

II - L FACULTY TENURE AND PROMOTION NORMS AND PROCEDURES

Statement of Intent

The tenure and promotion norms must coincide with the goals and objectives of the College of Business as stated and implied by the mission statement of the College. Consequently, the College will grant tenure to or promote only those faculty members whose contributions help the College attain its goals. Similarly, it would be in the best interests of the College to deny tenure, promotion, or both to faculty members who might be competent within their field, but whose individual achievements do not coincide substantially with the mission and goals of the College. Basic precepts:

- The norms should be consistent with and support the mission of the COB.
- The norms also should be consistent with, to the extent possible given our mission:
 - Institute policy,
 - recommendations from the AACSB about tenure and promotion guidelines, and
 - general performance standards accepted by institutions comparable in rigor, stature, teaching loads and service loads.
- Tenure is a cornerstone of academic life because it ensures freedom of thought and speech.
- A key principle is that tenure be granted only to faculty members who are considered worthy of promotion to the rank of associate professor or professor; tenure might also be granted to faculty members who are already associate professors or professors.
- Faculty members want the norms to provide guidelines about what constitutes performance standards, yet not be constrained by a behavioral checklist of required activities or tightly-drawn job descriptions.

Faculty members should receive indications of their progress toward tenure and promotion through their annual reviews and through feedback from the three-year reviews provided by the Promotion and Tenure Committee. (The Institute uses the term “College Tenure Committee,” whereas the College of Business refers to the same body as the “Promotion and Tenure Committee.”)

Supporting Principles for Tenure and Promotion Norms

Several key principles support the above statement of intent for the norms of the College of Business. The principles listed below are meant to be interpreted as core understandings critical to the growth of the College of Business.

1. We place teaching and learning above all other activities, and the primary responsibility of all faculty is to facilitate, enable and support student learning.
2. We are in the business of providing intellectual growth for students. As a consequence, intellectual growth is important for faculty members.
3. Outside evaluations of scholarship will be sought. The Members of the Promotion and Tenure Committee should be fair and realistic in seeking outside evaluations.
4. Faculty members should submit evidence of the quality of their teaching as well as their scholarship.
5. Faculty members should show evidence of continuing, rather than sporadic, growth when being evaluated for tenure and promotion.
6. Tenure and promotion are rewards for effectiveness and growth in teaching and scholarship, not for administrative contributions. However, administrative contributions will often be considered part of service.
7. Although scholarship and the learning environment receive more weight than service in evaluating candidates for promotion and tenure, adequate contributions in all three areas are important.

Framework for Tenure and Promotion Norms

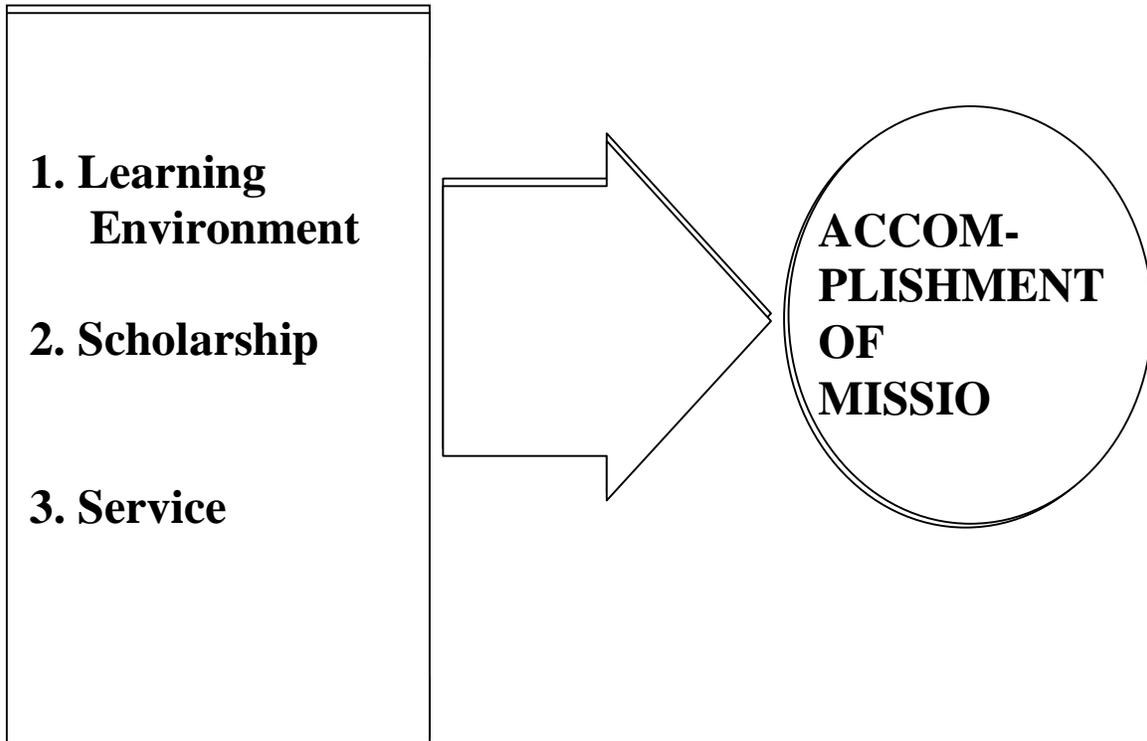
Teaching and scholarship are the primary means to accomplish our mission, adopted October 2002 by vote of the Faculty:

“The College of Business provides high-quality education and conducts applied research, preparing graduates to be pragmatic leaders, managers and business professionals in a technology-intensive, globally-competitive environment. We combine

- a curriculum emphasizing understanding and managing business processes, and strategic and operational excellence, with

- caring faculty and staff, in a student-centered learning environment that fosters intellectual growth, ethical behavior, and development of skills for effectiveness.”

The following diagram illustrates how teaching and scholarship are the primary means by which we accomplish our mission. Included also is the fact that service is a supporting means to accomplish our mission.



I. MEASUREMENT OF PERFORMANCE AGAINST CRITERIA

A. LEARNING ENVIRONMENT CRITERIA

Teaching effectiveness must be clearly demonstrated for a faculty member to earn tenure and/or promotion. Effective teaching is a standard that must be achieved for all levels of faculty advancement, and therefore must receive primary attention during the evaluation process. Elements of effective teaching include, but are not limited to, the following:

- Clear and enthusiastic communication of expertise, taking into account curricular objectives and the learner's needs and abilities

- Use of instructional methods and material that lead to learning, and fairly and usefully evaluate the quality of the learner's work
- Sensitivity and rapport with the learner
- Delivery of content that is appropriate to the course objectives and that is application-focused and practice-based

Providing an effective learning environment, with teaching as its main component, will be measured by at least the following forms of input: peer reviews; student feedback; a portfolio of teaching and learning environment accomplishments provided by the faculty member; evidence of effective interaction with students..

1. *Peer Review*

The focus of the peer review will be the effectiveness of the teaching skills of the instructors. Of equal importance is the extent to which the specific courses designed or taught by the faculty member meet the objectives established by the College for that course content, including both course information and appropriate learning techniques such as laboratory exercises, cases, and experiential activities. The input of external peers also will be sought when such information seems advisable, such as when a course is evaluated that lies outside the expertise of internal peers.

Members of the Promotion and Tenure Committee will visit the classroom, and review teaching performance, syllabi and other aspects of the course environment for relevant content and effective teaching practices. Factors such as the following would ordinarily be included within the peer review of teaching.

- How effective the instructor is in the classroom
- How well the course includes appropriate content
- The extent to which teaching and evaluation methods are consistent with the course objectives and content. Examples of teaching methods include the use of cases, written assignments, computer assignments, and exams.

2. *Student Feedback*

Student ratings using global questions of teaching performance have been shown to be reliable and valid measures of teaching effectiveness and are widely accepted as such at most universities and colleges. End-of-course feedback assessing student satisfaction will be measured using a survey used by the College.

The feedback from the student rating surveys will be used to provide insight into the adequacy of the course and the instructor, but will not be interpreted as a highly sensitive and absolutely accurate measuring instrument. Data from the survey will be used as points of evaluation in various ways, taking into account the possible bearing on satisfaction ratings of factors such as:

- The perceived rigor of the course
- Class size
- The anticipated grade in the course
- The intellectual challenge in the course as evaluated by peer review
- The proportion of students within the class who participated in the evaluation

3. *Portfolio of Accomplishments*

Faculty members have the opportunity to be evaluated by presenting a portfolio of their accomplishments. The portfolio might consist of syllabi, examples of student work, summaries of class activities including the use of information technology, materials demonstrating active student involvement, collaborative learning experiences, frequent feedback, etc. The intent of the portfolio is to give the faculty member an opportunity to demonstrate what he or she thinks are representative examples of his or her teaching accomplishments. However, the portfolio should be brief and highlight representative accomplishments rather than an exhaustive description of all teaching activities.

B. SCHOLARSHIP CRITERIA

Faculty members must demonstrate intellectual vitality and the currency and relevance of their instruction throughout their professional lives. This may be demonstrated through production of intellectual contributions, professional development, and current professional experience. Intellectual contributions may be in any of three areas now recognized by AACSB:

- pedagogical scholarship
- contributions to practice
- discipline-based scholarship

The Institute now recognizes four forms of scholarship: discovery (which includes basic research), pedagogy, integration, and application. The latter two (integration and

application) can be either contributions to practice or discipline-based scholarship; such applied research clearly advances the mission of the College of Business.

Scholarly outputs include text books, professional books, articles, cases, and software. Communication of theory or application to practitioners and the development of instructional materials are highly desirable and valued. To be considered scholarship, an output must be documented, peer-reviewed, and disseminated publicly. Faculty members have flexibility in choosing the ways their intellectual contributions are demonstrated. Nevertheless, pedagogical scholarship alone is not sufficient.

The department, with heavy weight given to the discipline group, will evaluate the merit of all intellectual contributions. Assessments of the quality and quantity of scholarship should place particular emphasis on the extent to which it is strengthening teaching and learning. Refereed articles as well as other types of applied publications might be judged as having high merit. In many instances, the discipline group will develop its own guidelines about classifying journals, and evaluating articles based on merit and impact on the discipline. Interdisciplinary scholarship and publication also are valued. However, to maintain academic qualifications, faculty should have the majority of their publications in the discipline in which they do their primary teaching. For publications with multiple authorship, the candidate might be asked to explain the relative contribution of each author.

The Promotion and Tenure Committee will utilize external reviewers to help evaluate the quality of the intellectual contribution. The list of evaluators is ordinarily a mix of names provided by the candidate and the departmental chair. Balanced input between evaluators selected by the candidate and the Promotion and Tenure Committee ordinarily will be sought. External reviewers will be utilized for all promotion and tenure decisions. These outside reviewers will ordinarily be chosen from institutions of comparable stature, rigor, teaching loads (including contact hours and mix of graduate and undergraduate courses) and service loads.

C. SERVICE CRITERIA

As professionals, faculty members are expected to provide service to their Institute, College, Department, Discipline Team, community, and to their profession. Service is an

important dimension of professional life, but it receives less weight for tenure and promotion than creating an effective learning environment and scholarship. Service contributions cannot be the primary basis for promotion and/or tenure.

Typically, faculty members who seek tenure and or promotion to Associate Professor are not judged heavily on their service contributions. However, faculty who seek promotion to Professor are expected to provide leadership in the area of service. In addition faculty members who have been assigned heavy administrative responsibilities as part of their Plan of Work should be expected to demonstrate effectiveness along this dimension. Faculty members are expected to serve as effective advisors to assigned students.

II. PERFORMANCE STANDARDS FOR TENURE AND/OR PROMOTION TO ASSOCIATE PROFESSOR

Consistent with Institute guidelines, no faculty member should be awarded tenure who is not capable of being promoted to Associate Professor. However, a faculty member of considerable potential might be promoted to Associate Professor without having received tenure. Faculty from other institutions or with extensive professional experience can be hired at the rank of Associate Professor (or Professor) before they are awarded tenure.

All faculty granted tenure and promotion to Associate Professor should demonstrate solid accomplishment in the areas of teaching, scholarship, and to a lesser extent, service. *Solid accomplishment* refers to an overall (global) judgment by the evaluators that the faculty member is performing at or above the same level as competent faculty in the field, at comparable institutions. The faculty member is therefore at the same level or above in comparison to fully functional professionals in his or her field with comparable teaching and service loads.

Faculty members must show evidence of their scholarship to receive tenure and promotion. Non-tenured junior faculty members are expected and encouraged to publish in refereed journals. Such peer reviewed journals are those entailing review by either academic or practitioner colleagues. It would be extremely rare for a faculty member to achieve tenure and promotion without a solid and consistent record of publications.

The award of tenure should be recommended only if the total output of the faculty member's intellectual contributions is judged to be of sufficient quality, quantity, and fit with the needs of the College.

III. PERFORMANCE STANDARDS FOR PROMOTION TO PROFESSOR

All faculty members granted promotion to Professor shall demonstrate (1) excellent performance in creating an effective learning environment, (2) excellent performance in scholarship, and (3) a record of accomplishment in service. *Excellent performance* refers to a global judgment that the faculty member is performing significantly beyond the average performance of other full-time faculty (all faculty ranks included) here. Comparisons will be made to other faculty with comparable teaching loads, taking into account that some faculty are assigned less teaching.

Promotion to Professor is warranted only when the faculty member's contributions represent consistent and credible contribution to one's field of expertise. Consistent progress in intellectual contributions is regarded as more meritorious than a brief surge in productivity.

IV. RELATIVE IMPORTANCE OF THE THREE PERFORMANCE FACTORS

All three major performance factors must reflect good performance for a faculty member to receive tenure or be promoted. The learning environment and effective teaching within that environment should be "the foremost activity of the RIT faculty," as stated in the Institute Policy Manual. Professional activities and service that contribute to a more effective learning environment—that add value to the education of our students—are also essential.

Scholarship resulting in publication that both expands knowledge and enriches the learning environment should be of high relative importance in the College of Business. Other professional activities should be valued to the extent that they directly add value in the classroom and the scholarly growth of colleagues.

Our guidelines for weighting the three factors are as follows: learning environment, substantially important; scholarship including publication, substantially important; and service, some importance. Given that faculty members and administrators judging the

credentials of other faculty members for promotion and tenure will continue to use overall judgments, individual differences in these weightings are possible.

V. FACULTY MEMBERS ENTERING THE COLLEGE AT THE RANK OF ASSOCIATE PROFESSOR OR PROFESSOR

Faculty candidates being considered for the rank of Associate Professor must be certified as qualified (meeting the current norms) for that rank by the Promotion and Tenure Committee before such an offer is made. Faculty candidates being considered for the rank of Professor must be certified as qualified for that rank by a committee of full Professors.

VI. PROCESSES FOR TENURE AND PROMOTION

A. COMPOSITION OF THE PROMOTION AND TENURE COMMITTEE

The Promotion and Tenure Committee will be composed of six members of the faculty holding the rank of Associate Professor or Professor. Each member will serve for three years, and terms will be staggered so that four members continue each year. Each of the College's three Departments elects as a member one of its tenured associate professors or professors. The other three members are elected by the faculty as a whole. Only tenured and tenure-track faculty vote in these elections. One tenured member from another college is added to the Promotion and Tenure Committee when a tenure decision is pending; this faculty member is appointed by the Academic Senate from a list of nominees elected by the tenured and tenure-track faculty of each college.

In the event that a future change is made in the departmental structure of the College, the composition of the Committee will be guided by the following:

The six internal members of the Promotion and Tenure Committee shall be elected for three year terms, with one member from each academic unit elected by the tenured and tenure track faculty of each unit and the remainder (if any) of the committee elected by the tenured and tenure track faculty of the college as a whole. The Dean will determine the number of units in the College. The election of the members will take place according to the following three-year cycle:

	First year	Second year	Third year
One unit	Two members elected at large for three year term	Two members elected at large for three year term	Two members elected at large for three year term
Two units	Each unit elects a member for a three year term	Two members elected at large for three year term	Two members elected at large for three year term
Three units	Dean chooses two units, and each unit elects a member for a three year term	Third unit elects a member for a three year term, and one member elected at large for three year term	Two members elected at large for three year term
Four units	Dean chooses two units, and each unit elects a member for a three year term	Each of the remaining two units elects a member for a three year term	Two members elected at large for three year term
Five units	Dean chooses two units, and each unit elects a member for a three year term	Dean chooses two units, and each unit elects a member for a three year term	Fifth unit elects a member for a three year term, and one member elected at large for three year term
Six units	Dean chooses two units, and each unit elects a member for a three year term	Dean chooses two units, and each unit elects a member for a three year term	Each of the remaining two units elects a member for a three year term

If there are more than six academic units, the faculty will create six units and determine which faculty reside in those units.

If the number of units changes before the academic year ends, it will have no impact on the composition of the tenure committee for that academic year, and the members of the committee will remain on the committee for the remainder of the year. If the number of academic units changes before a three-year cycle is over, then a new cycle will start at the beginning of the next academic year. A vote of the faculty at large will determine which current members, who were elected at large, will continue as at large members of the committee, and how many years remain in their term. The new units will then elect the remaining members at the beginning of the academic year, and, if the number of units has been decreased, then the remaining at-large members will also be elected.

B. TENURE AND PROMOTION CALENDAR/PROCESS

Table I: Tenure dates/steps

Date	Action due
September 1	Candidate sends documentation to the Dean
September 10	The discipline group meets to review documentation; Discipline group sends its vote to the department chair.
September 15	The department chair sends recommendations to the Dean
September 30	Dean charges the committee and provides a comprehensive written evaluation for each candidate to the committee, which includes the chair's and discipline faculty's written evaluations...
February 1	The Committee sends its letter of recommendation and vote to the Dean
February 8	Dean sends recommendation to Provost
March 1	Provost sends letter to faculty announcing action

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Table II: Promotion to associate professor

Date	Action Due
October 1	Candidate sends documentation to the Dean
January 10	The <u>department faculty</u> superior in rank to candidate complete the review of the documentation and send their vote to the department chair, who forwards it along with his or her evaluation to the Promotion and Tenure committee.
February 1	The department chair and Promotion and Tenure committee send recommendations to the Dean
March 1	Dean sends recommendation to the Provost
March 26	Provost sends letter to faculty advising action

Table III: Promotion to full professor

Date	Action Due
October 1	Candidate sends documentation to the Dean
January 10	The college faculty superior in rank to the candidate complete the review of documentation, vote, and submit report to the department chair.
February 1	Department chair sends his or her recommendations and the report of the full professors to the Dean.
March 1	Dean sends recommendation to the Provost
March 26	Provost sends letter to faculty advising action

C. REVIEW BY THE APPROPRIATE FACULTY GROUP

1. Candidates for tenure will be evaluated by their discipline, according to the College tenure norms with attention to expected future contributions to the goals of the College.

2. All tenured members of the discipline group will vote on tenure decisions and write a report describing their deliberations and vote. The department chair will administer the process by which the discipline group deliberates, votes, and communicates their deliberations. Each eligible member of the group will sign off on the report or sign off on a minority position. The report will include the results of a secret ballot on the candidate's tenure. The Dean will be provided the evaluation report, including any minority position. All deliberations within the group should be confidential. The Dean will forward all material to the Promotion and Tenure Committee.

3. All tenure track members of the department will meet to discuss the candidates for promotion to associate professor, but only those senior in rank to the candidate will be eligible to vote. The department chair will write a summary evaluation. Each voting member of the department will sign off on the report or a minority position (or positions). The report will include the results of a secret ballot on the candidate's promotion. The Promotion and Tenure Committee and Dean will be provided the group evaluation report.

Votes are to be held in strict confidence.

D. PROCESS STEPS

For tenure decisions, the Promotion and Tenure Committee will review the summary report of the dean, the discipline group votes and reports, the group's recommendations, the candidate's submission of material and any other written (signed or sent by contributor's own e-mail account) or oral testimony. The Committee will forward a written report, along with the ballot count, to the Dean. The Dean will forward all required materials, along with his or her own recommendation, to the Academic Vice President (Provost).

For promotion decisions to Associate Professor, the Committee will review the candidate's documentation, plus evaluations by the department head, department faculty, and any other written (signed or sent by the contributor's own e-mail account) or oral testimony. The Committee will forward a written report to the Dean. In turn, the Committee's report and the Dean's report will be submitted to the Provost.

For promotion to Professor, all faculty members who hold the rank of full Professor will perform the functions of the Promotion and Tenure Committee in terms of preparing a report for the Dean.

VII. FORMS OF DOCUMENTATION FOR TENURE AND PROMOTION

The forms of documentation and evidence listed below are to be submitted to the Promotion and Tenure Committee for its consideration. Candidates will often choose which form of documentation and evidence best fits their dossier.

A. EXECUTIVE SUMMARY: five-pages (about 1,500 words)

B. GENERAL INFORMATION ABOUT CANDIDATE

1. Current résumé or curriculum vitae listing education, work experience, publications, and major consulting assignments or management/leadership development activities
2. Copies of annual review letters
3. Plans of work
4. Any other supporting material such as contracts or agreements for future professional contributions

C. TEACHING

1. The Office of the Dean will furnish a summary of student ratings on all the rating questions, during the 5-year period preceding the review. The faculty member applying for promotion or tenure will provide a summary and analysis of the student ratings.
2. Grade distributions for all sections taught, provided by the Office of the Dean.
3. Examples of course materials, syllabi, outlines, and exams for all courses taught
4. Mention of any formal recognition or awards for teaching
5. A summary of experimentation and innovation in courses
6. Letters or e-mail messages submitted by students or alumni, but not solicited by the faculty member

D. SCHOLARSHIP

1. List of publications, including copies of articles and books
2. Lists of papers presented, including copies of programs, and copies of the papers, except for those papers that were subsequently accepted for publication
3. List of cases and proposed solutions

4. List of software, including table of contents of user manual
5. Any written evidence of rewards or recognition received for publications or software
6. Any other material deemed by the candidate to fit the category

E. SERVICE

1. Summary of management and leadership development activities with supporting documentation
2. Summary of participation and/or leadership in professional and scholarly organizations with supporting documentation
3. Summary of department, College, and Institute service including dates of service
4. Copies of awards, recognition or commendation for effective service to the College and Institute
5. Documentation of citations in media, or media appearances
6. Summary of consulting activity with any documentation such as contracts and evidence of intellectual content

VIII. GUIDELINES FOR EVALUATION OF SCHOLARSHIP

Other faculty members, the Dean, and the Promotion and Tenure Committee should be guided by the following suggestions when evaluating published scholarship:

1. Original contributions should show clear evidence of the creation of new theory or applications. The form of publication might be books, articles, presentations at professional meetings, and cases that demonstrate new ideas, new interpretations, new applications, or create synthesis. The spirit of this requirement is that the material presented must reflect more than a duplication of existing information.

2. Materials receiving credit must be related to business and management broadly conceived. However, closely related disciplines such as economics, computer science, organizational psychology, public policy, and sociology may also receive credit. Contributions on the subject of pedagogy should not comprise a majority of the total contributions. College textbooks should not comprise a significant proportion of the total contributions.

3. Articles or papers externally refereed are presumed to be an original contribution because of the review and acceptance process. All books, articles, cases, software, and presentation summaries, will be evaluated by the discipline team and Promotion and Tenure Committee for evidence of professional quality. Based on the judgment of quality, any contribution may be judged as equal to, more than, or less than, one contribution.

4. Externally refereed contributions do not always receive the highest rating. A high-quality contribution published in another medium might also be valued as one contribution. For example, an article published in a high-status, editor-selected journal or magazine (such as the *Harvard Business Review*) would most likely receive a full contribution credit. Joint authorship in accordance with normal standards of scholarly publication will receive as much credit as individual authorship, particularly for publications in journals that rarely publish single-authorship articles.

5. Intellectual contributions include publications in peer reviewed journals and other publicly available and peer reviewed outputs such as the following (proprietary and confidential research and consulting reports do not qualify as intellectual contributions):

- a. research monographs
- b. scholarly books
- c. chapters in scholarly books
- d. textbooks
- e. proceedings from scholarly meetings
- f. papers presented at academic or professional meetings
- g. publicly available research working papers
- h. papers presented at faculty research seminars
- i. publications in trade journals
- j. in-house journals
- k. book reviews
- l. written cases with instructional materials
- m. instructional software
- n. other publicly available materials describing the design and implementation of new curricula or courses

The above represents a proposed updating of norms adopted by the Faculty of the College of Business, March 30, 2001, Amended February 22, 2002, December 6, 2002, November 5, 2004 .