

## **McCOY COLLEGE OF BUSINESS ADMINISTRATION**

### **CBAPPS 5.05**

Tenure/Promotion Policy

#### **PURPOSE**

The purpose of this policy is to communicate to faculty the McCoy College policy governing tenure and promotion of faculty members. This policy should be construed as the minimum requirements for the McCoy College, and individual academic departments may further define the criteria for tenure and promotion decisions.

#### **UNIVERSITY POLICIES**

UPPS Documents:

04.04.21          Tenure/Promotion Review

Also see current Faculty Handbook.

Academic Affairs Policy & Procedure Documents:

7.10              Procedures for Awarding Merit and Performance Raises to  
Texas State Faculty Members

8.01              Development and Evaluation of Tenure-Track Faculty

#### **GENERAL INFORMATION**

Decisions on promotion and tenure are based on judgments of professional achievements and on the expectation of future achievement. To gain the support of the McCoy College, candidates for promotion or tenure are expected to have a strong record in teaching, research, and service. Additional information is provided in Attachment A, Tenure/Promotion File, to this CBAPPS.

In assessing the expectation of future achievement, the following should be considered.

1. The record over the entire career
2. The record since the most recent promotion
3. The record since being hired at Texas State
4. Future prospects for continuing achievement.

Each Department in the McCoy College should decide how to evaluate faculty achievements subject to the following guidelines and review of the Dean.

## Teaching

A strong record in teaching is essential and would normally include evidence of sustained teaching effectiveness and commitment to continuous improvement in the form of

1. Statement of teaching philosophy (required)
2. Student evaluations (required)
3. Evaluations by Department Chair (required)
4. Evaluations based on classroom observations by other faculty members (required for tenure and Associate Professor)
5. Other evidence, possibly including but not limited to letters from former students, development or revision of courses or programs, evidence of innovative instructional materials and teaching techniques, faculty development activities focused on improving teaching effectiveness (such as attendance at conferences and workshops or formal academic study), and teaching awards and honors.

## Research

Scholarly contributions that are eligible for consideration for tenure and promotion are

1. Publications in peer-reviewed academic journals
2. Publications in peer-reviewed professional journals
3. Other scholarly activity including but not limited to scholarly books, publications in non-peer-reviewed journals, book chapters, funded external research grants, textbooks, conference proceedings, case publications (not in peer-reviewed journals), Internet-based publications, study guides, presentations at professional conferences, invited presentations at other universities, and software development.

## Minimum Research Criteria for Tenure

It is recommended that a candidate for tenure have a strong record in research with a minimum of six scholarly contributions. At least three of these should be articles in peer-reviewed academic journals. In some circumstances a scholarly contribution may be regarded as equivalent to a peer-reviewed academic journal article if it carries a similar level of prestige and requires a similar level of effort. Additional contributions such as non-refereed publications, cases, presentations, and grants are encouraged but do not substitute for peer-reviewed academic journal articles.

Evaluation of scholarly contributions involves a judgment about quality as well as quantity. If a contribution is judged to be of greater (or less) quality, then a less (or greater) quantity may be appropriate. In addition, the number of co-authors of a paper may be considered. A significant portion of a faculty member's research

must deal with his or her professional discipline; not all may be in the area of instructional development.

A faculty member hired with credit for previous experience must have at a minimum the same number of scholarly contributions, including articles in peer-reviewed academic journals, over the course of his or her career as any other candidate for tenure. In addition, there must be evidence of research productivity from the time of hire at Texas State and of continuation of productivity in the future.

#### Minimum Research Criteria for Promotion to the Rank of Associate Professor

The criteria for promotion to Associate Professor are the same as for tenure.

#### Minimum Research Criteria for Promotion to the Rank of Professor

It is recommended that a candidate for promotion to Professor have a strong record in research with a minimum of eight additional scholarly contributions since promotion to Associate Professor. At least four of these should be articles in peer-reviewed academic journals. In some circumstances a scholarly contribution may be regarded as equivalent to a peer-reviewed academic journal article if it carries a similar level of prestige and requires a similar level of effort. Additional contributions such as non-refereed publications, cases, presentations, and grants are encouraged but do not substitute for peer-reviewed academic journal articles. Research productivity must be sustained over a number of years and there must be evidence of continuation.

Evaluation of scholarly contributions involves a judgment about quality as well as quantity. If a contribution is judged to be of greater (or less) quality, then a less (or greater) quantity may be appropriate. In addition, the number of co-authors of a paper may be considered. A significant portion of a faculty member's research must deal with their professional discipline; not all may be in the area of instructional development.

A faculty member hired with credit for previous experience must have at a minimum the same number of scholarly contributions, including articles in peer-reviewed academic journals, since promotion to Associate Professor as any other candidate for Professor. In addition, there must be evidence of continuing research productivity from the time of hire at Texas State and of continuation of productivity in the future.

#### Service

Evidence of a strong commitment to service may include but is not limited to

1. Chairing University, College, or Department committees
2. Service on University, College, and/or Department committees
3. Leadership in national, regional, and/or local professional organizations
4. Academic and career advising
5. Sponsorship and advising of student organizations
6. Community service, including consulting activities
7. Mentoring of students and other faculty
8. Grant proposals for instructional programs
9. Administrative activities

Service activities carry greater weight in evaluating candidates for Professor than for Associate Professor and tenure.

Candidates for tenure or promotion must understand that these decisions are based on judgments.

**CERTIFICATION STATEMENT**

This CBAPPS has been approved by the reviewers listed below and represents the McCoy College of Business Administration policy and procedure from the date of the document until superseded.

Review Cycle: Sept. 1, E5Y

Review Date: Sept. 1, 2010

CBAC Review: \_\_\_\_\_ Date: \_\_\_\_\_

Governance Review: \_\_\_\_\_ Date: \_\_\_\_\_

Approved: \_\_\_\_\_ Date: \_\_\_\_\_

Denise T. Smart  
Dean of the College of Business Administration

Last Update: October, 2005

## **McCOY COLLEGE OF BUSINESS ADMINISTRATION**

### **ATTACHMENT "A" TO CBAPPS 5.05**

The Tenure/Promotion File

#### **PURPOSE**

AAPPS 8.10.45 requires Colleges to have detailed and explicit requirements for documentation incorporated into their tenure and promotion policies and procedures.

#### **POLICIES, PRACTICES AND GENERAL INFORMATION**

Candidates for Tenure or Promotion must provide documentation that supports quality of teaching, scholarly/creative activity and leadership/service as defined in department and college criteria. This documentation should be arranged and presented in the order of categories prescribed by the Texas State Vita form attached to AAPPS 8.10.

It is important for each candidate to prepare and present for evaluation a complete, well-organized, well-documented, and clear application file that is readable, consistent, and succinct. A disorganized, unclear file has the effect of diminishing the applicant's case.

A file for tenure or promotion must accurately reflect the record of the candidate. Misrepresentation of a candidate's record, either by false information or omission of information, may result in disciplinary action. Candidates must verify and sign the candidate for tenure and/or promotion information form attached to AAPPS 8.10.

Candidates must adhere to the timeline described in AAPPS 8.10.73-85 for the tenure and promotion process.

The File:

1. The file should be arranged in a file box. It should include a Table of Contents and each section should be clearly marked and separated. Additional supporting information should be provided in a separate "support" file box containing such items as full copies of journal articles or published proceedings, copies of the table of contents, editorial board page, references or appendices. Do not include full conference proceedings or complete journals. Supportive information should be appropriately cross-referenced to the main file. Supportive information not included in the file should be readily available for appropriate review at all stages of the process.

2. The file should include a Texas State Vita documenting all achievements and highlighting those that apply to the probationary period or time period since the last promotion. Also, outside letters of support are strongly recommended.
  - a. Under “Teaching,” provide:
    - (1) Statement of Teaching Philosophy
    - (2) List of Courses Taught at Texas State, including years in which they were taught in chronological order and class size.
    - (3) Course and Curriculum Development activities
    - (4) Student evaluations for the last three years. (Older student evaluations should be included in the “support” file)
    - (5) Sample copy of each different student evaluation questionnaire, including the years that each was used. Provide an explanation of the scoring system, any weighing factors, and analysis procedure for each different instrument.
    - (6) Other Teaching-Related Activities (e.g., Peer Evaluations of Teaching)
  - b. Under “Research/Scholarship/Creative Activities, provide:
    - (1) Research Agenda and/or Philosophy
    - (2) Peer-reviewed Publications

Provide complete bibliographic citation and list only works already in print or accepted for publication. For works accepted but not yet published, indicate “in press” and provide expected date of publication. If publication is co-authored, all authors must be listed as they appear in the publication. If sole authored, the author’s name must be given. All other works that have not been accepted for publication must be listed under “Works in Progress.”

Each publication should be described in the form of a complete, standard bibliographic citation – including authors in order, title (exactly as it appears in print), year, volume, publisher, and page numbers. A copy of the Table of Contents and the first page of the article (or a letter of acceptance if not yet in print) for each publication should be included in

the file (full papers should be included in the “support” file). Items appearing in more than one place should be clearly cross-referenced.

Because of the diversity of conventions from discipline to discipline, this section should describe the reviewing/refereeing procedure for each publication cited. Information from Cabell’s publication guide, a copy of the editorial board page, or other evidence is required. Label each publication as:

- i. Discipline-Based Journal Article
- ii. Contributions to Practice Journal Article
- iii. Learning & Pedagogical Scholarship Journal Article
- iv. Conference Proceeding

### (3) Non-Peer-Reviewed Publications

Provide an explanation of the nature of each publication.

#### i. Books/Book Chapters

List each book or book chapter separately with a description of the type of monograph and the candidate's involvement in the publication. Classify each book as single author monograph, an edited book with different authors for different chapters, textbook, etc.

#### ii. Other Publications

Any other written publications that do not fall into the above-referenced categories, such as book reviews, comments, cases in non-peer-reviewed journals, etc.

### (4) Presentations at Academic or Professional Meetings/Conferences

Indicate which presentations were invited and/or refereed. Only list presentations not included in published proceedings/abstracts above.

### (5) Grants/Contracts

Funded and unfunded proposals should be listed separately and be so indicated. Competitive grants and/or contracts which are meant to finance the development of ideas and research and that are subject to peer review should be listed separately from non-competitive grants and/or contracts

where the emphasis is on providing professional service to agencies/organizations.

For each grant/contract, provide:

- i. Name of principal investigator and all co-investigators
- ii. Title page of grant proposal
- iii. Funding agency
- iv. Amount of funding proposed or awarded
- v. Time period of the grant

(6) Technical Reports/Research Reports

List and describe written reports submitted to and accepted by funding agencies, governmental agencies, foundations, etc.

(7) Major Work-in-Progress

List titles and authors (in order), and place full papers in the “support” file.

(8) Other Research/Scholarship/Creative Activities

Enter and describe any other research/scholarship/creative activities that do not fall into the categories listed above.

c. Under “Service” provide:

(1) Professional Service (External Service) to professional associations/societies

Examples include activities related to appropriate professional organizations; conferences, symposia, workshops; activity as referee/reviewer for journals, granting agencies, conferences, etc.

(2) Professional Service (External Service to the community or public)

Examples include service as speaker/presenter at non-academic meetings in area of professional competence; instruction/training for local, state, regional, national, international organizations/agencies in area of professional competence; participation in community meetings and media programs; memberships on advisory boards, committees, task forces, commissions, program/project coordination/development; and other volunteer service which represents a donation of time and professional skills to meet the needs of society.

(3) University Service (Internal Service)

Examples include service on committees; councils; senates; task forces; program coordination or administration; student organizations; conferences, workshops, seminars

- i. To Texas State University
- ii. To the McCoy College of Business Administration
- iii. To the Department

(4) Consulting and Professional Development, including Consulting and Professional Service for Remuneration and Professional Development

(5) Awards and Honors