STEPHEN F. AUSTIN STATE UNIVERSITY

NELSON RUSCHE COLLEGE OF BUSINESS

Faculty Development Plan

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THE UNIVERSITY OF TEXAS SYSTEM

The Faculty Development Plan is designed to serve as a resource and guide for faculty concerning the evaluation of

Original Version: August 2017
Updated: December 2023

The Faculty Development Plan is designed to serve as a resource and guide for faculty concerning the evaluation of annual performance and career progression in the context of the mission of the Rusche College Business and AACSB accreditation standards. Details concerning the annual review process, pre-tenure review, tenure and promotion requirements, and post-tenure review are presented. Furthermore, information concerning resource support is provided in order to assist with faculty development. While certain policies are presented here in abbreviated form, complete versions of college policies referred to in this document are provided on the cobcommon shared drive.

Contents

RUSCHE COLLEGE OF BUSINESS: MISSION, VISION, VALUES, & STRATEGIC FOCUS

MISSION
The mission of the Nelson Rusche College of Business is to create a challenging learning environment that will enable our students to launch their careers with the foundation for effective leadership.

VISION
Our vision is to show continuous improvement in three interrelated areas:
creating student success, enhancing our reputation for excellence, and attracting critical resources
(i.e., students, faculty, staff, and funding).

VALUES
We believe that applied learning within a personalized and collaborative setting is fundamental for creating a superior learning experience. We value high-quality research and teaching, innovation, respect for colleagues and students, and hard work and integrity in everything we do.

STRATEGIC FOCUS

Learn
We are creating a personalized and applied learning environment and supported by high-quality faculty, staff, and administrators.

Launch
We are creating experiences that will challenge and equip our students to find their place in a highly competitive and global environment.

Lead
We are creating engaging experiences that will challenge and equip students to make a difference in the world around them.

Guiding Principle:
Creating Student Success

We believe that student success is balanced on three pillars: student learning, career preparation, and the development of leadership skills. We refer to these pillars as: *Learn, Launch, and Lead.* Of these three pillars, learning is foundational. A fundamental understanding of business principles is crucial if one is to effectively launch a career and influence others. However, knowledge alone is insufficient for student success. Therefore, we also make it a priority to prepare students to launch their careers and to instill in them values and personal skills necessary for effective leadership. These pillars create a desirable value proposition for our students and are also a source of distinctive identify for our college (Figure 1).

Figure 1 Rusche College of Business Principles Logo

Learn

Our intent is to provide a variety of learning experiences whose cumulative impact will transform student thinking. This is the core of what we do. The role of faculty will be to continue to deliver high-quality instruction in current and relevant discipline-specific content, to seek improvement in teaching methods and curriculum, and to stay current in our respective disciplines through impactful research. The role of staff and administration will be to provide support in the form of resources, training, and services.

Launch

Our intent is to provide a strong foundation of business and discipline-specific knowledge, combined with a variety of networking and "finishing" experiences that will help students embark on careers that are uniquely suited to their skills and personalities. The role of faculty will be to provide current and relevant discipline-specific content; to support college and university-level networking events; to support students in their job search efforts; where appropriate, to provide diversity, equity, and inclusion and belonging curricula and activities (informed by the Diversity and Inclusion Task Force); and where appropriate, to encourage students in the development of career skills. The role of staff and administrators will be to provide resources, participation, and opportunities for networking and "finishing" experiences and to seek continuous improvement in the number and quality of our networking events.

Lead

Leaders combine relevant business knowledge with effective personal skills to influence those around them. Our intent is to provide a foundation of business and discipline-specific knowledge, combined with a variety of opportunities for the development of relevant personal skills that will provide the foundation for effective leadership. The role of faculty will be to provide current and discipline-specific content, to create opportunities for students to develop relevant personal skills in the classroom and through extracurricular activities, and to serve as mentors and personal role models for students. The role of staff and administrations will be to support and reward faculty efforts and to develop and participate in opportunities for students to learn from and be mentored by business leaders.

Guiding Principle:
Enhancing our Reputation

In addition to our student success strategies, it is imperative that we develop strategies for enhancing our reputation. Our intent is to build awareness of the SFA and Rusche brand in the business and academic communities by promoting the success of our students and alumni, and the academic and professional success of our faculty and staff. Also, where appropriate, we will engage in various community and service projects. In addition to the efforts of student, faculty, and staff, we will rely on various stakeholders outside the Rusche College of Business such as alumni, university staff, and our executive advisory board to help enhance our reputation while encouraging diversity, equity, inclusion, and belonging initiatives in the business and academic communities.

Guiding Principle:
Attracting Resources

It is also crucial that we take an active role in developing strategies for attracting and retaining high-quality studne4ts, attracting and retaining quality faculty, developing synergistic relationships with the business community and alumni, and attracting outside funding sources. The intent is to create a growing pool of resources that will allow greater opportunities to create student success.

GUIDING PRINCIPLES IN ACTION

Our institutional success model, developed by the Strategic Planning Committee, has guided our thinking throughout this process. We believe that institutional success is based on three interdependent factors: student success, reputation, and resources. The cornerstone for institutional success is student success. Successful students, in turn, will enhance our reputation, which will attract critical resources.

The most important of these resources are students, faculty, and funding. Funding from the state is not likely to increase significantly, so relationship with potential donors are also an important resource. Increase funding, combined with quality students and faculty, will lead to improve student success, thus perpetuating an ever-improving cycle of success. Figure 2 shows these guiding principles in action:
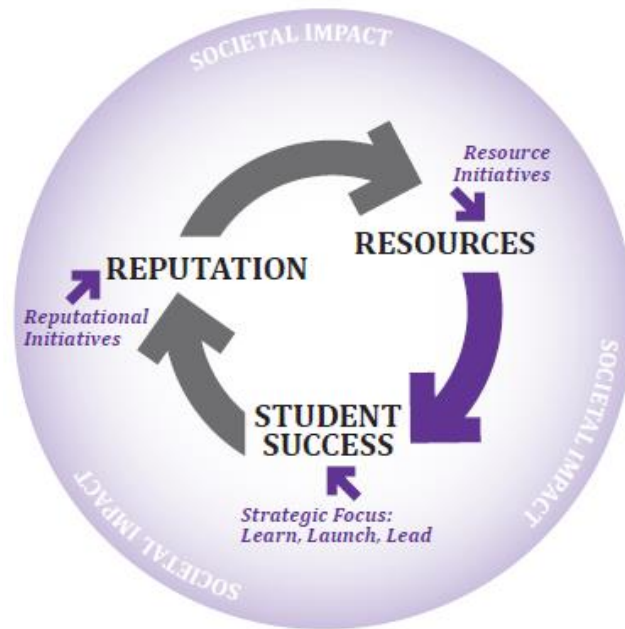
Figure 2. Guiding Principles in Action

Our mission and strategic focus are oriented toward creating student success through three pillars: ***Learn, Launch, and Lead.*** We also believe that it is important to develop separate strategic initiatives to promote our reputation and attract resources.

SOCIETAL IMPACT

A major initiative in the Rusche College of Business is societal impact which is implicit in our mission. Our Societal Impact Statement describes this commitment:

> We produce value for our stakeholders by achieving our mission to create a challenging learning environment, launching student careers, and providing a foundation of leadership. The Rusche College of Business creates this value in part by implementing curriculum and research that leverage experiential learning to positively impact regional businesses and community-based organizations. In doing so, we nurture partnerships with community leaders who are devoted to improving non-profit organizations, our regional industry, and society at large.

Our vision for the Rusche College of Business sees continuous improvement throughout the entire cycle in these guiding principles.

Implementation

Implementation of our institutional success model requires formulating concise representations of our guiding principles in the form of strategic priorities, each with explicitly stated intended outcomes. These strategic priorities and intended outcomes serve as a reference and further, provide guidance for all decision-making in the college. They also serve as a direct link to the university strategic plan (see Appendix A). The strategic plan is set into action with the proposal, evaluation, implementation, and assessment of strategic initiatives aimed at achieving specific intended outcomes. The document used in guiding this process is the Nelson Rusche College of Business is presented below (Figure 3):

Strategic Plan Guiding Document

Strategic Priorities	Intended Outcomes	Indicators
1. STUDENT SUCCESS		
1a. LEARN: Create a personalized and applied learning environment supported by high quality faculty, staff, and administrators.	**Educate students:** To deliver high quality and innovative instruction in current and relevant discipline specific curriculum. **Transformative learning experiences:** To provide students with opportunities for applied learning and industry engagement. **Learning environment:** To provide a physical environment and technology to create a collegial space where students, staff, and faculty can grow.	▪ Enrollment (RCOB Dean Assessment data – Obj. 5 – Enrollment and SCH) ▪ Experiential learning scholarships ▪ Classroom and building technology upgrades and renovations ▪ Assurance of Learning change reports ▪ Curricular change report ▪ Senior exit survey results (academic goals, real world projects, team projects, experiential learning opportunities)
1b. Launch: Create experiences that will challenge and equip our students to find their place in a highly diverse, competitive, and global environment.	**Finishing:** To provide support to students as they develop career readiness skills. **Advising:** To deliver quality academic and career advising to our students. **Cultural competence and diversity:** To provide curricula and activities where students are prepared to engage in a diverse, inclusive, and global business environment and have created opportunities to interact with people from diverse backgrounds.	▪ Passport program event participation (RCOB Dean Assessment Data – Obj. 1 – Student Professional Dev.) ▪ Senior exit survey results (passport participation, student organization participation, resume creation and evaluation, attend career fair, professional goals, and internship participation) ▪ Study broad participation ▪ Participation in student organizations in RCOB (member head count and activities) ▪ Job placement data ▪ Internship participation (RCOB Dean Assessment data – Obj. 2) ▪ Diversity and Inclusion dashboard

Strategic Priorities	Intended Outcomes	Indicators
1c. Lead Create innovative and engaging experiences that will challenge and equip students to make a difference in the world around them.	**By example:** To provide service by engaging the college, university, our professions, and our community as an example for our students of the importance of leadership. **Student organizations:** To create opportunities for our students to develop their leadership skills in student organizations and co-curricular activities. **Integrity:** To create an environment that values ethical and responsible leadership in our faculty, staff, and students.	▪ Senior exit survey (leadership in student organizations and work with a mentor) ▪ Mentorship Program participation ▪ College2Career Conference Participation ▪ Rusche Distinguished Speaker Series activities ▪ Guest speakers in Passport Program and other college activities
2. ENHANCE OUR REPUTATION: Promote the success and impact of our students and faculty by communicating a consistent brand to prospective students, our alumni, and others in the community while encouraging diversity, equity, inclusion and belonging initiatives.	**Impact:** To encourage and support impactful research contributions by our faculty. **Brand:** To have a consistent brand that is known and communicated by students, employers, and other sin the community and demonstrates commitment to diversity, equity, inclusion, and belonging. **Promotion:** To promote the success of our students, faculty, and alumni.	▪ RCOB Dean Assessment Data (Obj. 3 – Research) ▪ Rusche Review ▪ Department Faculty/Staff Awards ▪ RCOB Annual Faculty Awards ▪ Social Media metrics and engagement ▪ Diversity and Inclusion dashboard
3. ATTRACT CRITICAL RESOURCES: Attract and retain diverse, high quality students and faculty, and build inclusive relationships in the community to financially support student success.	**Community Engagement:** To forge connections in the local community, and with businesses, alumni, and others to enhance our reputation, attract resources, and to develop a productive network for our students. **New funding sources:** To crate and ever-widening pool of resources that will allow greater opportunities for student success. **Recruitment:** To attract and provide support to a diverse and inclusive student body with an ongoing commitment to quality improvement. **High quality faculty and staff:** To attract, retain, and reward high quality, diverse, and impactful faculty, staff, and administrators.	▪ RCOB Dean Assessment Data (Obj. 4 – Fundraising) ▪ Corporate Partnership Engagement ▪ College2Career Conference participation ▪ Professional Development as a tool to reward quality publications ▪ Guest speakers in Passport Program and other college activities ▪ Scholarships for high quality student recruitment ▪ Diversity and Inclusion dashboard

Figure 3. Strategic Plan Guiding Document

Strategic Initiative Generation and Implementation

The development and implementation of strategic initiatives designed to generate desired intended outcomes is essential to the successful implementation of the Rusche College of Business Strategic Plan. We embrace the notion that valid ideas can be generated by any stakeholder of the college independently or through collaboration with others. By fostering an innovative and entrepreneurial culture, proposals for new strategic initiatives are encouraged from all sources. Stakeholders both inform, and are informed by, the Rusche College of Business Strategic Plan.

The strategic plan is central to both the generation of proposals and the decision process related to the approval/implementation of any strategic initiative. While new and innovative approaches to developing initiatives are encouraged and supported, the traditional process for the generation, approval, and implementation of new initiatives is as follows:

1. College stakeholders, referencing the strategic plan guiding document, collaboratively or independently develop new initiatives directed at achieving one or more intended outcome.

2. Proposals outlining specific details, including necessary funding, intended outcomes address by the initiative, and proposed indicators and measurement processes, are forwarded to the Dean.

3. The Dean gathers additional stakeholder feedback, as is appropriate to the proposal.

4. The Dean, in collaboration with eCollege Executive Committee and other relevant parties, evaluations each initiative based upon its fit with the strategic plan and its impact on resource optimization.

5. A decision is rendered by the Dean regarding whether the initiative will be implemented, rejected, or delayed.

6. If approved, the initiative is reported to the Strategic Planning Committee for appropriate recording of the event.

This process is shown on the following page in Figure 4.

UNIVERSITY STRATEGIC PLAN

Innovation Process

Faculty

Staff

RCOB Strategic Plan

External Stakeholders

College Administration

Strategic Plan-Guided Initiative Proposals with Proposed Indicator Metric and Process, Forwarded to Dean

Additional Stakeholder Feedback Solicited by Dean

Dean/CEC Evaluate For Mission Appropriateness and Resource Optimization

Implementation

Reject/Delay

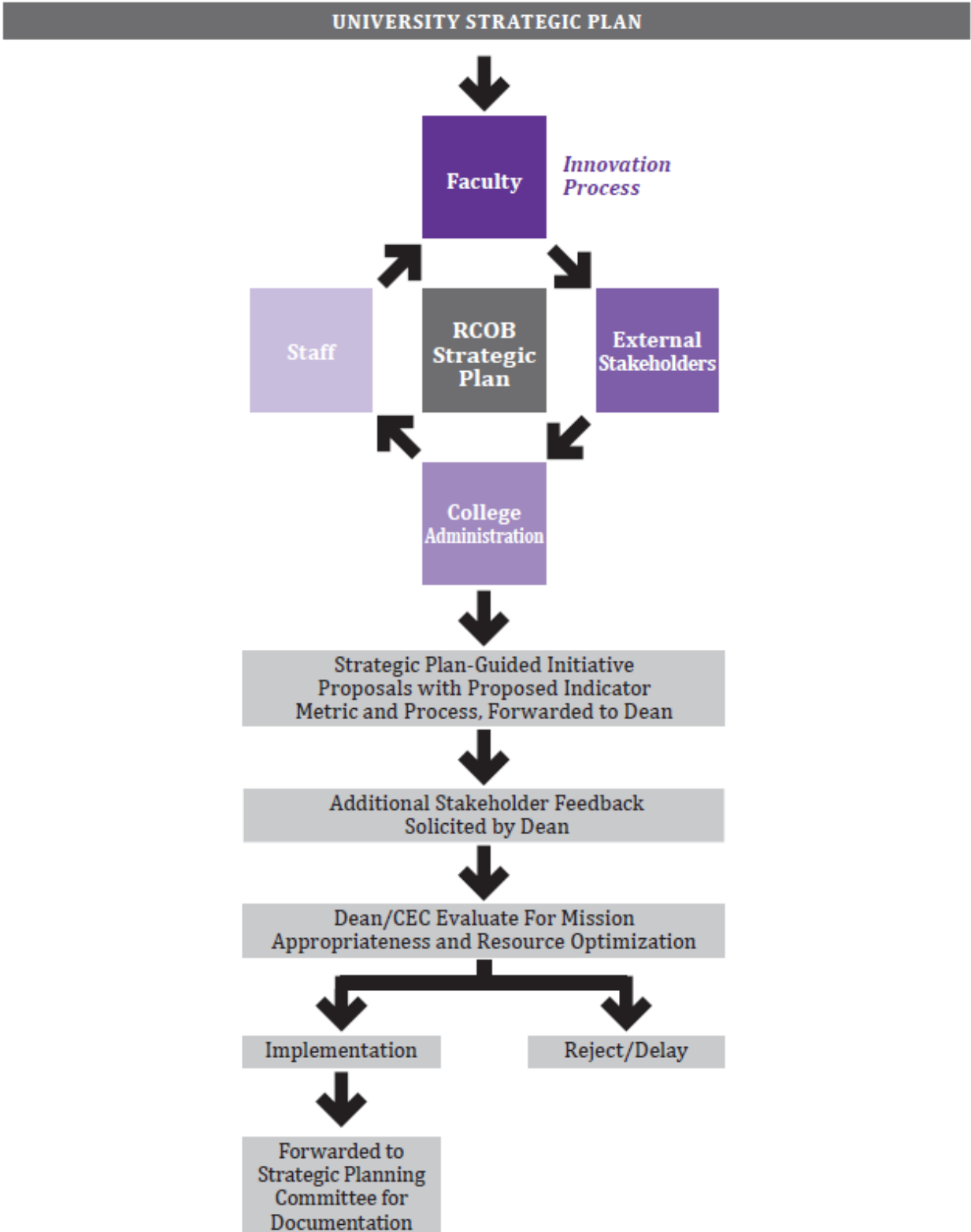Forwarded to Strategic Planning Committee for Documentation

Figure 4. Process for the Generation, Approval, and Implementation of New Initiatives

FACULTY QUALIFICATIONS

In accordance with AACSB accreditation Standard 3, qualified faculty must be classified into one of four categories: Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), and Instructional Practitioner (IP). This document specifies how faculty are initially classified, how they maintain their classification, and procedures for faculty who fail to maintain status as qualified faculty.

Participating and Supporting Faculty

Participating faculty actively engage in the activities of the College and University beyond teaching responsibilities. Indicators of college and university service might include, but are not limited to:

- Participating in college/university governance
- Serving on college and institutional committees
- Providing academic and career advising
- Directing extracurricular activities
- Participating in faculty development activities
- Participating in curriculum development
- Pursuing scholarly development and intellectual contributions
- Participating in assurance of learning processes

To maintain status as participating, faculty members with long-term teaching commitments must regularly participate in at least three of these activities in a five-year period.

Supporting faculty, in general, do not participate in scholarly development and intellectual contributions or the operational life of the college beyond direct performance of teaching responsibilities. Supporting faculty:

- do not participate in college/university governance
- do not serve on committees
- do not have formal student advising responsibilities
- have no responsibility for curriculum development
- are typically serving part-time appointments

Classification of Qualified Faculty

Faculty in the College are expected to maintain qualifications and current expertise to accomplish the college's mission. To maintain AACSB accreditation, at least 90% of faculty in the College must be of qualified status. Qualified faculty sustain intellectual capital to support the college's mission, expected outcomes, and strategies, including teaching, scholarship, and other mission components by achieving and maintaining status as SA, PA, SP, or IP. Faculty who do not meet these criteria will be classified as Additional Faculty and will be expected to develop a plan that will allow them to regain status in one of the four categories of qualified faculty.

Determination of qualified faculty status is based on (1) initial academic preparation and/or professional experience, and (2) sustained academic and professional engagement over a five year window. The dean, in consultation with the faculty member, will assign each faculty member to one of the following categories based on initial qualifications and sustained engagement:

Classification	Initial Preparation	Sustained Engagement
Scholarly Academic (SA)	Doctoral or terminal degree.	Academic research and related scholarly activities.
Practice Academic (PA)	Doctoral or terminal degree.	Applied/practice research and related activities.
Scholarly Practitioner (SP)	Master's degree with substantial professional experience.	Academic research and related scholarly activities.
Instructional Practitioner (IP)	Master's degree with substantial professional experience.	Applied/practice activities.

The table below details the AACSB minimum percentages for each category. Since the College currently has two Master's Degree programs, the College standard should be higher than the minimum. Therefore, the College standard is for 50% or more of faculty to be classified as scholarly academic.

Classification	AACSB Minimum Percentage	College of Business Minimum Percentage
SA	40%	50%
SA + PA + SP + IP	90%	90%

Scholarly Academic (SA)

Initial Classification

A faculty member is classified as scholarly academic if he or she meets one of the following criteria:

1. Faculty holding a doctorate in their primary teaching field, or a J.D. or M.S. in taxation for those teaching business law or accounting tax classes, respectively.
2. Faculty holding a doctorate outside their primary teaching field, but has a record of scholarly productivity and/or advanced course work in the discipline of the teaching assignment.
3. Faculty pursuing a doctorate that is directly related or closely related to the discipline and is hired as an "all but dissertation" student and who defends his or her dissertation within three calendar years of the date of hire.

Faculty members classified as scholarly academic maintain their status through sustained academic research and related scholarly activities. Over the most recent five year period, faculty maintain SA status by satisfying one of the following criteria:

1. Doctorate, J.D., or M.S. in taxation earned within the most recent five years.
2. Participation in academic engagement activities (see appendix) during the most recent five years to secure a minimum total of 24 points, with at least 16 points earned from category A and a maximum of 2 points from category E.
3. Faculty with an extensive time commitment to administrative service (director or chair) must secure a minimum of 16 points from participation in academic engagement activities, with at least 8 points earned from category A.
4. Faculty returning from administrative roles (e.g. the Dean, Associate Dean(s), Assistant Dean(s), Directors or Chairs) to a faculty position will be granted a grace period of up to three years to regain scholarly classification. During this three-year grace period, the administrator would still be classified as PA until regaining SA status.

Practice Academic (PA)

Initial Classification

A faculty member is classified as a practice academic if he or she meets the following criteria:

Faculty hired into PA status:

1. Faculty whose terminal degree is more than five years old.
2. Have worked in field related to the discipline in which they will teach during the most recent five years.
3. Meets the minimum requirements at the date of hire, defined as a minimum of 24 points with at least 8 points from categories A or D and at least 2 points from category E.

Maintaining Classification

Faculty members classified as practice academic maintain their status through a combination of sustained academic and professional engagement activities. Over the most recent five year period, faculty maintain PA status by satisfying one of the following criteria:

1. Participation in academic and professional engagement activities during the most recent five years to secure a minimum total of 24 points, with at least 8 points earned from category A or D.
2. The Dean, Associate Dean(s), and Assistant Dean(s) are considered to be qualified and can maintain qualified status through performing administrative functions which require significant executive expertise and practice-related professional contributions. Activities that can constitute executive expertise include, but are not limited to, activities such as serving on at least one AACSB Peer Review Team, active involvement in at least one AACSB and regional business association workshops/event per year, serving on boards of for-profit and non-profit organizations, strategic planning, personnel hiring and termination, fundraising and public relations, budgeting, and employee performance evaluations.
3. Faculty with an extensive time commitment to administrative service (Directors or Chairs) must secure a minimum of 16 points from participation in academic and professional engagement activities, with at least 8 points earned from category A or D.

Scholarly Practitioner (SP)

Initial Classification

A faculty member is classified as a scholarly practitioner if he or she meets all of the following criteria:

1. Master's degree in a field related to the area of the teaching assignment.
2. Professional experience at the time of hiring that is significant in duration and level of responsibility, and consistent with the teaching assignment over the most recent five year period.

Maintaining Classification

Faculty members classified as scholarly practitioner maintain their status through a combination of research, and academic and professional engagement activities. Over the most recent five year period, faculty maintain SP status by securing a minimum total of 16 points from academic and/or professional engagement activities, with at least 8 points earned from category A or D and a maximum of 2 points from category E.

Instructional Practitioner (IP)

Initial Classification

A faculty member is classified as an instructional practitioner if he or she meets all of the following criteria:

1. Master's degree in a field related to the area of the teaching assignment.[1]
2. Professional experience at the time of hiring that is significant in duration and level of responsibility, and consistent with the teaching assignment.

Maintaining Classification

Faculty members classified as instructional practitioner maintain their status through ongoing professional development as evidenced by securing a minimum of 3 points from professional engagement activities.

Failure to Maintain Faculty Qualification Status

Faculty who do not meet the criteria for maintaining SA, PA, SP, or IP status are classified as Additional Faculty. In consultation with their department chair, such faculty are expected to develop a written plan that will allow them to regain status in one of the four categories. The faculty's progress will be reviewed on a semi-annual basis until it is determined that he or she has regained status as a qualified faculty.

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[1] With the Dean's approval, and majority of CEC approval, exceptionally well qualified candidates without a graduate degree can be considered IP.

FACULTY EVALUATIVE COMPONENTS

Within the Rusche College of Business, the review and evaluation of faculty performance and career progression are linked directly to the faculty's member's contributions in advancing the mission of the college. The role of the faculty member in this regard is to pursue excellence in teaching, research/intellectual contributions, and service. Each faculty member is expected to perform in these three areas in a manner which is impactful, innovative, and engaging as they relate to constituents that are both internal and external to the college and university. The evaluative components of faculty performance are centered on three essential duties:

Teaching

As a teaching centered institution, excellence in instruction holds a place of primacy in all activities of the college. Effective course management, high quality advising, innovative teaching/learning techniques, and impactful instruction are highly valued. Consistent with the mission of the college, teaching that involves experiential learning and engagement with the business community are especially valued. Teaching requirements and expectations are more thoroughly discussed in both the Faculty Qualifications and Sufficiency Policy, as well as the Faculty Annual Review document.

Research/Intellectual Contributions

As an institution focused on teaching and learning, impactful research/intellectual contribution activity is vital, especially as it pertains to improving classroom learning. Although basic research is highly valued and rewarded, it is the added value that such research can bring to the education of students that is most relevant to the college. Pedagogical research is strongly encouraged and rewarded as means of meeting a faculty member's responsibility to engage in research. Varying to some to degree with the faculty member's classification, research/intellectual contributions may also be more broadly defined to include items that ensure faculty currency through engagement with external/corporate entities (consulting, service on boards, etc.). Research requirements and expectations are more thoroughly discussed in both the Faculty Qualifications and Sufficiency Policy, as we as the Faculty Annual Review document.

Service

Effective and impactful service to the college, university, profession, and community is an essential component of faculty responsibilities. In order to be an effective college that engages the greater community and has an impact on it, it is necessary that faculty embrace the responsibility of achieving excellence in service. This is done by emphasizing the role of the faculty member beyond the instruction of individual classes, to that of improving the instruction of the entire college, and maximizing its impact on the university, the greater community, and the profession.

PERFORMANCE REVIEW PROCESS

There are two primary processes related to evaluating faculty performance. Both of these processes are centered on teaching, research, and service, and are consistent with guidelines for faculty qualifications, as presented earlier in this document. The two process are: 1) The annual review and planning process, 2) The evaluation of tenure and promotion.

FACULTY ANNUAL REVIEW PROCESS

Stephen F. Austin State University requires an annual administrative evaluation of faculty in the areas of teaching, research, service, and collegiality as described in university policy. Faculty members of the Rusche College of Business are expected to plan assigned courses and teach and advise students in a manner that meets University, College, and departmental policies and standards; to keep current in and contribute to developments in their disciplines; to provide service and support activities that benefit their department, the College, the University, and the profession; and to do so in a manner that is professional, cooperative, and respectful. These four categories of faculty performance are referred to as teaching, research, service, and collegiality.

This document describes the criteria that will be used to evaluate the annual performance of full- time faculty in the Rusche College of Business.[1] It does not prescribe a single stereotype of effective performance for every faculty member, but serves as a general framework by which departments allocate resources to fulfill the mission of the College and the University. Activities that carry the greatest weight in a faculty member's annual evaluation must be consistent with the College's Mission and Strategic Plan. The specific uses of this document include evaluating performance of College faculty members, defining and evaluating meritorious performance, and guiding decisions on merit compensation.

Evaluation Process

The annual evaluation of full-time faculty performance will be conducted for a calendar year with information submitted by faculty members to their department heads by December 1. Information that will be examined in the annual evaluation process will include the following:

- Annual Faculty Activity Report (FAR) (Completed through FacultySuccess)
- Current Vita (last 5 years as documented in Digital Measures)
- Teaching Evaluations for the previous academic year
- Form with Summary of Teaching, Research and Service which includes activities related to impact and engagement
- Other documentation of activities as requested by the department head or College dean

This information will be used by the department head to assign each faculty member a score in teaching, research, and service based on the following scale:

9-10	=	Exceptional
7-8	=	Excellent
5-6	=	Satisfactory
3-4	=	Needs Improvement
1-2	=	Unsatisfactory

These assigned scores will then be provided to the dean who will determine the overall, weighted score of each faculty member. In each category, a score of 5-6 (satisfactory) will be considered representative of performance that meets College standards of performance.

Weighted Values

Components of teaching, research, and service will be weighted depending on the category of academic and professional engagement in determining the final weighted value. Chairs may make adjustments of up to +/- 10 percentage points to any category on or prior to April 1 of the review year.

SA	Teaching, 50%; Research, 30%, Service 20%
PA	Teaching, 50%, Research, 20%, Service 30%
SP	Teaching, 60%; Research, 20%, Service, 20%
IP	Teaching, 70%; Service, 30%

Evaluation of Teaching

Evaluation of teaching is based upon multiple criteria, including student opinions of teaching, required course maintenance, student advising, assessment of student learning, and other items. Faculty members are expected to

act and communicate professionally, and design and conduct courses that promote student learning and engagement. Satisfactory performance represents a basic standard expected of all college faculty. To achieve a higher performance rating, faculty must demonstrate a commitment to high quality teaching and to teaching activities that contribute to the College's *Learn, Launch, Lead* mission as stated in the Strategic Plan.

The Appendix provides a non-exhaustive list of examples of activities that can be used to evaluate teaching performance to determine if a faculty member has exceeded the satisfactory rating. The items listed in the Appendix are examples and meant to provide guidance regarding the type of work and workload that merits excellent and exceptional ratings.

To be considered as either excellent or exceptional in teaching, a faculty member must demonstrate student engagement, innovation, or the use of technology in their teaching. Including such elements is a necessary, but not sufficient condition for achieving either of these two highest ratings.

(9-10) ***Exceptional:*** In addition to demonstrating Excellent performance, a faculty member rated as Exceptional must perform some activities that are representative of those listed below:
- Deliver exceptionally innovative course that clearly improves student learning
- Demonstrate substantial student engagement or experiential learning
- Direct and/or advise experiential or service learning projects
- Mentor and promote student research.
- Integration of technology into the class.
- Develop and publish textbooks, study guides, cases, and other teaching materials
- Engage in other activities that involve substantial time or effort, and which promote innovative teaching, student engagement, or experiential learning.
- Describe substantial impact and engagement activities

(7-8) ***Excellent:*** In addition to demonstrating Satisfactory performance, a faculty member rated as Excellent must perform activities that are representative of those listed below:
- Promote rigorous, higher order thinking in course activities
- Incorporate new technology into course activities
- Upgrade course content to reflect current state of knowledge in one's discipline
- Serve as dissertation or thesis committee member
- Receive predominantly positive comments on student evaluations
- Earn teaching awards from SFA or external academic organizations
- Serve as guest lecturer, workshop leader, etc. at SFA or other venues
- Participate in teaching conferences, workshops, or seminars
- Complete Continuing Education program and/or certification
- Assume additional teaching responsibilities including course sections, large classes, etc.
- Engage in other activities that clearly demonstrate effort beyond that required for satisfactory rating
- Conduct activities that have impact and engagement for students

(5-6) ***Satisfactory:*** A faculty member rated as Satisfactory must perform all activities listed below:

- Develop and deliver course content as appropriate for the level of the course
- Create course syllabus with special goals, expectations, requirements, and schedule
- Arrive on time and be well prepared for class
- Publish and hold regular office hours
- Grade assignments and activities in a timely manner

- Respond to student inquiries in a timely manner
- Maintain ethical and respectful interaction with students
- Avoid discriminatory conduct as defined by university policy, and state and federal law
- Earn average student evaluation score of at least a 3.5 on a 5.0 scale
- Advise students toward fulfilling degree requirements
- Meet course assessment requirements.

(3-4) **Needs Improvement:** A faculty member rated as Needs Improvement is determined to have a deficiency in any of the following:
- Shows deficiency in one of the activities necessary for Satisfactory performance
- Has a significant number of negative written comments on course evaluations or has an average student evaluation score below 3.5 on a 5.0 scale

(1-2) **Unsatisfactory:** A faculty member rated as Unsatisfactory has deficiencies in multiple activities listed under Satisfactory performance, and other indications that may include:
- Makes no effort to improve teaching
- Does not seem prepared for classroom activities
- Does not seem current on the subject matter
- Shows little enthusiasm for the subject matter or classroom interaction
- Exams and assignments are not graded and returned in a timely manner
- Fails to act in a professional manner
- Is not available to students

Evaluation of Research

Contributions to one's own knowledge and to the knowledge of one's academic field through research and scholarly activities are considered a significant part of the role of faculty members in the College.

With the understanding that research output is often uneven across time, the evaluation of faculty research activities is based upon the most recent five-year period. This is to provide consistency with the College's Faculty Sufficiency and Qualifications Policy, which determines whether faculty are qualified based upon a five year moving window.

(9-10) ***Exceptional:*** Over the most recent five-year period, a faculty member rated as Exceptional must perform the following:
- Is qualified according to the Faculty Sufficiency and Qualifications Policy
- Has substantially exceeded the minimum requirements to maintain status as a qualified faculty member
- For faculty classified as Scholarly Academic, Practice Academic, and Scholarly Practitioner. Has published an original edition textbook, a scholarly book, or a quality article that focuses on research related to the mission of the college. Examples of evidence in support of research quality may include, but are not limited to: publications in highly recognized and leading peer-reviewed journals, journal impact factors, journal acceptance rates, citation counts, and best paper awards.
- Has presented or published research that is impactful and/or has engaged in the profession.

(7-8) ***Excellent:*** Over the most recent five year period, a faculty member rated as Excellent must perform the following:
- Is qualified according to the Faculty Sufficiency and Qualifications Policy
- Has substantially exceeded the minimum requirements to maintain status as a qualified faculty member
- Has presented research that is impactful and/or has engaged in the profession.

(5-6) ***Satisfactory:*** Over the most recent five year period, a faculty member rated as Satisfactory must perform the following:
- Is qualified according to the Faculty Sufficiency and Qualifications Policy.

(3-4) ***Needs Improvement:*** Over the most recent five year period, a faculty member rated as Needs Improvement must perform the following:
- For faculty classified as Scholarly Academic, Practice Academic, and Scholarly Practitioner: while there is evidence of publication activity, the faculty member has not generated sufficient points according to the Faculty Sufficiency and Qualifications Policy during the past five years to maintain status as a qualified faculty.
- For faculty classified as Instructional Practitioner, the faculty member has not generated sufficient points to maintain status as a qualified faculty.

(1-2) ***Unsatisfactory:*** Over the most recent five-year period, a faculty member rated as Unsatisfactory must perform the following:
- For faculty classified as Scholarly Academic, Practice Academic, and Scholarly Practitioner: the faculty member is not qualified and there is no evidence of publication activity during the past five years that would move the faculty member to qualified status.
- For faculty classified as Instructional Practitioner, there is no evidence of activity during the past five years that would move the faculty member toward qualified status.

Evaluation of Service

Through service to students, the University, the College, their department, their academic and professional fields, and to the business and civic community, faculty members share their professional knowledge and expertise beyond that provided through teaching and scholarly activities. In keeping with the College's Strategic Plan, faculty members engaging in service activities demonstrate leadership to our students. In evaluating service, consideration is given to the number of activities reported, and the scope, importance, and time commitment of each activity.

(9-10) Exceptional: In addition to service that is considered Satisfactory and Excellent, a faculty member rated as Exceptional engages in some internal and external service activities and leadership roles listed below:

- Create new student organization, group, or other leadership opportunity for students
- Sponsor a student organization or group involving significant time commitment
- Contribute to student networking, job or internship placement, and career development
- Develop ties with the community, businesses, and alumni to attract external funding
- Chair a departmental, College, or University committee
- Serve as officer or conference organizer for academic or professional organization
- Serve as editor for an academic or professional journal or publication
- Serve as officer for industry or trade organizations
- Conducts substantial service that is impactful and engaged with the profession

(7-8) Excellent: In addition to service that is considered Satisfactory, a faculty rated as Excellent engages in some internal and external service activities or leadership roles listed below:

- Serve as faculty senator
- Maintain membership in an academic or professional organization and serve on a committee of the organization
- Advise student organization or group
- Active participant as presenter in a professional organization.
- Review manuscripts and proposals for an academic or professional journal or publication
- Help to significantly develop or improve College and department curriculum
- Conducts research that is impactful and engaged with the profession

(5-6) Satisfactory: A faculty member rated as Satisfactory engages in service activities listed below:

- Attends College and departmental meetings and contributes where appropriate
- Attends university commencement and convocation ceremonies at least once a year
- Attends College speaker events
- Serves on University, College, and departmental committees as requested

(3-4) Needs Improvement: A faculty member rated as Needs Improvement is deficient in fulfilling the service needs as requested by the College and their department.

(1-2) Unsatisfactory: There is no evidence of service activities by the faculty member.

Plan for Assisted Development

Faculty members who fail to maintain a rating of Satisfactory or higher in all categories in two annual evaluations over a three year period will be subject to the procedures outlined in regarding the Plan for Assisted Development (PAD). The department chair, in consultation with the faculty member, and subject to approval by the dean, will form a committee of the faculty members peers. This committee will, in consultation with the chair and faculty member, develop a written plan that will allow the faculty member to regain at least a satisfactory rating. The PAD is not to exceed 24 months, and while it is in effect, the faculty member will not be subject to annual performance evaluations. Upon completion of the PAD, three outcomes are possible:

- The faculty member meets the requirements of the PAD and is restored to regular status and subject to annual performance evaluations
- The PAD is extended with possible modifications as recommended by the department chair and approved by the dean

The faculty member fails to satisfy the requirements of the PAD with the possibility of dismissal proceedings or other appropriate action in accordance with University policies.

Collegiality

Collegiality must be included as a criterion in the annual performance evaluation of faculty, per policy. **Collegiality refers to behavior that is professional, cooperative, and respectful**. Examples of non-collegial behavior include:

- Disrespectful behavior directed towards other faculty, administrators, staff, or students
- Consistently demonstrating a lack of involvement in faculty meetings, university events, and other job responsibilities
- Consistently unwilling to offer minimal assistance to other faculty, the department, or College when requested

In evaluating Collegiality, a person with high collegiality could receive up to 1 extra point added to the final rating. A person of satisfactory collegiality would receive a rating of 0. A person who demonstrates non- collegiality would have a score of up to 1 point deducted from the final rating.

CAREER PROGRESSION EVALUATION

An integral part of performance evaluation is the review of faculty career progression, especially as it relates to tenure and promotion status. Policies and procedures outlining these processes for the Rusche College of Business presented in detail in the Rusche College of Business Tenure and Promotion Policy, and are outlined below: Pre-Tenure Review According to university policy, pre-tenure review will occur for every tenure-track faculty member in the College. According to university policy, faculty fulfilling a six-year or five-year probationary period must be reviewed in the third year of probationary service. Faculty fulfilling a four-year or three-year probationary period must be reviewed in the second year of probationary service. The performance criteria for tenure and review sequence described in the following sections also apply for pre-tenure applications, except that the due date for submission of the portfolio by the candidate occurs in the spring term and the review does not proceed beyond the College dean level.

The College dean provides written feedback to the candidate that includes the following:

- Highlighting of the candidate's strengths and weaknesses, including recommendations for addressing weaknesses
- A statement as to whether the candidate is progressing satisfactorily toward tenure
- A recommendation concerning the continuation of the probationary candidate being reviewed

Non-Renewal of Probationary Contract

Procedures for non-renewal of probationary contracts and appeal of tenure decisions are governed by university policy.

Tenure Review

A. The academic unit, with approval of the dean and the Provost and Executive Vice President for Academic Affairs, will establish tenure standards for teaching, research/scholarly/creative accomplishments and service. Each college and its academic units will also establish a tenure review process that is approved by the dean and the Provost and Executive Vice President for Academic Affairs.

    a. Copies must be filed in the offices of the Provost and Executive Vice President for Academic Affairs and the Vice President and General Counsel.

    b. The process must allow all tenured faculty members at the academic unit level, the academic unit head, elected tenured faculty (one from each academic unit) at the college level, and the dean to review probationary faculty materials.

    c. Academic unit heads and deans may consider other pertinent information during the review process. All candidates for tenure will be evaluated based upon standards in place as of the candidate's initial contract letter.

    d. Research/scholarly/creative achievements produced prior to employment at SFA will only count toward fulfilling an academic unit scholarship requirement for tenure if recommended by the unit head and dean in the initial hiring contract and approved by the Provost and Executive Vice President for Academic Affairs.

B. During the academic year prior to the year of the tenure review, the academic unit head will meet with the candidate to discuss the tenure review process including the requirements for preparation of the portfolio, which is due the following fall semester.

    a. A candidate must apply for tenure in the final year of probationary service, according to the date specified in the initial contract or the schedule set by the Provost and Executive Vice President for Academic Affairs.

    b. Candidates are responsible for preparing and submitting a portfolio that demonstrates how the candidate meets or exceeds the tenure standards. The portfolio must contain all relevant supporting materials, including a table of contents, current vitae, all annual performance reports, all pre-tenure reviews, all administrative evaluations, all student evaluations while at the university since the candidate's pre-tenure review and other materials required by the academic unit. The candidate may consult with the academic unit head (or dean) in preparation of the portfolio.

    c. Faculty members in administrative positions will submit their portfolios to their immediate supervisors who will receive recommendations and supporting comments from the tenured faculty reviewers at the academic unit and college levels. In all other respects the review process for faculty in administrative positions will be consistent with the approved faculty review process for their college.

    d. Faculty members with concurrent appointments in two academic units and/or two colleges

will be evaluated by both academic units and/or colleges.

C. The candidate will be notified in writing within five (5) class days after the academic unit head completes all recommendations regarding applications for tenure. Within five (5) class days of reviewing the written recommendation and supporting comments, the candidate may attach a letter of response addressing errors of fact in the recommendation. Such a notification and any subsequent response by the candidate will become part of the candidate's portfolio.

D. The candidate will be notified in writing within five (5) class days after the college tenure committee and dean complete all recommendations regarding applications for tenure. Within five (5) class days of reviewing the written recommendation and supporting comments, the candidate may attach a letter of response addressing errors of fact in the recommendation. Such a notification and any subsequent response by the candidate will become part of the candidate's portfolio.

E. The complete portfolio will then be submitted to the Provost and Executive Vice President for Academic Affairs for review. The Provost and Executive Vice President for Academic Affairs will submit the complete portfolio and a recommendation to the president and notify the candidate of the recommendation.

F. The president will review the complete portfolio and recommendations and any other evidence deemed pertinent as a basis for a recommendation to the Board of Regents.

G. The recommendation of the president is then submitted for consideration by the University of Texas System Board of Regents. Tenure may only be granted by official action of the Board of Regents. Within the next class day following the action of the Board of Regents, each candidate will be notified in writing of the board's action by the Provost and Executive Vice President for Academic Affairs.

Termination and Non-Renewal of Contracts Procedural Guarantees

A. Tenured or Probational Faculty with an Unexpired Appointment Extending Beyond the Date of Proposed Dismissal

   a. Regents' Rules and Regulations, Rule 31008, Termination of a Faculty Member, will govern the process of termination.

   b. Good cause for the dismissal of a probationary faculty member whose specified term of employment has not expired, or for the revocation of tenure and dismissal of a tenured faculty member includes but is not limited to: moral turpitude; conviction of any felony; professional incompetence; substantial neglect of professional responsibilities; finding of sexual harassment/misconduct or discrimination under SFA HOPs 01-305 Nondiscrimination and/or 01-307 Title IX; bona fide financial exigency or phasing out of programs or an academic unit requiring faculty reduction; and physical or mental disability of a continuing nature rendering the faculty member unable to perform professional responsibilities of the position.

B. Probationary Faculty Whose Contract is Not Renewed

   a. A probationary faculty member who has been notified of non-reappointment may file a grievance in accordance with Regents' Rules and Regulations, Rule 31008, Termination of a Faculty Member, according to the following schedule:

      i. Non-reappointment on or before March 1 during the first year of probationary service must be appealed within 30 days of notification.

      ii. Non-reappointment on or before December 15 during the second year of probationary service must be appealed within 60 days of notification.

      iii. Non-reappointment during a subsequent year of probationary service must be appealed within 30 days after the beginning of the next academic year.

Evaluation of Specific Activities

Evaluation and cumulative assessment of overall past performance as well as the prospect for future performance must be made on a case-by-case basis by those tenured faculty members charged with making the recommendation.

Teaching

The successful candidate for tenure will demonstrate a high level of performance in teaching and conducting classroom activities, continually striving for excellence and giving evidence of continuing development as a teacher. In evaluating teaching effectiveness, the recommending body may accept evidence related to the following areas, which are listed in no particular order:

- Courses taught
- Internships and special problems courses
- Course development and innovations, including online and hybrid delivery
- Classroom effectiveness as indicated by student assessment of instruction
- Other evidence of teaching effectiveness, such as written comments, communication from students, etc.
- Course materials including syllabi and readings, assignments, projects, etc.
- Indications of course workload and rigor
- Time spent with students outside of class in such activities as tutoring, test reviews, and field trips
- Authorship of student guides, instructor's manuals, test banks, cases, practice sets, and other similar course-related materials
- Development of new academic programs and major revisions of existing programs
- Introduction of innovations both in teaching-learning methods and in conceptual or applied materials focused on enhancing student learning
- Recognitions or awards for distinguished teaching
- Integrative and cross-disciplinary experiences and examples used in class presentations and assignments; e.g., students in business communication write about topics in legal and social environment

Research and Scholarly Accomplishments

Contributions to one's own knowledge and to the knowledge of one's academic field through scholarly activities are considered a significant part of the role of faculty members in the College. Intellectual contributions should meet two tests:

- Exist in public written or recorded form
- Have been subject to scrutiny by academic peers or practitioners prior to publication
Intellectual contributions may include accomplishments in one or more of three areas:

Basic or Discovery Scholarship generates and communicates new knowledge and understanding and/or development of new methods. Intellectual contributions in this category are normally intended to impact theory, knowledge, and/or practice of business and management. **Applied or Integration/Application Scholarship** synthesizes new understandings or interpretations of knowledge or technology; develops new technologies, processes, tools, or uses; and/or refines, develops, or advances new methods based on existing knowledge. Intellectual contributions in this category are normally intended to impact the practice of business and management. **Teaching and Learning Scholarship** develops and advances new understandings, insights, and teaching content and methods that impact learning behavior. Intellectual contributions in this category are normally intended to impact the teaching of business and management. The general expectation of the Rusche College is that the tenure candidate will have at least three articles accepted or published in discipline-related peer-reviewed journals during the period of probationary years counted toward tenure. Each department has its specific expectations as follows:

Research Requirements by Academic Unit

Academic Unit	Rank/Status Sought	Research Criteria
Accounting	Tenure	Minimum of three accepted or published articles in scholarly, peer-reviewed journals within the probationary period, plus a minimum of five additional scholarly activities during the probationary period
	Associate Professor	Minimum of three accepted or published articles in scholarly, peer-reviewed journals while assistant professor, plus a minimum of five other scholarly activities while assistant professor
	Professor	Minimum of three accepted or published articles in scholarly, peer-reviewed journals while associate professor, two or more of which must be considered "high quality" articles; minimum of five additional scholarly activities while associate professor
Business Communication & Legal Studies	Tenure	Minimum of three accepted or published peer-reviewed journal articles within the probationary period, with quality of articles and journals considered; minimum of five scholarly conference presentations during the probationary period
	Associate Professor	Minimum of three accepted or published peer-reviewed journal articles while an assistant professor, with quality of articles and journals considered; minimum average of one scholarly conference presentation per year while assistant professor
	Professor	Minimum of three accepted or published peer-reviewed journal articles while associate professor, with quality of articles and journals considered; minimum average of one scholarly conference presentation per year while associate professor

Economics & Finance	Tenure	Minimum of three accepted or published peer reviewed journal articles during probationary years of service, one of which must be in a discipline-based, peer reviewed journal; must demonstrate excellence
	Associate Professor	Minimum of three accepted or published peer reviewed journal articles while assistant professor, one of which must be in a discipline-based, peer reviewed journal; must demonstrate excellence
	Professor	At least three accepted or published peer reviewed journal articles while associate professor, one of which must be in a discipline-based, peer reviewed journal; must demonstrate excellence
Management, Marketing, & International Business	Tenure	Continuing pattern of scholarship demonstrated by at least three accepted or published peer-reviewed research-based articles in journals or similarly weighted publications during the probationary period, plus other scholarly intellectual contributions
	Associate Professor	Minimum of three accepted or published peer-reviewed research-based articles in journals or similarly weighted publications while assistant professor; demonstrated excellence, with consideration of quality and quantity of contributions
	Professor	Minimum of three accepted or published peer-reviewed research-based articles in journals or similarly weighted publications while associate professor; demonstrated excellence, with consideration of both quality and quantity of contributions

While a firm expectation exists for publication(s) in peer reviewed journals appropriate to the applicant's teaching assignment, other research contributions are also considered. In all cases, quality as well as quantity of accomplishments will be considered. Examples of intellectual contributions and their relative order of importance are included in the College's Faculty Sufficiency and Qualifications policy.

As distinguished from intellectual contributions above, the following are activities that have either not yet produced contributions of verifiable quality or that primarily serve to develop teaching or research abilities.

- Article or conference paper submissions
- Participation in faculty internships, fellowships, or exchanges
- Periodic professional practice
- Self-study programs and courses taken for credit to expand or increase the depth of expertise of the candidate

Other examples of intellectual development activities are included in the College's Faculty Sufficiency and Qualifications policy.

Service

Faculty members have frequent opportunities to provide service to students, the College and University, their academic or professional fields, and the business and civic community. Through service to such groups and organizations, faculty members make available their professional knowledge and expertise beyond that provided through teaching and scholarly activities.

The balanced nature of the mission of the College with its encouragement of theoretical and practical application of knowledge to specific business practices makes faculty activities in this area more significant than is typical across the University. National service activities normally would be weighted more heavily than similar regional activities, which may be weighted more heavily than similar local service activities. Furthermore, University service activities normally would be weighted more heavily than similar College activities, which may be weighted more heavily than similar service activities at the academic unit level.

Consideration will be given to the scope of service and time commitment of each activity and not merely to the number of activities reported. Examples in no particular order include:

- Academic advising
- Graduate student committee work
- Supervision of undergraduate and/or graduate student research projects
- Student club/group advising
- Career placement activities
- Student recruiting
- Committee and administrative assignments
- Academic/professional organization membership, officer, or director
- Business consulting and practitioner involvement
- Conference or session chair at professional meetings
- Presentations to civic clubs, professional organizations, etc.,
- Community service consistent with the candidate's faculty assignment
- Practicum and internship supervision

Review Sequence

The prescribed process for tenure review is as follows:

1. During the year of probation just prior to the tenure review year, the head of the academic unit meets with the candidate to discuss the tenure review process including requirements for the portfolio and due date for the portfolio which will occur during the following fall semester.

2. The candidate compiles a portfolio of relevant information and support documents to be submitted with his or her request for consideration for tenure. In cases in which both tenure and promotion is sought in the same year, the candidate need only submit one application. The portfolio should reflect documentation that the candidate clearly meets or exceeds department, College, and University criteria. While the specific method of presentation is left to the discretion of the candidate, care should be taken to ensure that the portfolio can be handled relatively easily by persons involved in the evaluation process. The academic unit head will inspect the portfolio for completeness before beginning the review process.

3. The portfolio is made available to all tenured faculty from the candidate's academic unit. With the exception of the unit head, all tenured faculty in the academic unit will form the tenure committee who will meet as a group to elect a committee chair and discuss the merit of the candidate's application. Each faculty member submits a written recommendation with substantiating comments to the committee chair, who compiles all the recommendations and prepares a memo to the academic unit head that summarizes the committee's comments and includes an anonymous tally of the votes as to whether the candidate should or should not be granted tenure. All committee members are required to read and sign the memo, validating that all relevant comments are reflected, before it is delivered to the academic unit head.

4. The academic unit head reviews the portfolio and the recommendation from the department's tenured faculty and prepares a recommendation with supporting comments. The written comments from individual faculty members are archived in the department office. Within five class days of the completion of the department review, the academic unit head notifies the candidate in writing as to the status of his/her application and provides a copy of the memo from the committee and the unit head's memo concerning recommendation for tenure. Within five class days of being allowed to review the written recommendation and supporting comments, the candidate may attach a letter of response addressing errors of fact in the recommendations. Such notification and any subsequent candidate response become part of the candidate's tenure portfolio.

5. The academic unit head forwards the candidate's portfolio to the College dean, including the recommendation memo signed by the department committee and the unit head's recommendation, as well as the candidate's response, if applicable.

6. The College dean refers the tenure application to the College tenure committee, who meets as a group to elect a committee chair and discuss the merit of the candidate's application in light of the College's tenure requirements. Each faculty member submits a written recommendation with substantiating comments to the committee chair, who compiles all the recommendations and prepares a memo to the dean that summarizes the committee's comments and includes an anonymous tally of the votes as to whether the candidate should or should not be granted tenure. All committee members are required to read and sign the memo, validating that all relevant comments are reflected, before the portfolio, individual College faculty comments, and the signed committee memo are delivered to the College dean.

7. The College dean reviews the portfolio and prepares his/her written recommendation. The individual committee member comments are archived in the office of the College dean. Within five class days of the completion of the College review, the College dean notifies the candidate in writing of the status of his/her application for tenure and provides a copy of the memo from the committee and the dean concerning recommendation for tenure. Within five class days of being allowed to review the written recommendations and supporting comments, the candidate may attach a letter of response addressing errors of fact in the recommendations. Such a notification and any subsequent response by the candidate become part of the portfolio. The College dean then submits the portfolio to the provost/(VPAA) along with the following supporting documents: the department committee's memo, the academic unit head's memo, the College committee's memo, and the dean's memo, as well as any comments from the applicant.

8. The provost/VPAA reviews the application and submits to the University president his/her recommendation, along with all the supporting recommendations and applicant comments generated at each stage of the process. At the same time, the provost/VPAA notifies the candidate of his/her recommendation.

9. The University president reviews the portfolio and related recommendations and comments and any other evidence deemed pertinent and makes a recommendation to the Board of Regents. Tenure is awarded by action of the University's Board of Regents. Within the next class day following the action of the Board of Regents, the candidate is notified in writing by the provost/VPAA of the action of the Board.

Pre-Tenure Review

According to University Policy, pre-tenure review will occur for every tenure-track faculty member in the College. According to University policy, faculty fulfilling a six-year or five-year probationary period must be reviewed in the third year of probationary service. Faculty fulfilling a four-year or three-year probationary period must be reviewed in the second year of probationary service. The performance criteria for tenure and review sequence described in the previous sections also apply for pre-tenure applications, except that the due date for submission of the portfolio by the candidate occurs in the spring term and the review does not proceed beyond the College dean level.

The College dean provides written feedback to the candidate that includes the following:

- Highlighting of the candidate's strengths and weaknesses, including recommendations for addressing weaknesses
- A statement as to whether the candidate is progressing satisfactorily toward tenure
- A recommendation concerning the continuation of the probationary candidate being reviewed

Performance Evaluation of Tenured Faculty

Tenured faculty members are evaluated in accordance with University Policy. All faculty are evaluated annually for their assigned duties, which may include teaching, scholarly/creative activity, and service.

Promotion

University requirements for awarding of academic promotion are described in university policy, promotion is based upon a faculty member's meritorious performance in teaching, research or scholarly accomplishments, and service.

Applicants for promotion must meet the College's definitions of "participating" and "qualified" according to the College's Faculty Sufficiency and Qualifications policy that reflects current AACSB accreditation standards. These requirements serve as the minimal expectations for application, with additional qualifications dependent on the faculty member's discipline, particular teaching assignment, and research and service expectations. In evaluating candidates for new appointments or promotion in rank, consideration will be given to performance and contributions in the full range of activities as indicated in the Tenure sections of this document. General criteria for each rank are provided herein and represent basic qualifications to be met by each candidate. However, evaluation

of specific activities and cumulative assessment of overall past performance as well as the prospect for future performance must be made on a case-by-case basis by those charged with making the recommendation.

Performance Criteria

Academic promotion in the College is governed by University Policies 7.2, 7.4, and 7.10. All academic promotions are subject to approval by the University Board of Regents.

Promotion from Instructor to Assistant Professor

As specified in University policy, the rank of Instructor is held by an individual who has not yet earned a terminal degree but with contract provisions specifying a completion date. Upon receipt of documentation that the terminal degree has been completed, the academic unit head recommends to the College dean that the faculty member receive a change in rank to that of Assistant Professor. The dean makes the recommendation to the provost/VPAA, who recommends the change in status for approval by the Board of Regents. Instructors are on a tenure track and must go through the tenure process described in this document.

Promotion from Assistant Professor to Associate Professor

According to University Policy, the rank of Associate Professor is held by an individual with a proven record of research/scholarly/creative accomplishments, effective teaching, and service to the academic and general communities. Applicants for the rank of Associate Professor in the College must have a doctoral degree and must meet the requirements for years in rank as specified in University Policy. As required in University Policy, candidates must demonstrate excellence in teaching, and excellence in either research/scholarly/creative accomplishments or in service, with at least satisfactory performance demonstrated in the other category.

Excellence in teaching is evaluated using factors described in the Tenure section of this document. In assessing research accomplishments, the general expectation of the College is that the candidate will have at least three articles accepted or published in discipline-related peer- reviewed journal articles while holding the rank of Assistant Professor. Additionally, each academic unit in the College has specific research expectations which are summarized in the table included in the Tenure section of this document. Service accomplishments are evaluated using factors described in the Tenure section of this document, with emphasis on quality and significance of service as well as number of assignments. Minimally, the candidate will show evidence of satisfactory service at the department and the College levels.

Promotion from Associate Professor to Full Professor

According to University Policy, the rank of Professor is held by an individual who has a sustained and distinguished record of research/scholarly/creative accomplishments, effective teaching, and service to the academic and general communities and whose contributions to the profession and/or field are substantial and are recognized beyond the campus. Applicants for the rank of Professor must have a doctoral degree, have fulfilled all of the qualifications for associate professor, and have met the requirements for years in rank as specified in University Policy. As specified in University Policy, the candidate must demonstrate excellence in all three categories of teaching, research/scholarly/creative accomplishments, and service.

The College expectation for teaching is that candidates will have distinguished themselves as master teachers through evidence of innovation, consistently strong student evaluations, and evidence of expertise in subject matter. Other evidences of teaching excellence are described in the Tenure section of this document. The College's general research expectation is that the candidate for the rank of Professor

will have had at least three additional articles accepted or published in discipline-related peer-reviewed journals that were not considered in the application for promotion to Associate Professor. Additionally, each academic unit within the College has specific expectations for research which are summarized in the table included in the Tenure section of this document. Excellence in service is evaluated using factor described in the Tenure section of this document, with emphasis on service activities that extend beyond the College and University levels.

Emeritus Professor

According to University Policy , the title of emeritus professor is a position of great honor conferred only on retirees who have a record of distinguished service to the University. The title is not automatic upon retirement. The applicant must meet the requirements as specified in p olicy, and must demonstrate distinction in teaching, research/scholarly/creative accomplishments, and service to the university and the profession. A tenured member of the academic unit may nominate a faculty member for emeritus status by submitting a letter to the academic unit head. The nominated faculty member will submit evidence supporting eligibility, such as a complete curriculum vita. The application, which may be submitted at any time, will be reviewed according to the established procedures specified in University Policy and in this document.

Procedures

Minimum Time in Rank

- Promotion in academic rank is based upon performance and demonstrated merit, rather than on a specified number of years of service. However, since performance which merits promotion must be exhibited on a continuing basis, a reasonable period of time must elapse to enable the individual faculty member to demonstrate competency and have it confirmed by periodic evaluations. Current university time requirements are specified in University Policy, which states three years in rank at SFA as the standard time period required for applying for promotion from assistant professor to associate or from associate to full professor. It should be clearly understood that promotion is not guaranteed upon completion of a given term of service.
- In exceptional circumstances when warranted by extraordinary performance, faculty members may be reviewed for promotion earlier, with the approval of the College dean and provost/VPAA.

Review Sequence

1. It is the responsibility of the candidate to compile a portfolio for promotion similar to that required for tenure (see previous sections). Only one portfolio need be prepared by a candidate concurrently pursuing both tenure and promotion. The candidate's portfolio is submitted during the appropriate fall semester according to the college's established calendar.
2. Initial recommendations for promotion are made by those full-time faculty members in the candidate's academic unit who are of higher rank than the candidate. If there are two or fewer faculty members holding rank higher than the candidate, the process outlined in University Policy will be followed to assure at least three members on the academic unit promotion committee.
3. The timetable and other procedures for promotion will be similar to those for tenure as described previously in this document, except that the College dean will constitute two review committees to evaluate applications for promotion. Committee A will consist of one professor to represent each department in the College, and Committee B will consist of one professor or associate professor to represent each department in the College. Committee A will consider material from applicants for promotion to professor, while Committee B will consider material for applicants for promotion to associate professor. Membership on the two committees may overlap.

FACULTY DEVELOPMENT SUPPORT

The Research Excellence Committee is responsible for determining the rank of Rusche College of Business faculty submissions for professional development funds based on the publication of, and to incentivize the future production of, Category A activities included in the college's Faculty Qualifications Policy. Category A academic-engagement activities include the following: 1. Refereed journal article, 2. Scholarly book or chapter in a scholarly book, 3. Original edition textbook, and 4. Case and teaching notes published in a refereed journal.

Policy

To be considered for professional development funding, publications must either be published or formally accepted (excluding revise and resubmit) within the preceding academic year and be reflected as such in Faculty Success – FAR.

Activities 1 (Refereed journal articles) and 4 (Case and teaching notes published in a refereed journal) earn ranks based on the following:

- Submissions earn an A rank if the journal is in the top 25% of the Scimago Journal & Country Rank (SJR) list; the journal is considered an A* or A on the Australian Business Deans Council (ABDC) journal quality list; or the journal is in the top 25% of the Washington and Lee Law School (W&L) law review rankings.
- Submissions earn a B rank if the journal is in the top 26%-75% of the Scimago Journal & Country Rank (SJR) list; the journal is considered a B on the Australian Business Deans Council (ABDC) journal quality list; or the journal is in the top 26%-75% of the most recent (YEAR) full ranking list of the Washington and Lee Law School law review rankings (located on cobcommon).
- All other submissions earn a C rank.

Activities 2 (Scholarly book) and 3 (Original edition textbook) earn an A rank.

Activity 2 (Chapter in a scholarly book) earns a C rank.

While the dollar value of the award pool varies from year to year due to funding availability, the relative value of a publication is constant: A rank – 4 points, B rank – 2 points, and C rank – 1 point. In a given year, the total points accrued by all submissions is divided into the available funding pool to determine the value of each point. A faculty member with multiple submissions receives the dollar value of their combined points.

Funds awarded may be used for travel to professional conferences, training courses, books, database subscriptions, professional memberships, or other activities and items that enhance the faculty member's research, teaching, or service.

Other Considerations

Submissions of individual chapters in a scholarly book or in an original edition textbook earn a C rank, worth one point. Faculty can submit a maximum of four chapters per scholarly book or original edition textbook that count for one point per chapter, for a maximum of four points.

A scholarly book, chapter in a scholarly book, and an original edition textbook must not be self-published.

Subsequent editions of a textbook are not considered. New chapters in a subsequent edition of a textbook are considered.

If a (1) refereed journal article or (2) case and teaching notes published in a refereed journal falls into different ranks based on SJR, ABDC, or W&L, the highest rank is awarded.

An individual faculty member may choose whether to submit an article for funding in the year accepted or the year published. Accepted articles that were granted publication awards based on formal acceptance letters in a previous year are not eligible for funding in the year published.

Procedure for submissions pursuant to this policy are determined by the Research Excellence Committee, as reflected in the annual call for professional development funding.

Scimago Journal & Country Rank (SJR) list (https://www.scimagojr.com/journalrank.php)

Australian Business Deans Council (ABDC) journal quality list (https://abdc.edu.au/abdc-journal-quality-list/)

Washington and Lee Law School (W&L) law review rankings list (https://managementtools4.wlu.edu/LawJournals/)