-refereed national magazine
11. Serve on the Editorial board for a relevant disciplinary journal
12. Refereed proceedings from academic conferences
13. Refereed papers presented at relevant academic and/or professional conferences
14. Refereed conference presentations or symposia
15. Papers presented at faculty research seminars outside UHD
16. Author a chapter in a research monograph or scholarly book
17. Author a trade books in discipline-relevant fields
18. Blind peer reviewer/referee for peer reviewed journal
19. Blind peer reviewer/referee of fully written paper presentations/proceedings for academic conference

*In all cases, relevant means related to the field of teaching for which the individual is being hired.

Expected Performance: Multiple scholarly publications over the individual's career are expected of a person seeking the rank of professor. A minimum of 12 scholarly contributions is recommended. Of these 12 publications, 9 must be publications in peer reviewed journals (PRJs) recognized as being of Acceptable or better quality as defined in this policy. At least two (2) of the nine must be discipline-based scholarship. Six (6) of the PRJs are required since achieving the rank of associate professor. In addition, to verify your leadership in research, one sole authorship, or two lead authorships, in a PRJ recognized as good or excellent is required. To receive full credit for a PRJ, it is recommended that the published article should have no more than four authors. (If there are more than four authors, the responsibility lies with the candidate to justify the significance of their contribution.)

Quality may be determined by any of the following methods:

- A) The Quality of the PRJ may be assessed as follows:
 - Excellent: No More than 20% acceptance rate and/or classified as A+, A, A-
 - Good: Between 20+ and 40% acceptance rate and/or classified as B+, B, B-
 - Acceptable: No more than 50% acceptance rate and/or classified as C

- B) Another method by which the applicant may demonstrate quality is to make his/her

case based upon reporting in sources such as Cabell's Directories, Ulrich's Periodicals Directory, Journal Citation Reports, Google Scholar Metrics, journal websites, industry/professional rating systems, and/or publications of ratings such as the Australian Business Deans Council (ABDC) among others. The applicant must provide sufficient information to convince the rank and tenure committee members of the quality of his/her scholarly research.

- C) Predatory journals should not receive consideration in promotion to associate professor decisions. A thorough analysis of any PRJ will include scrutiny of editorial boards and business practices for no or fake academic affiliations, lack of clarity about fees, publisher names and journal titles with geographic terms that have no connection to the publisher's physical location or journal's geographic scope, bogus impact factor claims and invented metrics, and false claims about where the journal is indexed. Factors to be considered in ascertaining whether a journal is considered predatory include the list of predatory journal in Beall's List, the Directory of Open Access Journals (DOAJ) may be used to ascertain the journal's OA status and the Open Access Scholarly Publishers Association (OASPA) may be checked to verify publisher acceptance. No one list, (such as Beall's) is considered to be the only source of information related to predatory journals. When in doubt, it is the responsibility of the candidate to make the case that a journal is not predatory.

Guidance for Documentation of Major Contributions in Scholarly/Creative Activities

From the APA Publication Manual Section 1.13, Publication Credit, on page 18 of the 6th edition: "Authorship encompasses, therefore, not only those who do the actual writing but also those who have made substantial scientific contributions to the study. Substantial professional contributions may include formulating the problem or hypothesis, structuring the experimental design, organizing and conducting the statistical analysis, interpreting the results, or writing a major portion of the paper. ... Lesser contributions, which do not constitute authorship, may be acknowledged in a note."

Based on this definition of contribution, as the candidate, you must:

- Describe the significance of your contributions to discipline-based scholarship.
- Describe the significance of your contributions to learning and pedagogical research.
- Describe the significance of your contributions to practice.
- In explaining the significance of the contributions include the number of contributions, the length of published contributions, your particular contributions if multiple authors, and the role of the contributions in advancing knowledge in your disciplinary area (may include the number of citations of the article). If more than four authors, you must clearly justify your major contribution(s).
- Sole authorship and lead authorship of some scholarly/creative activities are required for a person seeking the rank of professor (see above).
- Describe grants received from external funding sources in any of these areas: learning

and pedagogical research, contributions to practice, and discipline-based scholarship. Include in the description the amount and dates of the grant, the number of investigators or researchers on the grant, the significance of the research funded, and publications resulting from the grant.

- Include third party assessments of the impact of your contributions in scholarly/creative activities. Third party assessments include peer evaluations, editorial reviews, and number of times the article or proceeding is cited by others, special appearances at academic or professional conferences, and recognitions and awards.

SPECIAL PROVISIONS FOR TENURE OF FACULTY HIRED AT THE ASSOCIATE PROFESSOR OR PROFESSOR RANKS

Associate Professor Seeking Tenure

A faculty member hired at the rank of associate professor can negotiate up to four years of credit toward tenure. All associate professors seeking tenure at Southeastern regardless of years of credit towards tenure MUST satisfy the criteria for the rank of associate professor. Documentation from previous employment is recommended to provide career evidence. IN ADDITION, the candidate for tenure must provide evidence of the following:

- If the associate professor received fewer than four years of credit toward tenure, then during his/her employment at Southeastern the faculty member must have at least two major contributions in each of the following areas: teaching, service, and scholarly and creative activities.
- If the associate professor received four years of credit toward tenure, then during his/her employment at Southeastern the faculty member must have at least one major contribution in each of the following areas: teaching, service, and scholarly and creative activities.

Professor Seeking Tenure

A faculty member hired at the rank of professor upon hiring can negotiate the years of credit toward tenure, but must complete at least one full year at Southeastern before applying for tenure. All professors seeking tenure at Southeastern regardless of years of credit toward tenure MUST satisfy the criteria for the rank of professor. Documentation from previous employment is recommended to provide career evidence. IN ADDITION, the candidate for tenure must provide evidence that during his/her employment at Southeastern he/she made multiple major contributions in each of the following areas: teaching, service, and scholarly and creative activities.

JMSB Voting Procedures to be followed by all JMSB departments:

Meetings

Attendance and participation at promotion meetings are obligations of the committee members. The Chair of the committee should schedule the time and place of the formal meeting in advance and must notify all committee members of the meeting. In ordinary circumstances, at least one month's notice of the meeting should be given. All committee members eligible to vote are expected to review the candidate's file prior to the meeting, and the meeting unless unable to do so for compelling reasons.

Quorum

A quorum must be present for discussion and vote. A quorum is defined as more than 50% of the committee members eligible to vote on the matter. The final recommendation of the committee is based on the vote of those present including valid electronic ballots.

Vote

Voting takes place after the committee has met (face to face or virtual) to discuss each candidate and has considered the application. A copy of the candidate's file will be made available to every committee member eligible to vote, including those who will be absent from the meeting. This can be accomplished by setting up a secure, password-protected Blackboard website with electronic files for all committee members to review.

The vote is taken by written, signed ballots, to be preserved by the committee chair, (this is to prevent committee members from subsequently changing their vote outside the official process). Absent committee members must be given an opportunity to vote by written absentee ballot, which should be sent in a sealed envelope to the committee chair, or by electronic vote. Votes by anyone who is absent must be received by the committee chair prior to the start of the meeting at which the vote will take place. These absentee votes will be brought to the meeting by the chair to be counted along with the votes of all members present. The ballots must be counted at least two times, but may be counted more than two times to ensure an accurate and true record. A tally memo of the votes cast in each category for each faculty member shall be made and kept in the confidential RT file in each department.

Abstentions

Abstentions do not count as an affirmative vote or negative vote. (The number of abstentions is reported as part of the vote tally). Abstentions are strongly discouraged. Committee members have an obligation to decide whether or not a candidate merits promotion and to vote for or against the promotion.

Report of the Vote

In all cases, the actual vote is to be reported. Once evaluated by the committee, the committee's recommendation is then forwarded to the Department Chair and the Dean of the JMSB. The report should indicate the number of faculty members eligible to vote, the number present at the meeting, the number of affirmative and negative votes and abstentions, and the number of absentee ballots cast. In the report of the vote, the committee chair should explain if possible the number of eligible faculty members not voting (e.g., faculty members on leaves or sabbaticals, on phased retirements, or those who will review the recommendation as a senior academic administrator).

The percentage of affirmative votes equals the number of affirmative votes divided by the total number of affirmative and negative votes, (excluding abstentions).

Voting Eligibility for Candidates for Full Professor

Candidates for the rank of Full Professor, regardless of their department, shall be evaluated by a committee comprised of all current Full Professors in the JMSB.