

Promotion and Tenure Guidelines

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4.2 Review of Faculty

4.2.1 Promotion and Tenure Guidelines

The strength of the College of Business Administration depends upon its ability to attract and hold high caliber faculty. Accordingly, the College adopts the concept that each faculty member shall be given reasonable latitude in defining his/her role within the mission of the Department, College, and University.

Each faculty member will be judged, with respect to promotion/tenure, on his/her performance record in teaching, research, and service. The evaluation shall be based on the academic standards set forth in Sections 8.1.2, Cleveland State University Handbook (1988).

In the promotion and/or tenure review process, it is necessary to evaluate the professional performance of faculty. Therefore, the purpose of this document is to elaborate on the guidelines set forth in the Cleveland State University Handbook (1988).

Faculty desiring promotion/tenure in the College of Business Administration should show evidence of accomplishments in the areas of: 1) teaching, 2) research, and 3) service. Of the three areas reviewed for promotion/tenure, the two primary areas are teaching and research.

Certainly, no two faculty members will produce identical vitae, nor must they produce “n” number of achievements under each of the areas. However, a faculty member is expected to show evidence of high quality teaching, research, and service. It is impossible to quantify how much must be accomplished in each area. The following discussion will serve as a guideline for faculty. It is not intended, however, as a prescription for promotion and/or tenure.

Teaching

Excellence in the Classroom

Evidence of good teaching must be demonstrated prior to promotion or granting of tenure. To measure performance in the classroom, the following evidence will be examined:

1. Student evaluations
2. Course outlines, quizzes, examinations
3. Quality and quantity of student advising
4. Peer evaluations – including classroom visitation

Excellence in Methodology

The personnel policies state that “demonstrated excellence in teaching” is one criterion in the promotion/tenure process. Operationally this is defined as demonstrated influence on the national, or at least regional, level on educational programs. This includes consideration of work on national educational committees. Normally, recognized leadership in the development of teaching methods and materials requires publication of educational materials in journals. This means the faculty member will present papers, articles and teaching cases. In exceptional cases, it is possible for a faculty member to be promoted to associate professor based on “excellence in methodology” coupled with “excellence in the classroom.” In evaluating “excellence in teaching,” the same format will be followed as when reviewing research.

Research

It is expected that the College of Business Administration faculty will be doing publishable research. The number of articles needed for promotion is impossible to quantify because of a number of factors, such as:

1. Nature of project
2. Scope of research project
3. Quality of research; i.e., the impact of research on the discipline

As part of the research evaluation process, journal articles and other research will be reviewed by the Department Review Committee and readers within the discipline but outside the University.

Journals

One of the best methods available for judging the quality of research is to examine the journal in which it is published. For example, journals such as: *The Accounting Review*, *Journal of Finance*, *Academy of Management Journal*, and *Journal of Marketing* are unquestionably reading journals and faculty publishing solely in these journals could submit a successful dossier with fewer publications than one publishing solely in less respected journals.¹

Proceedings

While presentations made before professional societies and published in proceedings are encouraged, rarely will anyone be promoted/tenured with mostly publications in proceedings. Presentations at professional meetings and published proceedings are usually working research papers. After peer review, the research should be refined, edited and published in a quality journal. As with journals, there are variations in the quality of proceedings.

National proceedings are weighed much more heavily in the review process than regional proceedings.

Monographs

Monographs are one of the most difficult outlets of research to evaluate. Monographs are encouraged and will be evaluated as follows:

1. Where published
2. When and how commissioned

Dissertation Topics

Articles which substantially extend dissertation material will be considered as publications separate from the dissertation. The faculty, however, must be aware of restrictions placed on publishing articles directly from the dissertation (Cleveland State University Handbook, 8.1.2(a) (4.c)).

¹ Each Department will submit to the College Personnel Action Committee a ranked listing of journals in its discipline. The classification to be used is as follows: Outstanding, Good, Satisfactory. If a dispute arises between the Department and College Personnel Action Committee over the ranking of journals, the Dean will solicit off-campus evaluations of the rankings.

Grants

Grants from outside agencies are encouraged and will be given considerable weight in the promotion/tenure process. The amount of credit depends on:

1. Published and unpublished research which directly evolves from the grant.
2. Benefit to the Department, College or University from the grant.

Unpublished Research

Unpublished research can be categorized as follows:

1. Research completed and not yet submitted for publication
2. Research completed and submitted for publication
3. Research which has been accepted for publication but not yet published.

Research completed but not submitted will receive no credit. Research completed and submitted will be reviewed on the basis of the journal to which it was submitted. Some credit will be granted if the research warrants it. Research accepted but not yet published will count as published article.

Books

Faculty are encouraged to write books. In the review process, books will be classified as follows:

1. Textbooks
2. Research books
3. Books of readings/casebooks/cases

Textbooks

A well received (adoption) textbook will be rewarded. The underlying reason for this position is that a well written textbook with an excellent adoption rate brings recognition to the faculty and the College. Non-tenured faculty are not encouraged to write textbooks (especially elementary texts) until after they have some published research.

Research Books

Textbooks for advanced courses with research content will count heavily in the promotion/tenure process. It is possible for a faculty member to be promoted and tenured strictly by writing research books. However, non-tenured faculty are discouraged from using this route for promotion/tenure until they have some other published research.

Books of Readings/Case Books/Cases

Books of readings, case books and cases will be rewarded in the promotion/tenure process, but at a much lower level. The time the faculty member expends to publish the book will bring little regard in the promotion/tenure process.

Service

There are three types of service:

1. Professional/organizational activities;
2. University, College, and Departmental; and
3. Public

Professional

Professional service is rewarded and faculty are expected to expend time on professional society work. In the promotion/tenure process, the following will count as credit:

1. Offices held in national organizations
2. Editorship of professional journals
 - a. Editor
 - b. Editorial board member
3. Committee-chair positions held in national organizations
4. Tutorial lectures performed on a national basis
5. Offices held in large regional professional organizations

The following will be rewarded, but to a lesser extent for promotion/tenure:

1. Membership on national committees
2. Program chairman for national/regional meetings
3. Editorial service on journal boards
4. Referee for competitive papers session
5. Offices held in local professional organizations.

University

It is required that all faculty contribute to the betterment of their Department, College, and University. This includes serving as faculty advisor to student organizations. It goes without saying that to be a citizen in good standing of the University requires this service. All faculty members presenting dossiers for promotion/tenure must show service in this category. This service is considered part of the faculty member's obligation to the institution; therefore, it is not part of the promotion/tenure process. Faculty who do not show evidence of University, College, and Department service will not be promoted/tenured.

Public

Organizations in the community need the service of a University faculty. It is incumbent upon the faculty of the College to serve the community. Outstanding service to the community will be counted in the promotion/tenure process, but to a much lesser extent than teaching and research.

Promotion and/or Tenure--Associate Professor

Promotion to the rank of associate professor or the granting of tenure to a non-tenured associate professor will be recommended upon evidence that the faculty member has an earned doctorate and has demonstrated high achievement in his or her total contribution within the areas of teaching, research, and service.

Section 8.1.2(a) (4.c) of the Cleveland State University Handbook (1988) sets forth Standards for Academic Rank:

“Associate Professor. Appointment or promotion to the rank of associate professor is based on evidence that the candidate is a fully competent teacher. In addition, the candidate shall demonstrate significant scholarship beyond publication of material contained in his or her dissertation, or outstanding intellectual leadership beyond the University community or exceptional achievement as a teacher. Only in rare cases may promotion to associate professor occur before the beginning of the fourth year in rank as assistant professor.”

The earlier discussion set forth the position on “teaching.” Absolutely no one will be promoted (or for that matter retained on the faculty) if he/she cannot show evidence of full competence in the classroom. Significant scholarship beyond publication of dissertation material is interpreted to mean at least four (4) to six (6) articles in leading journals in the candidate’s field. It is expected the candidate would show at least two of these articles in the most respected journals of the discipline. Naturally, the exact number of publications needed for promotion cannot be specified. The test is on “quality” not quantity. For instance, one candidate might present four (4) outstanding articles and be promoted while another candidate presents six (6) articles in lesser journals and will not be.

A candidate desiring an “early” promotion to associate professor will have to show an outstanding research record. A “one-year” early promotion will need approximately six (6) to eight (8) major articles and a “two-year” early promotion will need nine (9) to eleven (11) refereed articles.

Promotion and/or Tenure--Professor

Promotion to the rank of professor will be recommended upon evidence that the faculty member has met the teaching, research, and service criteria with distinction and that this outstanding total contribution will continue. In all cases, consideration will be given to how the faculty member stands in comparison with other people in the field.

The standards of academic rank set forth in Section 8.1.2 (a) (4.d) (2.d) of the Cleveland State University Handbook (1988) are the basis for the following guidelines for promotion to professor or granting of tenure to a non-tenured professor.

The candidate will be judged on three bases: teaching, scholarship, and intellectual leadership. “Sustained excellence” in teaching is mandatory. For scholarship and intellectual leadership, an “outstanding” record is required in one of the areas.

Teaching

Sustained excellence in teaching can be demonstrated in many ways. The term “sustained” means a minimum of three years teaching experience at the associate professor level. All three years are not required to be at Cleveland State University. In addition to this service requirement, the candidate should support a claim of sustained excellence in leadership with a variety of evidence. Although student evaluations have merit, they should be used primarily as a guide to indicate whether or not a professor is accepted by students. Using such ratings to set cut-off points or make fine numerical discriminations among professors is most inappropriate. Note that the following guidelines are not equivalent to those developed for promotion to associate professor based on the teaching track since such promotion depends heavily on teaching excellence while promotion to professor is heavily based on other criteria. Attributes which indicate attainment of this standard are:

Classroom Performance: Is the instructor demanding, rigorous well-organized and comprehensive in his coverage?

Concern for the instructional role: Does the instructor exhibit an interest in the students and a responsibility toward them? Measures of such interest include a willingness to counsel students, sponsor independent studies and 690 papers, and to be available to the students on a regular or appointment basis.

Curricular involvement: Does the instructor show a willingness to teach a variety of subjects in the curriculum, including service classes, specialized upper division classes and graduate classes?

Publication of teaching materials: The publication of textbooks, cases, case-books and collections of readings provide clear evidence of a commitment to curricular development and sustained excellence in teaching.

As evidence, the candidate can submit student evaluations, the testimony of his peers and chairperson (based on classroom visitations, experience in higher level classes with students who have had the candidate as an instructor in lower level service courses, and their general knowledge of the candidate's reputation in his teaching capacity). In judging teaching excellence, it is useful to note trends in teaching evaluations and peer reviews. Teaching is a craft; and, the candidate's willingness to develop and improve his craft is evidence of continued excellence in his/her capacity as an instructor. Evidence of the use of innovative pedagogy and curricular development also are pertinent.

Scholarship

The valuation of outlets for published scholarship has been outlined in the section on Research. The guidelines for promotion to associate professor indicate four (4) to six (6) refereed articles. Standards indicating an "outstanding" record or "strength" of scholarship for the purpose of promotion to professor must be consistent with the standards of promotion to associate professor. Accordingly, for a professorship, "outstanding" means a cumulative total of 10 to 14 high quality articles in refereed journals. The test is on "quality" and not quantity. For instance, one candidate might present 10 articles in outstanding journals and be promoted to professor. Another candidate might present thirteen articles with some in lesser journals and not be promoted. It is expected that most candidates will present closer to 15 articles with approximately one half being in outstanding journals.² The majority of articles should reflect empirical and theoretical research and appear in leading scholarly journals that are intended to disseminate knowledge to academic or academic/professional audiences.

The quality of articles will be judged by the quality of the journals, the number of times it is cited by other authors in journals and books, and its selection for reprint in journals, books and collections of readings. Also relevant are the evaluations of experts in the discipline.

Textbooks and volumes of original research, either empirical or theoretical, will generally substitute for a maximum of three (3) articles per book. Introductory textbooks may substitute for one article. Advanced textbooks may substitute for two articles. Research oriented textbooks which delineate the state of the art in an active research area may substitute for three articles. Publication of textbooks is also considered evidence of sustained excellence in teaching. Presentations and proceedings publications, while important to a marginal candidate, do not alone qualify as a basis for promotion to professor. An important function of such activity is that it is evidence that the candidate is currently an active scholar engaged in continuing research. Such evidence is clearly required of all candidates. Cases, casebooks, and collections of

² The publication of textbooks is also considered evidence of scholarship.

readings are not considered scholarship for the purposes of this policy; rather they are considered evidence of sustained excellence in teaching.

A wide range of quality among textbooks and refereed journals obviously exists. The range in number of required articles is designed to take such quality differences into account. When a low number of articles is presented (approximates the lower range of the numerical guidelines), the candidate is expected to present highly outstanding articles published in outstanding journals (the majority being the most respected journals in the discipline). Inasmuch as the promotion to professor does not involve job tenure, it is seen as an academic rank which must be supported by academic credentials. Only in a very unusual case would a candidate with less than the prescribed number of articles receive promotion to Professor.

Intellectual Leadership (Service)

University guidelines define intellectual leadership in terms of “Evidence of reputation in the discipline or a related discipline beyond the local community... Outstanding intellectual leadership for the purpose of these policies means the attainment of a position of prominence in the field which is demonstrated by activities (other than participation in leadership positions in committees and organizations) evidencing that the candidate has played a major role in developing a policy or program in the field which can be documented by papers, reports or other written evidence.”

Such intellectual leadership, evidenced by the use of the candidate’s academic discipline, is demonstrated by making contributions through such activities as:

1. Appointment to cabinet or advisory posts in government
2. Holding office or membership on boards of trustees in civic, professional, or academic organizations.
3. Serving as an editor of a professional/academic journal
4. Serving on the editorial board of a professional/academic journal
5. Invited presentations before academic and professional groups
6. Acquisition of outside grants in support of scholarly activity
7. Community involvement projects or teaching-related activities in service to the University of the highest quality and is evidence of intellectual leadership.
8. Consulting, when of high order and on unique and important aspects of the candidate’s discipline

The above list is not meant to be exhaustive and many other activities may qualify as demonstrating intellectual leadership. The significant criterion is one of positive contribution extending beyond the local community. Whether evidence of intellectual leadership constitutes “outstanding” contribution is related to the scope and level of activity. Editing a journal, for example, is stronger evidence of intellectual leadership than service on an editorial board because it has a wider scope of responsibility. Similarly, the scope of the journal (its readership and national reputation) would be relevant. Likewise, serving on a board of directors of a local company is less evidence of contribution than service on the board of a national, publicly-held corporation. In the final analysis the evaluation of whether the candidate has demonstrated “outstanding” intellectual leadership must be left to the judgment of the committee, acting within the spirit of these guidelines.

Further it is understood that a candidate from the College must demonstrate sustained high level service to his/her Department, College, and University.

Concluding Comment

From the above discussion, it can be seen that the test on promotion from assistant to associate professor is based on “full competence” while promotion from associate to professor is based on “excellence.”