

**ANGELO STATE UNIVERSITY  
COLLEGE OF BUSINESS  
Policy and Procedures for Tenure and Promotion**

This document is based on the requirements described in Angelo State University (the university or ASU) Operating Policy and Procedure 06.23, Tenure and Promotion Standards and Procedures. The faculty and administration of the College of Business (the college) believe that a clear statement of tenure expectations is valuable both to current faculty who must evaluate those requesting tenure and promotion and to new faculty who must navigate this process. However, as with all policies, every situation cannot be addressed and even the most carefully crafted document must be interpreted and applied correctly. Therefore, some general guidance and assumptions are provided about the expectations of faculty.

1. We realize that requirements and expectations may change with time and as such may require modification. As a consequence, as a faculty we should review the statement of tenure expectations with major changes in accreditation and mission of the college and suggest changes as necessary. At a minimum, the expectations should be reviewed by the Tenure and Promotion Criteria Development and Review Committee at three year intervals.
2. These expectations are based on the assumption that AQ faculty (those who attain Academic Qualification status [AQ]) considered for tenure and promotion will be on a maximum “3-3” teaching load in each of the years prior to the application.
3. The college recognizes and fully supports ASU’s position as a teaching institution first. While it is recognized that excellent teaching alone will not merit tenure and promotion, in no case will outstanding performance in the research and/or service areas compensate for poor performance in teaching.

**1. DEFINITIONS**

**1.1 Academic Qualification (AQ)** - In the college, we accept and affirm that delivering quality educational programs requires an ongoing commitment from the faculty to maintain intellectual currency in their field of expertise. To this end, faculty in the college must maintain Academic Qualification (AQ) status. To be considered AQ, a faculty member must fulfill the requirements for either (1) or (2) below in a rolling 5-year period:

1. Receipt of a terminally qualifying degree in the past five years, or
2. **A minimum of two (2) peer-reviewed journal articles (PRJ) accepted for publication and two (2) other intellectual contributions (OIC).** (See acceptable PRJ and OIC in definitions section.)

**1.2. Peer-reviewed journal articles (PRJ)** - For the purpose of this policy, PRJ’s should have a documented formal review process and be available for public scrutiny. They should be pertinent to the faculty member’s teaching area or other areas related to the mission of the college. In situations where there are questions regarding the peer review process, it is the responsibility of the faculty member to document the review process for consideration. In general, journals listed in Cabell’s

Directory of Publishing Opportunities, Journal of Economic Literature and /or Social Science Citation Index (for Economics) are presumed to meet the burden of proof regarding a formal review process to qualify as a PRJ. An additional PRJ article above the minimum prescribed number should compensate for all OIC requirements for both tenure and promotion and AQ designation.

**1.3. Other intellectual contributions (OIC)** – The college recognizes that not all scholarly contributions will, or even should, take the form of a PRJ. As with PRJ's, OIC's must be available for public scrutiny, i.e., proprietary and confidential research and consulting reports do not qualify as intellectual contributions. OIC may include, but are not limited to:

- scholarly books
- publically available research monographs
- chapters in scholarly books
- textbooks
- proceedings from scholarly meetings
- papers presented at academic or professional meetings
- publications in trade journals
- consulting reports
- book reviews
- textbook supplemental materials or published instructional software
- government research projects
- accepted grant proposals

Collegiality is valued in the college and faculty members are encouraged to collaborate with other authors. Therefore, each author will receive full credit for a PRJ or OIC up to three authors. It is expected that the college will provide support to the faculty to maintain their AQ status. To this end, AQ faculty should be given priority in summer teaching assignments, on and off campus program development, travel and other forms of research support, subject to programmatic needs.

## **2. EXPECTATIONS FOR TENURE**

To be eligible for tenure, a faculty member must possess sufficient years of service in academia as denoted in ASU OP 06.23. In addition, probationary faculty members must maintain AQ status at all times during the probationary period.

A recommendation for the awarding of tenure in the college must take into account the overall mission and objectives of both the college and the university. Each faculty member is expected to achieve a high level of performance in teaching and classroom skills. In addition, each faculty member is expected to be productive in the areas of scholarly activity and service. With respect to granting tenure, each faculty member will be evaluated on the basis of overall performance, past contributions, and expectations of continued performance of his or her assigned duties. Breadth of contributions, in addition to quality, will also be considered. Assessment of contributions will take into account achievements in each of the following areas, which will be discussed in more detail:

1. Teaching and classroom activities.
2. Scholarly activities.
3. Service to the college, university, community and profession.

**2.1 Teaching and classroom activities** – Both the college and university place importance on the value of quality teaching. This includes areas of educational administration, delivery, and assessment. It is recognized that there is not a generally accepted method of evaluating teaching effectiveness. However, teaching effectiveness may take many forms and evidence may be obtained from many sources and may include:

- Courses taught and level of courses
- Development of new courses or programs
- Course workload and rigor
- Teaching awards and recognition
- Peer reviews
- Student evaluation of teaching effectiveness (see more below)

All faculty members are expected to generate acceptable student evaluations of teaching effectiveness (IDEA). It is recognized that there is no absolute standard with regard to acceptable IDEA scores, but it is generally expected that most teaching evaluations will be consistent with the college mean, or in the top 70% (“gray area” and above) as reported on the IDEA diagnostic form report. There should also be very few bad teaching evaluations, defined as below the “gray area” on the IDEA reports. These very few bad teaching evaluations should be offset by other very good (above the “gray area”) scores. It is also expected that many untenured faculty will improve their teaching as they gain experience; thus trends and patterns will also be important in evaluating teaching effectiveness. IDEA scores from upper level undergraduate courses (3000 level and above) and graduate courses should be weighted more than IDEA scores from lower level undergraduate courses.

***Demonstration of Collegiality in Teaching.*** Collegiality as a component of teaching is defined as a willingness to work respectfully and courteously with the faculty, staff, and administration of the university. Collegiality in teaching, which fosters a healthy academic environment where students can thrive, may be demonstrated through team teaching, interdisciplinary teaching, willingness to teach at odd times and/or sites, and in a variety of formats (e.g. web and other distance courses, concurrent courses, honors courses); volunteering to teach new classes; contributing to the development, maintenance, and teaching of multiple-section courses; presenting guest lectures when appropriate; teaching for peers when the need arises; relating to others in a respectful and courteous manner inside and outside the classroom; cooperating in the preparation of course/teaching schedules; and willingly following State and/or National standards.

**2.2 Scholarly activities** – Intellectual contributions is a commonly used synonym for scholarly activities in Colleges of Business. Intellectual contributions to a faculty member’s field are expected and a significant part of the role of faculty in the college. These scholarly activities are welcomed in the areas of basic discipline-based research, applied practical research, or learning and pedagogical research. An active and ongoing level of research is required for a positive tenure recommendation. Proof of a satisfactory level of scholarly activity **should include a minimum of three (3) peer-reviewed journal articles (PRJ) accepted for publication and three (3) other intellectual contributions (OIC) during the probationary period** (see acceptable PRJ and OIC in definitions

section).

### **2.2.1. Faculty with prior credited service:**

Maintenance of AQ status during the probationary period for faculty members with credited prior service at another college or university will satisfy the scholarly activity requirements for tenure and promotion of that faculty member so long as the level of scholarly output meets the specified criteria for promotion. However, those faculty members are expected, at the minimum, to produce the scholarly works listed below during their probationary period at Angelo State University, regardless of the numbers of scholarly work they carry-over from their AQ status:

- 1 year credit    2 PRJ's + 2 OIC's
- 2 year credits    2 PRJ's + 1 OIC's
- 3 year credits    1 PRJ's + 2 OIC's

***Demonstration of Collegiality in Scholarly Activity.*** Collegiality as a component of scholarly activity shall be defined as a willingness to work with the faculty, staff, and administration of the university, and with others, respectfully and courteously. Collegiality in scholarly activity is demonstrated by participating with and/or assisting other faculty with scholarly activity.

**2.3 Leadership/Service to the college, university, community and profession** – Service to the college, university, community and profession is an important part of the faculty member's responsibility. However, it is recognized that the most important activity of new faculty members is the development of their teaching and scholarly activities. As a faculty member advances in his/her career and moves toward review for tenure, service contribution should increase. Service to relevant academic organizations, reviewing for journals and conferences, and participation on the editorial boards of journals will help to develop both a service component and further develop scholarly activities of a new faculty member. However, all faculty members are expected to participate regularly in department and college faculty meetings and other department and college activities. During the early part of the probationary period (except the first year), untenured faculty members should serve on some college committee (or taskforces) **and** limited university committees. College and university service activity is expected to be significantly higher in later years and at higher ranks. Normally, tenured faculty members are expected to serve on more active college and university committees and to take leadership roles when appropriate. Unless compensated with a reduced load in teaching, serving in the Faculty Senate counts as two committee assignments. More senior faculty members are also expected to serve on professional committees beyond the campus, such as in regional or national academic organizations and to serve as officers when appropriate.

Typical types of service activities could include, but are not limited to:

- College committees
- University committees
- Faculty Senate
- Academic professional organization committees
- Civic boards and committees

***Demonstration of Collegiality in Service.*** Collegiality as a component of service shall be defined as a willingness to work with others respectfully and courteously. Collegiality in service is demonstrated, for example, through the mentoring of other faculty; volunteering to participate in university activities; following through on assigned tasks; accepting administrative

responsibilities; sharing in the preparation for and participation in recruiting and retention events; and assisting with conference activities.

**3. ADMINISTRATIVE CONSIDERATION** - For tenure and/or associate professor rank consideration, **a person holding an administrative appointment or special function** must provide evidence of accomplishment of criteria in teaching, scholarship, and service as defined above and that takes **“into account the contributions and accomplishments associated with the administrative appointment or special function”** as defined in the AUS Operating Policy and Procedure 06.23 (see below).

**Faculty who serve administrative or special functions:** “Those faculty members who serve administrative or special functions in addition to their faculty duties are expected to meet the same general standards of performance, but decisions on promotion in academic rank should take into account the contributions and accomplishments associated with the administrative appointment or special function.” (*Angelo State University Operating Policy and Procedure 06.23, 5.b., October 23, 2009, effective March 1, 2010*)

Annual Administrative evaluations will be included with other materials. A description of accomplishments as an administrator should be included.

**4. DEVELOPMENT GUIDE FOR TENURE-TRACK FACULTY** - The categories of criteria for evaluating faculty are teaching; scholarly activity; leadership and service. The following schedule is provided as a recommended plan for faculty development. College of Business faculty should note specific requirements identified previously in this document for teaching, scholarly activity, and leadership/service during the probationary period. Additionally, faculty must maintain AQ status throughout their probationary period.

### Year One

Portfolio Development - Each faculty member should begin creating a professional portfolio during the first semester of employment as outlined in OP 06.23. Elements of this portfolio include all aspects of the faculty member's professional life and development while in a tenure-track position at Angelo State University and include those elements that bear witness to achievement at each stage of the faculty member's career. Specific requirements for the three areas of evaluation are mentioned below.

1. Teaching - Teaching is the most important task. The new faculty member should develop courses, attending to departmental standards and conventions, and should follow departmental and university guidelines for duties. First year faculty are expected to:
  - Develop Student Learning Outcomes for his or her courses in consultation with their department head;
  - Increase mastery of the subject matter in teaching fields;
  - Cultivate ability to communicate with students;
  - Create a classroom environment conducive to learning;
  - Evaluate students' work fairly and promptly;
  - Undertake only a limited amount of departmental duty;
  - Begin light duty as an academic mentor and student advisor.

2. Scholarly Activity - Scholarly work should be initiated in the first year. It should include research, development of scholarly interests, and professional contributions as a scholar.
  - As a point of information, university grants become available to faculty who have completed at least two long semesters at ASU at the time the program or project is to be initiated.
3. Leadership/Service – Although leadership and service are important for tenure and promotion, the first year of employment should focus primarily on teaching and initiating scholarly activity.
4. Evaluation - All faculty will be evaluated annually using procedures adopted by the department and the university. These evaluations will include a direct meeting between the faculty member and the departmental peer review committee. Institutional student evaluations will be used in this evaluation. The Department Head will submit the results of this review to the appropriate academic dean.

### **Year Two**

1. Teaching
    - Standards above continue to apply.
    - Quality of teaching should improve.
    - Academic mentoring and advising duties should be assigned gradually.
  2. Scholarly Activity
    - First year projects continue.
    - Scholarly activity should include research, development of scholarly interests, and professional contributions as a scholar.
- Leadership/Service
- Department Head should begin to assign other responsibilities and committee work.
3. Evaluation
    - Annual evaluation as described above must be completed.

### **Year Three**

1. Teaching
  - Standards above continue to apply.
  - Full component of academic mentoring and advising begins.
  - Participation in departmental course development begins, as appropriate.
  - Demonstrated use of Student Learning Outcomes to improve classroom instruction.
2. Scholarly Activity
  - Early projects continue.
  - Research, development of scholarly interests, and professional contributions as a scholar should be included.
  - Some external evaluation of work (scholarly submissions, conference participation) should be evident.
3. Leadership/Service

- Active involvement in college and university level committee work should begin.

4. Evaluation

- An intensive self-evaluation and peer evaluation will take place at the end of the third year. The purpose of these evaluations is to identify significant strengths and weaknesses in order to enhance the former and eliminate the latter. Third year faculty members should be given a thorough appraisal of their work and in light of this review a candid departmental judgment, given current performance, of the feasibility of continuing to seek tenure.

**Year Four**

1. Teaching

- Standards above continue to apply.
- Faculty member should demonstrate growing mastery of the subject matter and ability to present it effectively in the classroom.
- Faculty member should begin to create courses within special areas of expertise, as appropriate.

2. Scholarly Activity

- Importance increases in years four and five.
- Evidence of external recognition (grants, conference participation, manuscripts written, manuscripts accepted for publication) should be apparent.

3. Leadership/Service

- Active participation and contribution to university committees continues.
- Active participation in and contribution to professional organizations initiated or continued.

4. Evaluation

- Faculty member, departmental peer review committee, and department head should work closely to assess progress toward satisfying requirements for attaining promotion and tenure.

**Year Five**

Development in the areas of teaching, scholarly activity, and leadership/service must continue. Faculty member will continue preparation of formal tenure application portfolio.

**Year Six**

Faculty members seeking tenure will apply in the beginning of the sixth year of probationary service following the procedures outlined in OP 06.23. Faculty members may apply earlier.

**5. DEFINITION OF RANKS AND CRITERIA FOR PROMOTION IN THE COLLEGE OF BUSINESS**

**Assistant Professor**

College of Business faculty must maintain AQ status throughout the probationary period.

Requirements:

- Please refer to OP 06.23 in regard to requirements for appointment to the rank of Assistant Professor.
- Evidence of potential for excellence in teaching, scholarly activity, and leadership/service is required.
- Applicants must maintain AQ status for three consecutive years immediately preceding application for promotion to professor.

Qualifications:

- Earned doctorate or appropriate terminal degree in the discipline.

Teaching:

- Should demonstrate progress toward improving instruction in the classroom. Directly participates in student academic advising and becomes familiar with departmental degree requirements.

Scholarly Activity:

- Establishes an agenda in scholarly activity beyond instructional assignments. The agenda results in published scholarly works or peer-reviewed product. Areas of accomplishment are appropriate to the academic discipline.

Service:

- Participates in activities that support the mission of the university or college such as committees or membership in professional organizations.

**Associate Professor**

Requirements:

- Please refer to OP 06.23 in regard to requirements for appointment to the rank of Associate Professor. College of Business faculty must, at the minimum, meet expectations in all three areas (teaching, scholarly activity, and service) with **“exceeding expectations” in at least one area of either “teaching” or scholarly activities.”**

Qualifications:

- Terminal degree as above.
- Promotion to the rank of Associate Professor is recognition that the faculty member has a clearly defined record of strong teaching, scholarly activity, and leadership/service with a commitment to continued growth in each of these areas.
- Teaching:  
The Associate Professor has demonstrated that he/she is a teacher of proven quality. The applicant may participate in development of novel teaching methodologies and is fully familiar with degree requirements and career counseling, where applicable.
- Scholarly Activity:  
Continues to develop an agenda of inquiry that has resulted in published scholarly works or peer-reviewed product.
- Service:  
Has started to assume some leadership roles on committees. May also assume supportive roles in professional organizations.

**Professor**

Requirements:

- For **full professor** rank consideration a person must provide evidence of accomplishment of criteria in teaching, scholarship, and service as defined above that demonstrates “**achievement and distinction over the span of a faculty member’s academic career**” as defined in the ASU Operating Policy and Procedure 06.23 (see below). A candidate in the College of Business must meet expectations in all three areas with “exceeding expectations” in at least two areas from “teaching,” “scholarly activity,” and “leadership/service.”

**Professor Criteria:** “Appointment or promotion to the rank of Professor is recognition of demonstrated achievement and distinction over the span of a faculty member’s academic career in teaching, scholarly activity/creative endeavor, and leadership/service. The faculty member must also have participated in professional service and been actively involved in department, college, and university affairs. After completing a minimum of four years at the rank of Associate Professor at ASU, a faculty member may apply for promotion to the rank of Professor.” (*Angelo State University Operating Policy and Procedure 06.23, October 23, 2009, effective March 1, 2010*)

Documentation in teaching, service, and scholarly/creative endeavors should be cumulative from the time the rank of associate professor was awarded.

Qualifications:

- Terminal degree as above.
- AQ status must have been maintained for three consecutive years prior to application.
- Promotion to the rank of Professor is recognition of demonstrated achievement and distinction over the span of a faculty member’s academic career in teaching, scholarly activity/creative endeavor, and leadership/service. The faculty member must also have participated in professional service and been actively involved in department, college, and university affairs.
- Teaching:  
Has a demonstrated record of excellence in teaching and a continued demonstration of interest in improving teaching skills. Is actively involved with curricular development. Entirely familiar with degree requirements as well as career counseling, where applicable. Has acted as a professional mentor to junior faculty.
- Scholarship:  
Has an established agenda of inquiry that has resulted in published scholarly works or peer-reviewed product.
- Service:  
Has assumed a position of leadership and service to the university on committees, councils, and special projects. May also participate and lead in professional and community service insofar as the activities relate to the candidate's discipline or serve the university or college mission.

## 6. PROCEDURES AND PORTFOLIO REQUIREMENTS

The procedures, forms and portfolio requirements for tenure and/or promotion applications are found in ASU OP 06.23.