



*"Use your success to help others who come after you." – John Massey*



**Southeastern Oklahoma  
State University**

---

**JMSB Tenure and Promotion Policy  
2023-2028**



Southeastern Oklahoma  
State University

# **JOHN MASSEY SCHOOL OF BUSINESS PROMOTION AND TENURE POLICIES**

(08/2023)

# INTRODUCTION

Rank and tenure in the John Massey School of Business (JMSB) is governed by Southeastern Oklahoma State University's (SE) 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 format described therein. The candidate for promotion or tenure is responsible for satisfying all the policies and procedures set out in the APPM.

The rank and tenure policies, criteria and guidelines for the JMSB were developed and approved by the faculty of the College. They provide additional guidance in interpreting the requirements found in the SE APPM. In addition, the JMSB policies direct faculty performance to ensure continued accreditation of the Business programs by the Association to Advance Collegiate Schools of Business (AACSB) International, the Aviation Science Institute by the Aviation Accreditation Board International (AABI) and the Occupational Safety and Health by the Board of Certified Safety Professionals.

Candidates who commence 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.

In addition to following the formatting and documentation requirements set forth in the SE APPM, applicants will also follow the documentation and narrative content outlined in this report that complement, extend, and support those required in APPM.

## DEFINITIONS

Faculty performance will be demonstrated on three pillars: engagement, innovation, and impact.

*Engaged:* 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.

*Innovation:* 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.

*Impact:* Impactful faculty relate to the generation of positive outcomes for the University and the JMSB 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.

## CRITERIA FOR PROMOTION IN RANK

The Regional University of System of Oklahoma (RUSO) Board of Regents have specified five basic categories upon which academic rank and promotion in rank are based:

1. Education and experience,
2. Effective classroom teaching,
3. Research/scholarship,
4. Contributions to the institution and profession, and
5. Performance of non-teaching or administrative duties.

Education and experience alone are not adequate for granting promotion in rank. The following general guidelines shall be applied in the appointment and promotion of faculty to rank.

**INSTRUCTOR.** For appointment as Instructor, an earned master's degree in the teaching field awarded by a regionally accredited or internationally recognized institution is required. Instructors in the JMSB are non-tenure, non-tenure track positions.

**ASSISTANT PROFESSOR.** For the rank of Assistant Professor, which is a tenure-track position in the JMSB, one of the following options must be met for consideration:

*Option A.* An earned doctorate relevant to the teaching field awarded by a regionally accredited or internationally recognized institution. Academic credentials which indicate the potential for effective classroom teaching, research/scholarship, contributions to the institution and profession, and, in appropriate instances, successful performance of non-teaching or administrative duties.

*Option B.* Completed all requirements in a doctoral program relevant to the teaching field, with the exception of the dissertation. Academic credentials which document effective classroom teaching and indicate the potential for research/scholarship, contributions to the institution and the profession, and, in appropriate instances, successful performance of non-teaching or administrative duties. See *Basis for Judging* and *Guidelines for Documenting* in this document.

*Option C.* Sixty (60) graduate hours relevant to the teaching field awarded by a regionally accredited or internationally recognized institution of higher education. Four (4) years of successful higher education teaching experience in full-time appointment(s). Academic credentials that document effective classroom teaching and indicate the potential for research/scholarship, contributions to the institution and the profession, and, in appropriate instances, successful performance of non-teaching or administrative duties. See *Basis for Judging* and *Guidelines for Documenting* in this document.

**ASSOCIATE PROFESSOR.** An earned doctorate in the teaching field awarded by a regionally accredited or internationally recognized institution of higher education is required for the rank of Associate Professor. Additionally, the candidate will meet the following requirements:

- Five (5) years of successful higher education teaching experience in full–time appointment(s).
- Five (5) years of experience at the assistant professor rank.
- Demonstrated effective classroom teaching, research/scholarship, contributions to the institution and profession, and, in appropriate instances, successful performance of non–teaching or administrative duties.
- Noteworthy achievement in classroom teaching, research/scholarship, and contributions to the institution and profession, or, in appropriate instances, performance of non–teaching or administrative duties.

JMSB Philosophy. The JMSB 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. Multiple significant accomplishments in each of the three areas that correlate to each of the three pillars of Engagement, Innovation, and Impact. A minimum of seven (7) significant and seven (7) other accomplishments should be noted for consideration of promotion to associate professor. An applicant for associate professor will also demonstrate a sustained record of collegial and professional conduct. See *Basis for Judging* and *Guidelines for Documenting* in this document.

Expected Scholarly Performance: Multiple scholarly publications over the individual's career are expected of a person seeking the rank of associate professor. A minimum of eight (8) scholarly contributions is recommended. Of these eight contributions, six (6) must be publications in peer reviewed journals (PRJs) defined in this document. At least three (3) of the six PRJs must be discipline-based scholarship. Six (6) of the eight scholarly contributions are required to have been published since achieving the rank of assistant professor and since first employment at Southeastern. In addition, to verify leadership in research, one sole authorship, or two lead authorships in a qualified PRJ is required. If there are more than four authors on a publication, the candidate should justify the significance of their contribution. See *Basis for Judging* and *Guidelines for Documenting* in this document.

**PROFESSOR.** An earned doctorate in the teaching field awarded by a regionally accredited or internationally recognized institution of higher education is required for the rank of Professor. Additionally, the candidate will meet the following requirements:

- Ten (10) years of higher education teaching experience in full–time appointment(s).
- Five (5) years of experience at the associate professor rank.
- Demonstrated record of effective classroom teaching, extensive research/ scholarship, extensive contributions to the institution and profession, and, in appropriate instances, exemplary performance of non–teaching or administrative duties.
- Commendable or outstanding achievement on all of the categories: effective classroom teaching, research/scholarship, contributions to the institution and profession, and, in selected instances, performance of non–teaching or administrative duties.

JMSB Philosophy. The JMSB recommends for promotion to the rank of professor only faculty members who have a sustained record of substantial contributions in teaching, service/professional, and scholarly/creative activities. 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.

Multiple significant accomplishments in each of the three areas that correlate to each of the three pillars of Engagement, Innovation, and Impact. A minimum of fifteen (15) significant and seven (7) other accomplishments should be noted for consideration of promotion to professor. An applicant for professor will also demonstrate a sustained record of collegial and professional conduct and demonstrated leadership. 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.

Expected Scholarly Performance. Multiple scholarly publications over the individual's career are expected of a person seeking the rank of professor. A minimum of fifteen (15) scholarly contributions is recommended. Of these 15 contributions, (twelve 12) must be publications in peer reviewed journals (PRJs) defined in this document. At least four (4) of the twelve PRJs must be discipline-based scholarship. Six (6) of the fifteen total scholarly contributions are required to have been published since achieving the rank of associate professor and since first employment at Southeastern.

In addition, to verify leadership in research, one sole authorship, or two lead authorships in a qualified PRJ is required. If there are more than four authors on a publication, the candidate should justify the significance of their contribution. See *Basis for Judging* and *Guidelines for Documenting* in this document.

## **GRADUATE PROFESSORS AND ENDOWED POSITIONS**

The level of expectation for graduate professors and those professors holding endowed professorships and endowed chairs is proportionally higher for each of the three major responsibilities, but particularly in the area of scholarship and publications. Graduate professors and those holding endowed positions should exceed each of the expected levels of scholarly requirements.

## SUMMARY OF PERFORMANCE EXPECTATIONS FOR PROMOTION

A summary of the performance expectations is presented in Table 1.

**Table 1: Performance Expectations for Promotion Summary**

Rank/Position	Degree	Experience at Previous Rank	University Teaching Experience	Service and Contributions	Scholarship
Assistant Professors	Doctorate*	Not Applicable	Option A, B, or C*	Option A, B, or C*	Option A, B, or C*
Associate Professors	Doctorate	5 years	5 years 7 significant accomplishments plus 7 other accomplishments	7 significant accomplishments plus 7 other accomplishments	8 scholarly contributions minimum with 6 published since achieving rank and since SE employment. 6 PRJs required with 3 discipline-based minimum.**
Professors	Doctorate	5 years	10 years	15 significant accomplishments plus 7 other accomplishments	15 scholarly contributions minimum with six published since achieving rank and since SE employment. 12 PRJS required with 4 discipline-based minimum.**
Graduate Professors	Doctorate	Per Rank Requirements	Per Rank Requirements	Per Rank Requirements	Should average minimum of 1 scholarly contribution per year with a minimum of 1 PRJ every two years.
Endowed Professors	Doctorate	Per Rank Requirements	Per Rank Requirements	Per Rank Requirements	Should average minimum of 1 scholarly contribution per year with a minimum of 1 PRJ every two years.
Endowed Chairs	Doctorate	Per Rank Requirements	Per Rank Requirements	Per Rank Requirements	Should average minimum of 2 scholarly contribution per year with a minimum of 1 PRJ every two years including a minimum of 1 PRJ co-authored with a JMSB faculty member-mentee every 3 years.

\*Must meet Option A, B, or C as described on page 2.

\*\*In addition, to verify leadership in research one sole authorship, or two lead authorships in a qualified PRJ is required as described on pages 2-3.

## TENURE POLICY AND REQUIREMENTS

Tenure is a privilege and a distinctive honor. Tenure is defined as continuous reappointment which may be granted to a faculty member in a tenure-track position, subject to the terms and conditions of appointment. The tenure decision shall be based on a thorough evaluation of the candidate's total contribution to the mission of the University. While specific responsibilities of faculty members may vary because of special assignments or because of the particular mission of an academic unit, all evaluations for tenure shall address at a minimum whether each candidate has achieved excellence in (1) teaching, (2) research or creative achievement, (3) professional service, and (4) University service.

Tenure is granted by the Regional University System of Oklahoma Board of Regents upon recommendation of the University president. Tenure shall be granted only by written notification after approval by the Board. Only full-time faculty members holding academic rank of assistant professor, associate professor, or professor may be granted tenure. The Board intends to reappoint tenured personnel to the faculties of the institutions under its control within existing positions that are continued the next year. The Board reserves the right to terminate tenured faculty at the end of any fiscal year if the Legislature fails to allocate sufficient funds to meet obligations for salaries or compensation.

In the JMSB, it is expected that to qualify for tenure, a faculty member meets the following standards:

1. Holds the rank of associate professor or professor.
2. Satisfies all criteria in this document for meeting the rank of professor. Documentation from previous employment may be provided as evidence.
3. Has completed at least four (4) years of full time faculty experience at Southeastern Oklahoma State University.
4. Evidences during employment at Southeastern, that the faculty member has made multiple significant contributions in each of the areas of teaching, service, and scholarly activities.

## PROCEDURE FOR APPLICATION OF PROMOTION AND TENURE

Per the SE APPM, it is the responsibility of the individual faculty member to initiate the request for a promotion in rank and to prepare the portfolio of materials. The department chair will advise the faculty member in preparation of this request. The steps outlining the procedures in the promotion process are available in the SE APPM *Section 4.6.3*. A faculty member in the JMSB must complete at least two years of employment at Southeastern before applying for promotion to the rank of Associate Professor or Professor. A faculty member applying for tenure in the JMSB must complete at least four (4) years of full-time faculty experience at Southeastern. Any exception to the policy on promotion in rank is the domain of the president of the University.



# **BASES FOR JUDGING AND GUIDANCE FOR DOCUMENTATION**

Following are the bases for judging and for documenting teaching excellence, service contributions, and scholarly activities.

## **BASIS FOR JUDGING TEACHING EXCELLENCE**

A faculty member's contributions in teaching will be evaluated relative to Engagement, Innovation and Impact. The following definitions and lists of significant 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 a faculty member interacts with students, administrators, faculty, and practitioners to improve their pedagogy.

Significant accomplishments in teaching (in no particular order) related to Engagement include:

- Engage in course redesign that is based on stakeholder input, which includes industry as well as 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 (in no particular order) 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 or andragogical improvement. Innovation is measured by examining a faculty member's commitment to continuous improvement of their teaching through the use of assurance of learning techniques and development of evidence-based strategies designed to improve learning outcomes.

Significant 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 revisions (including course description, learning outcomes, assignments, etc.)
- Develop updates and improvement of teaching materials and techniques.
- Develop new instructional materials (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.

Significant 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**

The following is provided as a guide for documenting actions and accomplishments that illustrate a faculty member's commitment to the craft of teaching:

- Describe your contributions to curriculum design including the dates, details of the activity, and its relevancy and significance to fulfilling the JMSB's purpose, mission and appropriate accreditation standards. The description should be specific, clear and precise.
- 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 appropriate accreditation 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. Beyond the learning of facts or techniques, describe how have students gained new perspectives through intensive and extensive learning experiences you provided. How have you interacted with students, facilitated learning opportunities, and engaged 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 teaching 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 SERVICE CONTRIBUTIONS**

The JMSB recognizes and values a wide range of intellectual contributions with an emphasis on applied knowledge and practice. Southeastern is a shared governance institution. Faculty participation in the development and implementation of academic and professional policies is essential for achieving the objectives of higher education and fulfilling the university's mission. Therefore, a faculty member's contribution in service/professional activities will be evaluated as it relates to the pillars of impact, engagement, and innovation relative to two groups: (1) external contributions to the academic, professional, and business communities; and (2) internal contributions to the academic department, the JMSB, and to the university.

Significant 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
- 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

Other accomplishments in service (not ranked) include:

- Serving on a university, JMSB, or department committee or task force
- Chairing, moderating or facilitating a session or panel at an academic conference
- Serving on the Faculty Senate as an elected representative of the JMSB

## **GUIDANCE FOR DOCUMENTATION OF SERVICE CONTRIBUTIONS**

The following is provided as a guide for documenting actions and accomplishments that illustrate a faculty member's contributions to service including internal and external 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.

## **BAIS FOR JUDGING SCHOLARLY ACTIVITIES**

A faculty member's contributions in scholarly and creative activities must be consistent with the JMSB mission and will be evaluated by impact, engagement, and innovation relative to 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.

## Business Division/AACSB Disciplines

Additionally, faculty assigned within the AACSB Business Division including the Department of Management and Marketing, the Department of Accounting and Finance, and the Graduate Program should demonstrate that they 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 (below). Faculty members may also engage in scholarship that results in intellectual contributions from Category B (below). The faculty member is responsible for providing evidence regarding the quality of the PRJ and other intellectual contributions.

### Category A: Peer-Reviewed Published Contributions

- Author on a refereed publication in relevant academic journals
- Author on a referred publication in relevant professional journals
- Author on a referred relevant pedagogical journal

### Category B: Other Peer-Reviewed Intellectual Contributions

- Author on a refereed research monographs
- Author of a scholarly book or academic textbook
- Serve as an editor of a relevant academic journal
- Author on a relevant refereed magazine article
- Author on a business case in a refereed outlet
- Serve as an elected officer of an international or national professional organization
- Serve as a Special Edition editor for an academic journal
- PI or Co-PI on a funded grant of \$10,000 or greater
- Author on a published article in a non-refereed national professional journal
- Publish an article in a non-refereed national magazine
- Serve on the Editorial board for a relevant disciplinary journal
- Refereed proceedings from academic conferences
- Refereed papers presented at relevant academic and/or professional conferences
- Refereed conference presentations or symposia
- Papers presented at faculty research seminars outside the JMSB
- Author a chapter in a research monograph or scholarly book
- Author a trade books in discipline-relevant fields
- Blind peer reviewer/referee for peer reviewed journal
- Blind peer reviewer/referee of fully written paper presentations/proceedings for academic conference

\*In all cases, *relevant* means related to the field of teaching in which the individual is hired and assigned as a faculty member.

## Quality of Journals

Predatory journals will not receive consideration in promotion decisions. A thorough analysis of any PRJ will include scrutiny of editorial boards and business practices for fraudulent academic affiliations, lack of clarity about fees, publisher names, fraudulent impact factor claims, and invented metrics including false claims about where the journal is indexed. The list of predatory journals in Beall's List, the Directory of Open Access Journals (DOAJ), and the Open Access Scholarly Publishers Association (OASPA) are used to ascertain validity of journal publications.

Quality may be determined by any of the following methods:

- Acceptance Rate. Journals with acceptance rates of 40% or less.
- Reporting Sources. Journals listed in one of the following reporting sources: Cabells Journalytics, Ulrich's Periodicals Directory, Australian Business Deans Council (ABDC).

## **GUIDANCE FOR DOCUMENTATION OF SCHOLARLY ACTIVITIES**

The following is provided as a guide for documenting the faculty member's scholarly activities and contributions:

- Describe the significance of their contributions to discipline-based scholarship.
- Describe the significance of their contributions to learning and pedagogical research.
- Describe the significance of their contributions to practice.
- Describe grant applications written for external funding of scholarly and creative activities and 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.
- Report the number of contributions, the length of published contributions, the author's 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, number of times the article or proceeding is read and cited by others, special appearances at academic or professional conferences, and recognitions and awards.

# FACULTY EVALUATION AND DEVELOPMENT

The Faculty Evaluation System is governed by RUSO and specifies five basic categories upon which academic rank and promotion in rank are based: (1) education and experience, (2) effective classroom teaching, (3) research/scholarship, (4) contributions to the institution and profession, and (5) performance of non-teaching or administrative duties. The Faculty Development and Evaluation System of Southeastern Oklahoma State University is designed to promote faculty development and to assess faculty performance on those prescribed criteria. Instrumentation of the system consists of four documents: (1) Faculty Development and Evaluation Criteria, (2) Catalog of Faculty Development and Evaluation Criteria, (3) Faculty Development Agreement, and (4) Faculty Development and Evaluation Summary. Procedures, Guidelines, and the Process for this annual process are outlined in the SE APPM *Section 4.4.2 Faculty Evaluation System*.

## POST TENURE REVIEW POLICY

All faculty members at Southeastern (tenured and non-tenured) participate in an annual evaluation and development process. Additionally, RUSO Board Policy stipulates that the academic and professional performances of each tenured faculty member must be reviewed at least every three (3) years. When the review results in a finding that a tenured faculty member's academic and professional performance is unsatisfactory, the faculty member shall be notified of the deficiencies in performance and must be reviewed again within one (1) year. The results of each review will be placed in the personnel record of the tenured faculty member. The tenured faculty member should be given a copy of the review and an opportunity to respond. Two consecutive unsatisfactory post-tenure performance evaluations may be grounds for dismissal or suspension. The American Association of University Professors' (AAUP) *Minimum Standards for Good Practice of a Formal System of Post-tenure Review is Established* serve as a basis for Southeastern's post-tenure review process and policy, which were developed with careful consideration of the Standards. In addition to the AAUP minimum standards, the Southeastern Oklahoma State University Faculty Senate has endorsed a set of *Principles for Post-Tenure Review*.

*Developmental Emphasis:* In keeping with the RUSO Board of Regents Policy, the AAUP Minimum Standards and the Faculty Senate Principles for Post-Tenure Review, it is recognized that the purpose of post-tenure review is primarily to assist tenured faculty in active and consistent engagement in their discipline over the span of their careers. With this purpose in mind the first priority of the post-tenure review process is developmental. Only after two consecutive unsatisfactory post-tenure reviews (as described in this policy) would the post-tenure review process become a possible personnel action.

*Post-Tenure Review versus Promotion in Rank:* Post-tenure review is a process distinct and different from promotion. A satisfactory post-tenure review should not be construed by a faculty member as having met the requirements for promotion in rank. Promotion policy and requirements can be found in the APPM section 4.5. When a tenured faculty member has been approved for promotion, the post-tenure review process shall be considered as being fulfilled by the promotion process, and post-tenure review will take place three years following.

Policies, principles and goals, and the process for the three-year post-tenure review is outlined in SE APPM 4.4.7 *Post-Tenure Review Policy*.



## TEACHING WORK LOADS

Faculty Workloads at Southeastern are based on a 4/4 Fall/Spring credit load assignment with 12 hours assigned in the Fall Semester and 12 hours in the Spring Semester. To accommodate the scholarship requirements within the Business Division, a modified teaching load is adopted.

### BUSINESS DIVISION FACULTY TEACHING LOADS

Faculty in the Business Division in the ranks of Assistant Professor or higher are required to maintain a more strenuous level of scholarship and publication record than those across other disciplines. In recognition of this, a modified teaching load requirement is adopted. Table 2 presents the teaching load requirements for faculty in the Business Division.

**Table 2: Business Division Teaching Load Requirements**

Rank/Position	Fall/Spring Course Load	Total Annual Hours
Instructor	4/4	24
Assistant Professor and Higher	3/4*	21
Endowed Professors	3/4*	21
Endowed Chairs	2/3*	15

\*Or 4/3 and 3/2 as applicable due to course rotation/scheduling

## ENDOWED PROFESSORSHIPS AND CHAIRS

The JMSB has several endowed professorships and chairs. These positions are governed by the SE APPM Section 4.2: Endowed Chair Policy. Consistent with this, the JMSB endowed positions conform to the University standards and governance including but not limited to the following:

Endowed Professorships and Endowed Chairs are not governed by the University Salary Card or standard employment contract but are in addition to and paid as stipends, not guaranteed as part of an annual contract for an individual faculty member who holds an endowed position. They may be granted or terminated at any point during employment.

Endowed Professorships and Endowed Chairs are considered officially open and available to be filled only upon notification by the University President in coordination with the SE Foundation, and those faculty selected for such honors generally meet the requirements for the rank of Associate Professor or Professor. Faculty are generally only considered who are at the Associate Professor or Professor rank and who have demonstrated outstanding teaching, service, and scholarship. Additionally, the donor's intent will be honored in accordance with applicable law, policies, and procedures of the University and are intended to recognize the distinction of the professorship or chair holder.

Endowed Chairs and Endowed Professors may be filled by one individual for an indefinite period or successively by a series of individuals appointed for prescribed periods, unless otherwise provided in the terms of the gift. The terms may support visiting chairs or designate that temporary chairs may be named pending completion of a permanent chair search.

Each Endowed Chair or Endowed Professor shall annually submit a brief narrative to their respective Department Chair with a copy to the Dean. These narratives will be retained by the Department Chair and Dean for use in preparing special reports, as well as for annual reviews, including continued appointment in an endowed position.

An Endowed Chair or Endowed Professor will be reviewed by tenured faculty members of the Department in which they serve, by their Department Chair, Dean, and Vice President of Academic Affairs. This review will be done every five years unless the tenured members of the Department and Department Chair request it be done sooner. The outcome of the review will be sent to the President with a recommendation for reappointment or removal from the chair.

\*\*\*