

**UNIVERSITY OF NEW MEXICO**

**Anderson School Guidelines for  
Promotion, Tenure and Community Engagement of  
Faculty**

**Submitted by:  
Kathryn Jacobson  
Associate Dean  
The Anderson School of Management  
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# Department of Accounting

## ACCT faculty vote 9/2019

### Introduction

This document describes the standards by which the Department of Accounting evaluates faculty for promotion and tenure. It follows the guidelines set forth in and acknowledges the precedence of the *UNM Faculty Handbook*. To achieve promotion, tenure, or both, a candidate is expected to be effective in research, teaching, service, and personal characteristics with excellence in either scholarly work or teaching. Because the department houses multiple and distinct disciplines, standards are intended to be defined with sufficient flexibility to allow for differences among the disciplines.

### Community Engaged Scholarship

Community engaged scholarship in scholarly work, teaching, and service may be used to enhance the candidate's portfolio for promotion to full professor and for tenure and promotion to associate professor. For the areas of teaching and service it is the candidate's responsibility to clearly document the impact and value of the community engagement in annual review materials and in the promotion/tenure dossier.

The candidate is also responsible for documenting the impact and value of community engagement in scholarly activity. A faculty member wishing to pursue community-engaged scholarship that may not be published in peer reviewed journals should first consult with the department chair and senior department faculty to ensure the project has: clear goals, methodological rigor, significance, effective dissemination of results, a plan for reflective critique, and a strategy for obtaining acceptable peer review.

The acceptability of community-engaged scholarly activity should be documented in annual reviews or a memo from the department chair to the candidate prior to, or in early stages of, the scholarly activity.

### Tenure and Promotion to the Rank of Associate Professor

During the probationary period the faculty member is expected to regularly consult with senior faculty in the department regarding progress toward meeting the requirements for tenure and promotion to the rank of associate professor. To achieve tenure and promotion the candidate is expected to achieve competence in scholarly work, teaching, service, and personal characteristics with demonstrated excellence in either teaching or scholarly work.

### Requirements for Scholarly Work (Tenure and Associate Professor)

The Accounting department relies on the UNM definition of scholarly work found in the UNM Faculty Handbook Section 1.2.2.

- To demonstrate competence in scholarly work, a minimum of 6 refereed academic journal publications. The expectation is that untenured faculty should concentrate on quality academic journal publications. The count of 6 articles may be adjusted, as determined by the tenured faculty in the department. The candidate is also expected to participate in ongoing research activity. For example, to foster involvement in the research community, untenured faculty should present at least 1 academic paper at a conference every 2 years.

- To demonstrate excellence in scholarly work the candidate must meet the above standard for competence and must have high quality scholarly work. This is normally demonstrated through a minimum of 1 publication of major quality. Exceptional other intellectual contributions (OICs) may also be used to demonstrate excellence. However, a candidate seeking to demonstrate excellence through OICs is expected to seek guidance from the department chair and senior department faculty throughout the probationary period.
- It is the candidate's responsibility to document the quality of the scholarly work dossier through the use of multiple academically reputable and established sources. The candidate may normally expect peer journal quality and exceptional OICs to be documented in the annual review by the department chair in consultation with senior department faculty.
- As defined in the Anderson School of Management Academic Qualifications guidelines: other intellectual contributions (OIC) are intellectual contributions other than peer review journal articles regardless of the form of contribution, including, but not limited to, research monographs, scholarly books, chapters in a scholarly book, textbooks, proceedings from a scholarly meeting, papers presented at an academic or professional meeting, publicly available research working papers, papers presented at a faculty research seminar, publications in a trade journal, in-house journal, book review, written case with instructional material, instructional software, and other publicly available material describing the design and implementation of a new curriculum or course. Note: Other intellectual contributions must be publicly available; i.e., proprietary and confidential research and consulting reports do not qualify as intellectual contributions.
- The evaluation committee of tenured department faculty will consider the effect of sole authored articles and articles that have more than four co-authors. Generally all authors on a publication will be assumed to have contributed equally unless evidence suggests otherwise.

### Requirements for Teaching (Tenure and Associate Professor)

Effective teaching is one of the primary qualifications for promotion and the faculty member is expected to demonstrate a commitment to education in the discipline.

- Evidence to be evaluated must include, but is not limited to, student course evaluations, descriptions of courses taught and developed by the faculty member with pertinent teaching materials, and written reports of peer observations of teaching.
- To demonstrate competence in teaching the candidate must have been evaluated as Meets or Exceeds Expectations in teaching for each of the most recent three years or show continual improvement in teaching during the probationary period.
- To demonstrate excellence in teaching, candidates must meet the above standard for competence and must demonstrate high standards in teaching, significant contributions to their disciplines, and exceptional teaching efforts. This may include, but is not limited to, UNM, ASM, or professional teaching awards or recognition, pedagogical development and research, involvement in curriculum development and assessment of learning, an unusual number of courses taught or student credit hours generated, and/or multiple delivery methods (online, hybrid, etc.).

### Requirements for Service (Tenure and Associate Professor)

Service contributions will be evaluated as a portfolio. Service for faculty applying for tenure and promotion to the rank of associate professor should be at the level of Meets or Exceeds Expectations for the most recent three years or may show continual improvement in service during the probationary period.

### Requirements for Personal Characteristics (Tenure and Associate Professor)

Personal characteristics are also evaluated in promotion to associate professor. This category relates to the personal traits that influence an individual's effectiveness as a teacher, a scholar, researcher, or creative artist, and a leader in a professional area. Of primary concern are intellectual breadth, emotional stability or maturity, and a sufficient vitality and forcefulness to constitute effectiveness. There must also be demonstrated collegiality and interactional skills so that an individual can work harmoniously with others while maintaining independence of thought and action. Attention shall also be given to an individual's moral stature and ethical behavior, for they are fundamental to a faculty member's impact on the University. Information used in the objective appraisal of personal traits may be acquired from peer evaluations (e.g., written evaluations prepared by colleagues or for other departmental reviews) and must be handled with great prudence. By necessity, the category of Personal Characteristics requires flexibility in its appraisal.

## Promotion to the Rank of Professor

To achieve promotion to professor the faculty member shall have achieved nationally recognized scholarship or excellence in teaching and a demonstrated willingness to make ongoing contributions. This includes maintaining academic qualifications, continuing scholarly activities, teaching effectiveness and service leadership. Candidates should show potential for continued enthusiasm and potential for contributing to their discipline.

### Requirements for Scholarly Work (Professor)

The Accounting department relies on the UNM definition of scholarly work found in the UNM Faculty Handbook Section 1.2.2. Prior to the beginning of the promotion process the candidate should consult with the department chair and the full professors in the department as to the current state of the research portfolio.

- A candidate's entire body of scholarly work since promotion to associate professor shall be evaluated. However, for the demonstration of either competence or excellence in scholarly work, the candidate is expected to demonstrate steady output of scholarly work and an ongoing agenda for additional work for the most recent 5 year period prior to applying for promotion. Therefore, the candidate should have been evaluated in annual reviews as Meeting or Exceeding Expectations in scholarly work during this period.
- To demonstrate competence in scholarly work, the candidate is generally expected to have a minimum of 6 quality peer reviewed journal articles since promotion to the rank of associate professor. Adjustments to the number of articles may be made depending on the demonstrated quality of the research and the length of time over which publications were accepted.
- To demonstrate excellence in scholarly work the candidate must meet the above standard for competence and must demonstrate the achievement of nationally recognized work. This may include, but is not limited to, peer reviewed journal articles in high quality publications, citations demonstrating the impact of the scholarly work, dossier reviews from non-ASM scholars in the candidate's field of expertise (normally requested as part of the promotion process), national and rigorously competitive peer reviewed grants, editorial leadership for peer reviewed journals, leadership in professional conferences, and/or other work of significance in the candidate's field.
- It is the candidate's responsibility to document the quality of the scholarly work dossier through the use of multiple academically reputable and established sources.
- The evaluation committee of tenured department faculty will consider the effect of sole authored scholarly work and work that has more than four co-authors. Generally, all authors will be assumed to have contributed equally unless evidence suggests otherwise.

### Requirements for Teaching (Professor)

Effective teaching is one of the primary qualifications for promotion and the faculty member is expected to demonstrate a commitment to education in the discipline.

- Evidence to be evaluated must include, but is not limited to, student course evaluations, descriptions of courses taught and developed by the faculty member with pertinent teaching materials, and written reports of peer observations of teaching.

- To demonstrate competence in teaching the candidate should have been evaluated as Meets or Exceeds Expectations in teaching for each of the most recent 5 years.
- To demonstrate excellence in teaching, candidates must meet the above standard for competence and must demonstrate high standards in teaching, significant contributions to their discipline through exceptional teaching efforts. The candidate must have a clearly evidenced expertise in “*general problems of university education and their social implications... and the ability to make constructive judgments and decisions*” (UNM Faculty Handbook Section 2.2.3). This may include, but is not limited to, UNM, ASM, or professional teaching awards or recognition, pedagogical development and research, involvement in curriculum development and assessment of learning, an unusual number of courses taught or student credit hours generated, and/or multiple delivery methods (online, hybrid, etc.).

### Requirements for Service (Professor)

Service contributions will be evaluated as a portfolio. It is normally expected that service for faculty applying for promotion to the rank of professor should be at the level of Meets or Exceeds Expectations for the most recent five-year time period. Individuals seeking promotion to the rank of professor must have engaged in both significant professional and institutional service and demonstrated leadership in professional and/or institutional service.

### Requirements for Personal Characteristics (Professor)

Personal characteristics are also evaluated in promotion to full professor. This category relates to the personal traits that influence an individual's effectiveness as a teacher, a scholar, researcher, or creative artist, and a leader in a professional area. Of primary concern are intellectual breadth, emotional stability or maturity, and a sufficient vitality and forcefulness to constitute effectiveness. There must also be demonstrated collegiality and interactional skills so that an individual can work harmoniously with others while maintaining independence of thought and action. Attention shall also be given to an individual's moral stature and ethical behavior, for they are fundamental to a faculty member's impact on the University. Information used in the objective appraisal of personal traits may be acquired from peer evaluations (e.g., written evaluations prepared by colleagues or for other departmental reviews) and must be handled with great prudence. By necessity, the category of Personal Characteristics requires flexibility in its appraisal.

## **Probationary Faculty Mentoring Plan**

Probationary faculty are mentored as follows:

1. The initial contract letter sent by the Department Chair to new assistant professors is accompanied by the Accounting department tenure and promotion guidelines.
2. Prior to the start of the first semester the Accounting senior faculty including the department chair mentor the new assistant professor on teaching, research, and service.
3. Over the course of each semester, the Department Chair and other senior Accounting faculty meet with the new assistant professor to provide guidance and to listen to feedback on teaching, research, and service; including advice regarding: a) how to construct courses and provide course materials in ways that have been shown to be most effective and engaging for our students; b) how to achieve a steady stream of research productivity in terms of submissions to leading research conferences and journals in his/her area of expertise that meet Anderson School of Management (ASM) expectations for scholarly work; and c) appropriate avenues to demonstrate service to the department, ASM, the University as a whole, the business community, and professional service to the discipline that represent appropriate commitments in accordance with ASM's and Accounting departmental service expectations for junior scholars.
4. The Anderson School of Management (ASM) holds orientation the week prior to classes the first semester to provide orientation to Learn, IT services, etc.
5. The new hires attend the scheduled ASM faculty retreats and meetings.
6. The Accounting Department holds multiple department meetings each semester. During those meetings new hires are assisted by senior faculty in becoming integrated and productive members of the department.
7. Faculty who teach sections of the same course are asked to work together to achieve consistency of texts, syllabi, and expectations of students. Sample syllabi are provided to new hires.
8. During the first semester, the Department Chair explains the importance of student evaluations and the process if student complaints are received. The Department Chair will work with the junior faculty member on ways to improve teaching performance.
9. At least 2 tenured faculty visit at least one of the new hire's classes each semester the first year and at least once per year thereafter. They provide constructive feedback to the new hire.
10. The Department Chair provides an annual review verbally and in writing each year that includes discussion of goals accomplished and planned for the coming year in the areas of research, teaching, and service.
11. Each faculty receives approximately \$2,000 per year (depending on available resources) toward conferences, software, hardware, and data and can request additional department funds.
12. The Department Chair mentors junior faculty through the mid-probationary and tenure process.



## **Appendix: Relevant Sections of UNM Handbook**

### **From the UNM Faculty Handbook Section 1.2.2 Scholarly Work**

*(a) The term Scholarly Work, as used in this Policy, comprises scholarship, research, or creative work. Scholarship embodies the critical and accurate synthesis and dissemination of knowledge. The term research is understood to mean systematic, original investigation directed toward the generation, development, and validation of new knowledge or the solution of contemporary problems. Creative work is understood to mean original or imaginative accomplishment in literature, the arts, or the professions.*

*(b) The faculty member's scholarly work should contribute to the discipline and serve as an indication of professional competence. The criteria for judging the original or imaginative nature of research or creative work must reflect the generally accepted standards prevailing in the applicable discipline or professional area. To qualify as scholarship or creative work, the results of the endeavor must be disseminated and subject to critical peer evaluation in a manner appropriate to the field in question.*

*(c) Evidence of scholarship or creative work is determined by the faculty member's publications, exhibits, performances, or media productions and may be supplemented by evidence of integration of the faculty member's scholarly work and teaching. Written evaluations from colleagues and experts in the field, both on campus and at other institutions, may be used at the discretion of the department for the mid-probationary review (Sec. 4.5 and 4.6). Such evaluations must, however, form part of the dossier for both the tenure review and the review for promotion to the senior ranks (Sec. 4.5, 4.7, and 4.8).*

### **From the UNM Faculty Handbook Section 2.2.3 Professor**

*(a) Individuals who have attained high standards in teaching and who have made significant contributions to their disciplines may be considered for this faculty rank. They shall also have developed expertise and interest in the general problems of university education and their social implications, and have shown the ability to make constructive judgments and decisions. It is expected that the professor will continue to develop and mature with regard to teaching, scholarly work, and the other qualities that contributed to earlier appointments.*

*(b) Appointment or promotion to Professor represents a judgment on the part of the department, college/school, and University that the individual has made significant, nationally recognized scholarly or creative contributions to his or her field and an expectation that the individual will continue to do so.*

*(c) Professors are the most enduring group of faculty, and it is they who give leadership and set the tone for the entire University. Thus, appointment or promotion should be made only after careful investigation of the candidate's accomplishments in teaching, scholarly work, and leadership.*

### **From the UNM Faculty Handbook Section 4.8.3 Professor**

*(a) Qualifications for promotion to the rank of professor include attainment of high standards in teaching, scholarly work, and service to the University or profession. Promotion indicates that the faculty member is of comparable stature with others in his or her field at the same rank in comparable universities. Service in a given rank for any number of years is not in itself a sufficient reason for promotion to professor.*

*(b) Timetable for promotion to professor: The anticipated length of service in the rank of associate professor prior to consideration for promotion to the rank of professor is at least five years. Recommendations for promotion in less time must be carefully weighed and justified. The review for advancement in rank to that of professor is initiated during the Fall semester. Notification of the outcome of the review is made during the Spring no later than June 30 of that year.*

### **From the UNM Faculty Handbook Section 2.2.2 Associate Professor**

*(a) Individuals who have acquired significant experience beyond the terminal degree are appropriate for this faculty rank. They shall have demonstrated competence as teachers and have shown a conscientious interest in*

*improving their teaching. They shall have demonstrated a basic general understanding of a substantial part of their discipline and have an established reputation within and outside the University in their fields of scholarly work. This implies scholarly work after the terminal degree sufficient to indicate continuing interest and growth in the candidate's professional field.*

*(b) Appointment at, or promotion to, the rank of associate professor represents a judgment on the part of the department, college, and University that the individual has made and will continue to make sound contributions to teaching, scholarly work, and service. The appointment should be made only after careful investigation of the candidate's accomplishments and promise in teaching, scholarly work, and leadership.*

### **From the UNM Faculty Handbook Section 4.7.2 Purpose of the Tenure Review and Standards for Tenure**

*The awarding of tenure is the most serious commitment the department, college/school, and University make to a faculty member. Tenure is a privilege, not a right, and is awarded only after the most serious deliberation and review. The tenure review consists of evaluation of the faculty member's teaching, scholarly work, service, and personal characteristics, according to the standards specified in this Policy and the criteria of the academic unit. For a positive tenure review, the faculty member shall have demonstrated competence or effectiveness in all four areas, and excellence in either teaching or scholarly work.*

### **From the UNM Faculty Handbook Section 4.8.2 Promotion to Associate Professor**

*(a) It is the policy of the University that tenure and promotion to the rank of associate professor will normally be granted together. A candidate for tenure who does not already hold the rank of associate professor shall simultaneously be considered for promotion to the associate professor rank. A favorable decision on promotion to associate professor rank shall normally be a basic prerequisite for the awarding of tenure. Requests for departures from this policy must be made prior to the initiation of the tenure or promotion review process with the concurrence of the department, the dean, and the Provost/VPHS.*

*(b) Timetable for promotion to associate professor: The anticipated length of service in the rank of assistant professor is six years, with review for promotion to the rank of associate professor occurring in the sixth year. The review process for advancement to associate professor is normally conducted at the same time as the review for tenure (i.e., Fall semester of the final academic year of the probationary period). Recommendations for promotion in less time are to be carefully weighed and justified. Notification of the outcome of the review shall be made during the Spring semester no later than June 30 of that year.*

# Department of Finance, International, and Innovation

## FII faculty vote 11/2019

### ANNUAL PERFORMANCE EVALUATION

FII Department, in accordance with the guidelines of UNM Faculty Handbook and ASM Policies, have approved on 11/22/2019 the department standard for annual performance evaluation along with P & T (Promotion and Tenure) guidelines for department faculty (Tenure-Track and Teaching). The Department evaluates a faculty's performance on Research, Teaching and Service components of their job responsibility. A tenure-track and research faculty undergoes evaluation on Research, Teaching and Service components, while a teaching track (e.g., Lecturer) faculty undergoes evaluation on Teaching and Service components.

As per the ASM Policy, FII Department assesses a faculty's research performance based on the most recent three-year research record and the most recent year teaching and service performance. In each of the three categories (Research, Teaching, and Service), four ratings are possible as listed below (from highest to lowest):

EE = Exceeds Expectations

ME = Meets Expectations

MM = Meets Minimum Expectations

NS = Unsatisfactory or Not Sufficient

The FII Department criteria for four ratings in Research, Teaching and Service are below.

### Research

The Department assess a faculty's research performance using their scholarly output in the most recent three years. Scholarly output evaluated are research articles, books, book chapters, conference proceedings, conference presentations, community engaged scholarly output, and working papers/manuscripts. A faculty member's scholarly output should be in the same area or area related to the faculty's line. However, consistent with FII department's strategic plan, the department recognizes and encourages interdisciplinary research.

The Department uses journal classification for evaluating published or accepted or forthcoming research articles. The department utilizes Journal Citation Report (JCR) or ABDC List from Harzing's Journal Quality List<sup>1</sup> for classifying journals. The department has four different tiers for journals: A: Top Tier Journal, B: Mid-Tier Journal, C: Low Mid-Tier Journal, and D: Other Intellectual Contribution(s). Each journal tier is defined as follows:

$$\text{Journal Tier} = \begin{cases} A: \text{if Impact Factor} \geq 2 \text{ or ranks } A^* \text{ and } A \text{ from ABDC List in Harzing} \\ B: \text{if } 1 \leq \text{Impact Factor} \leq 2 \text{ or ranks } B \text{ from ABDC List in Harzing} \\ C: \text{all PRJ not rated } A \text{ or } B \text{ (excludes Cabell's Backlist Journal/Publisher)} \end{cases}$$

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<sup>1</sup> The department will utilize the Harzing's Journal Quality list from *the most recent year available*.

### ***Community Engaged Scholarship.***

Community engaged scholarship in scholarly work, teaching, and service may be used to enhance the candidate's portfolio for tenure and promotion to Associate Professor and promotion to Full Professor. The candidate is responsible to document the impact and value of their community engagement in annual review materials and in the promotion/tenure dossier.

The candidate is also responsible for documenting the impact and value of community engagement in scholarly activity. A faculty member wishing to pursue community-engaged scholarship that may not be published in peer reviewed journals should first consult with the department chair and senior department faculty to ensure the project has: clear goals, methodological rigor, significance, effective dissemination of results, a plan for reflective critique, and a strategy for obtaining acceptable peer review.

The acceptability of community-engaged scholarly activity should be documented in annual reviews or a memo from the department chair to the candidate prior to, or in early stages of, the scholarly activity.

### ***Impact of Coauthors***

The review committee/Department Chair shall consider the downward adjustment, if any, necessary to the article count for the articles exceeding four authors.

### ***Conference Publication and/or Participation***

An article published in the regular or proceedings issue of an association's journal in the usual, customary and normal course of review process shall be part of the portfolio evaluated as scholarly work. A presentation published in a non-refereed proceeding issue shall not count as part of the portfolio.

### ***Book(s) and Book Chapter(s)***

FII department Full Professors shall provide a *written analysis* of the publisher, book (s), and book chapter(s). This analysis will assign a level in the range of *D* to *A*.

### ***External Research Grant***

FII department will use the value of the grant to assign a level in the range of *D* to *A*.

### ***Others***

Any activity not included here shall be evaluated by FII department Full Professors.

### ***Evidence of Ongoing Research Activity***

1. First draft of a new, *complete* working paper, ready to be presented and circulated. A *complete* working paper means a paper with Title Page, Abstract, all the pre-conclusion sections, Conclusion, References, Tables and Graphics.
2. Resubmission of a revised working paper in response to review process.

FII Department's annual evaluation criteria for four different categories of scholarly performance is below:

$$\text{Evaluation} = \left\{ \begin{array}{l}
 \text{EE} \text{ if any two of the following are satisfied} \\
 \text{i. } \sum_{t=0}^{-2} \text{A-level publication}_t \geq 1 \\
 \text{ii. } \sum_{t=0}^{-2} \text{B-level publication}_t \geq 2 \\
 \text{iii. } \sum_{t=0}^{-2} \text{C-level publication}_t \geq 3 \\
 \text{iv. } \sum_{t=0}^{-2} \text{A-, B-, or C-level single-author publication}_t \geq 1 \\
 \text{v. } \sum_{t=0}^{-2} \text{Research presentation at conference/seminar}_t \geq 3 \\
 \text{vi. } \sum_{t=0}^{-2} \text{New working paper}_t \geq 2 \\
 \text{vii. } \sum_{t=0}^{-1} \text{A- or B-level revise and resubmit}_t \geq 1
 \end{array} \right.$$

$$\text{Evaluation} = \left\{ \begin{array}{l}
 \text{ME} \text{ if any one of the following is satisfied} \\
 \text{i. } \sum_{t=0}^{-2} \text{Publication in PRJ}_t \geq 3 \\
 \text{ii.a. } \sum_{t=0}^{-2} \text{A- or B-level publication}_t \geq 1, \text{ and} \\
 \text{ii.b. } \sum_{t=0}^{-2} \text{Publication in PRJ}_t \geq 1 \\
 \text{iii. } \sum_{t=0}^{-2} \text{Single-author publication}_t = 1 \\
 \text{iv. } \sum_{t=0}^{-2} \text{Research presentation at conference/seminar}_t \geq 1 \\
 \text{v. } \sum_{t=0}^{-2} \text{New working paper}_t \geq 1 \\
 \text{vi. } \sum_{t=0}^{-2} \text{Revise and resubmit}_t \geq 1
 \end{array} \right.$$

$$\text{Evaluation} = \left\{ \begin{array}{l}
 \text{MME} \text{ if the faculty-member remains qualified as one of} \\
 \text{SA, PA, SP and IP based on AACSB standards} \\
 \text{NS} \text{ if the faculty-member does not remain qualified as one of} \\
 \text{SA, PA, SP and IP based on AACSB standards}
 \end{array} \right.$$

where

*EE* = exceeds expectations

*ME* = meets expectations

### ***Exceptions to Annual Review Guideline***

The research rating of untenured tenure-track faculty-members in their first three years (T-1, T-2, and T-3), i.e., before their mid-probationary review, will be based on the assessment whether their research efforts and accomplishments are likely to keep them on track to satisfy the criteria needed to tenure and/or promote the faculty-member to the rank of associate professor during their mid-probationary review.

No annual review ratings guarantee either tenure or promotion to an untenured faculty-member.

**AACSB Standards 2, 5, and 15**

See Attachment.

### **Teaching**

FII Department's teaching policy is designed to enhance teaching effectiveness and teaching effort of faculty for effective student learning. The Department utilizes a faculty's the most recent year on-load (inclusion of off-load course(s) is at the discretion of the faculty) teaching for assessing their teaching effectiveness. The Department's annual evaluation criteria for four different categories of teaching performance is based on student evaluation scores (as adjusted by a through I below). The student evaluation scores would be evaluated as follows.

$$Evaluation = \begin{cases} EE & \text{if } SE \geq 4.2 \\ ME & \text{if } 3.5 \leq SE < 4.2 \\ MME & \text{if } 3.0 \leq SE < 3.5 \\ NS & \text{if } SE < 3.0 \end{cases} \quad (1)$$

where

*EE* = exceeds expectations

*ME* = meets expectations

*MME* = minimally meets expectations

*NS* = not sufficient

*SE* = students' evaluation score(s)

The student evaluation scores would be adjusted as follows.

$$-2.00 \leq Adjustment \leq \max(1.5, 5 - SE) \quad (2)$$

subject to

$$SE + Adjustment \leq 5 \quad (3)$$

- a. core/required: +0.10; elective: +0.00; required concentration: +0.10
- b. graduate: +0.10; undergraduate: +0.15
- c. quantitative: +0.15
- d. grade distribution: +0.25 if the class average GPA  $\leq$  departmental average GPA
- e. pedagogy: +0.25 for using an approved course package (or textbook) and a national general-readership publication (or appropriate to the discipline), e.g., *Wall Street Journal* is recommended for all business degree programs (typically supplemented by *Business Week*, *Fortune*, *Forbes, Inc.*, *Entrepreneur*, etc.)
- f. class size: +0.10 for number of students  $> 30$
- g. student comments: majority positive or neutral: +0.10; majority negative:  $-0.10$

- h. course innovation and development; number of new preps (teaching a course after five years); new course (teaching a course for the first time): +0.25
- i. peer evaluation or outside evaluation, if acceptable (at least once every three years): [+0.25, +0.50]
- j. supervision of independent studies, internships, problem courses and (master's or doctoral) theses (if more than one in a semester): +0.10
- k. others (emergency, substitution, ARC, UNM teaching award, non-traditional delivery method, diversity, etc.): max  $\pm 0.15$
- l. teaching statement (compulsory) (includes *reflection* on teaching, improvement, connection to other *concentration* courses and to degree/certificate program, connection to Strategic Plan)

### Service

FII Department's annual evaluation criteria for four different categories of service performance is below:

Not satisfactory (NS) - Below MME performance level.

Minimally Meets Expectation (MME) – At least one graduation ceremony and at least one department committee assigned by the chair.

Meets Expectation (ME) - MME + One of the activities from list below

- Service to academic community
- Service to profession
- Service to college
- Service to university
- Service to community

Exceeds Expectation (EE) – ME + One of the activities from the list below

- Service to academic community
- Service to profession
- Service to college
- Service to university
- Service to community (including but not limited to government, non-profits)

**Absence from a meeting:** A faculty member is required to attend department meetings and ASM Faculty meetings. In case of a likely absence, the faculty member should inform prior to the meeting the presiding officer of the meeting or the Department Chair.

### FII TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

Per the University of New Mexico "Policy on Academic Freedom and Tenure" Section 1.2(b), faculty performance is to be evaluated in four categories -- Teaching, Scholarly Work, Service, and Personal Characteristics.

*“In order to earn either tenure or promotion or both, faculty are required to be effective in all four areas. Excellence in either teaching or scholarly work constitutes the chief basis for tenure and promotion. Service and personal characteristics are important but normally round out and complement the faculty member’s strengths in teaching and scholarly work.”*

To be judged excellent in scholarly work, the expectation is 6 or more peer-reviewed journal articles, with at least one in a *top journal* and at least 3 others in *second-tier or higher impact journals*. The journals are expected to be in the same area or area related to the faculty’s line. However, consistent with FII Department’s strategic plan, the department recognizes and encourages interdisciplinary research and community engaged scholarship. *Top journals* are defined as journals that have a Journal Citation Rank (JCR) impact factor of 2.0 or higher or A\*/A rated journals from the Harzing’s Journal Quality ABDC list. *Second-tier or high impact journals* are defined as journals that have a JCR of at least 1.0 or B rated journals from the Harzing’s Journal Quality ABDC list.

Faculty who pursue this route to tenure are also required to be effective in teaching, which is evaluated through tenured faculty reviews of syllabi, class visits, and student evaluations.

Excellence in teaching requires substantial demonstrated contributions to the craft of teaching, including publications of original research at pedagogical conferences and in peer-reviewed pedagogical journals. The hurdle to be granted tenure based on teaching is extremely high and is rarely attempted. Faculty who pursue this route to tenure are required to be effective in research, which requires publication or acceptances of at least some original research in peer-reviewed non-pedagogical journals.

Expectation for effectiveness in service is minimal for tenure-track faculty, who are expected to serve on an ASM or department committee (e.g., policy and planning, library, information technology, or recruiting) and / or serve as advisor for a student club during their T4, T5, and T6 years.

To be judged less than effective in the category of personal characteristics, faculty must have committed an egregious act, such as plagiarism or academic dishonesty.

## **FII PROMOTION TO PROFESSOR**

Per the University of New Mexico “Policy on Academic Freedom and Tenure” Section 1.2(b), faculty performance is to be evaluated in four categories -- Teaching, Scholarly Work, Service, and Personal Characteristics.

*“In order to earn either tenure or promotion or both, faculty are required to be effective in all four areas. Excellence in either teaching or scholarly work constitutes the chief basis for tenure and promotion. Service and personal characteristics are important but normally round out and complement the faculty member’s strengths in teaching and scholarly work.”*

Per the University of New Mexico “Policy on Academic Freedom and Tenure” Section 2.2.3(a), for promotion to the rank of professor:

*“Individuals who have attained high standards in teaching and who have made significant contributions to their disciplines may be considered for this faculty rank. They shall also have developed expertise and interest in the general problems of university education and their social implications, and have shown the ability to make constructive judgments and decisions. It is expected that the professor will continue to*



*develop and mature with regard to teaching, scholarly work, and the other qualities that contributed to earlier appointments.”*

Regarding scholarly work, the expectation is that the faculty will continue to publish at least at the same pace and journal quality as in the pre-tenure years. The faculty will have demonstrated impact on the field through wide-citation of his or her academic publications, grants, leadership role at journals (e.g., editorship, associate editorship, guest editorship, editorial board, etc.) or conferences (e.g., conference chair, program chairs, etc.), and referee activities. The faculty will also have a research pipeline consistent with the expectation that publication will continue at about the same or higher pace and quality after promotion to full. Consistent with FII Department’s strategic plan, the department recognizes and encourages interdisciplinary research and community engaged scholarship.

Regarding teaching, the expectation is that faculty will continue to be effective in teaching, which is evaluated through tenured faculty reviews of syllabi, class visits, and student evaluations. Faculty will be expected to have taken on leadership roles in curriculum development within his or her own discipline, ASM, or the university. Faculty will also have developed and implemented new courses, concentrations, community-partnerships, consulting opportunities, study-abroad programs, or other learning experiences demonstrated to have furthered the opportunities and learning outcomes of ASM or other university students.

Faculty applying for promotion to full professor can demonstrate leadership by serving in leadership roles within ASM and on university committees or faculty senate.

# Department of Marketing, Information and Decision Sciences

## MIDS faculty vote 5/2019

### Introduction

This document describes the standards by which the Department of Marketing, Information, and Decision Sciences evaluates faculty for promotion and tenure. It follows the guidelines set forth in and acknowledges the precedence of the *UNM Faculty Handbook*. To achieve promotion, tenure, or both, a candidate is expected to be effective in research, teaching, service, and personal characteristics with excellence in either scholarly work or teaching. Because the department houses multiple and distinct disciplines, standards are intended to be defined with sufficient flexibility to allow for differences among the disciplines.

### Community Engaged Scholarship

Community engaged scholarship in scholarly work, teaching, and service may be used to enhance the candidate's portfolio for promotion to full professor and for tenure and promotion to associate professor. For the areas of teaching and service it is the candidate's responsibility to clearly document the impact and value of the community engagement in annual review materials and in the promotion/tenure dossier.

The candidate is also responsible for documenting the impact and value of community engagement in scholarly activity. A faculty member wishing to pursue community-engaged scholarship that may not be published in peer reviewed journals should first consult with the department chair and senior department faculty to ensure the project has: clear goals, methodological rigor, significance, effective dissemination of results, a plan for reflective critique, and a strategy for obtaining acceptable peer review.

The acceptability of community-engaged scholarly activity should be documented in annual reviews or a memo from the department chair to the candidate prior to, or in early stages of, the scholarly activity.

### Tenure and Promotion to the Rank of Associate Professor

During the probationary period the faculty member is expected to regularly consult with senior faculty in the department regarding progress toward meeting the requirements for tenure and promotion to the rank of associate professor. To achieve tenure and promotion the candidate is expected to achieve competence in scholarly work, teaching, service, and personal characteristics with demonstrated excellence in either teaching or scholarly work.

### Requirements for Scholarly Work (Tenure and Associate Professor)

The MIDS department relies on the UNM definition of scholarly work found in the UNM Faculty Handbook Section 1.2.2.

- To demonstrate competence in scholarly work, a minimum of 6 peer reviewed journal articles of a "B" level of quality or higher is generally expected. The count of 6 articles may be adjusted, as determined by the tenured faculty in the department, with additional "A" or "C" level articles in the portfolio. In addition, the candidate must have a minimum of 4 other intellectual contributions (OIC) as defined below.

- To demonstrate excellence in scholarly work the candidate must meet the above standard for competence and must have high quality scholarly work. This is normally demonstrated through a minimum of 2 “A” level peer reviewed journal articles. Exceptional OICs may also be used to demonstrate excellence. However, a candidate seeking to demonstrate excellence through OICs is expected to seek guidance from the department chair and senior department faculty throughout the probationary period.
- It is the candidate’s responsibility to document the quality of the scholarly work dossier through the use of multiple academically reputable and established sources. The candidate may normally expect peer journal quality and exceptional OICs to be documented in the annual review by the department chair in consultation with senior department faculty.
- As defined in the Anderson School of Management Academic Qualifications guidelines: other intellectual contributions (OIC) are intellectual contributions other than peer review journal articles regardless of the form of contribution, including, but not limited to, research monographs, scholarly books, chapters in a scholarly book, textbooks, proceedings from a scholarly meeting, papers presented at an academic or professional meeting, publicly available research working papers, papers presented at a faculty research seminar, publications in a trade journal, in-house journal, book review, written case with instructional material, instructional software, and other publicly available material describing the design and implementation of a new curriculum or course. Note: Other intellectual contributions must be publicly available; i.e., proprietary and confidential research and consulting reports do not qualify as intellectual contributions.
- The evaluation committee of tenured department faculty will consider the effect of sole authored articles and articles that have more than four co-authors. Generally all authors on a publication will be assumed to have contributed equally unless evidence suggests otherwise.

### Requirements for Teaching (Tenure and Associate Professor)

Effective teaching is one of the primary qualifications for promotion and the faculty member is expected to demonstrate a commitment to education in the discipline.

- Evidence to be evaluated must include, but is not limited to, student course evaluations, descriptions of courses taught and developed by the faculty member with pertinent teaching materials, and written reports of peer observations of teaching.
- To demonstrate competence in teaching the candidate must have been evaluated as Meets or Exceeds Expectations in teaching for each of the most recent three years or show continual improvement in teaching during the probationary period.
- To demonstrate excellence in teaching, candidates must meet the above standard for competence and must demonstrate high standards in teaching, significant contributions to their disciplines, and exceptional teaching efforts. This may include, but is not limited to, UNM, ASM, or professional teaching awards or recognition, pedagogical development and research, involvement in curriculum development and assessment of learning, an unusual number of courses taught or student credit hours generated, and/or multiple delivery methods (online, hybrid, etc.).

### Requirements for Service (Tenure and Associate Professor)

Service contributions will be evaluated as a portfolio. Service for faculty applying for tenure and promotion to the rank of associate professor should be at the level of Meets or Exceeds Expectations for the most recent three years or may show continual improvement in service during the probationary period.

### Requirements for Personal Characteristics (Tenure and Associate Professor)

Personal characteristics are also evaluated in promotion to associate professor. This category relates to the personal traits that influence an individual's effectiveness as a teacher, a scholar, researcher, or creative artist, and a leader in a professional area. Of primary concern are intellectual breadth, emotional stability or maturity, and a sufficient vitality and forcefulness to constitute effectiveness. There must also be demonstrated collegiality and interactional skills so that an individual can work harmoniously with others while maintaining independence of thought and action. Attention shall also be given to an individual's moral stature and ethical behavior, for they are fundamental to a faculty member's impact on the University. Information used in the objective appraisal of personal traits may be acquired from peer evaluations (e.g., written evaluations prepared by colleagues or for other departmental reviews) and must be handled with great prudence. By necessity, the category of Personal Characteristics requires flexibility in its appraisal.

## Promotion to the Rank of Professor<sup>2</sup>

To achieve promotion to professor the faculty member shall have achieved nationally recognized scholarship or excellence in teaching and a demonstrated willingness to make ongoing contributions. This includes maintaining academic qualifications, continuing scholarly activities, teaching effectiveness and service leadership. Candidates should show potential for continued enthusiasm and potential for contributing to their discipline.

### Requirements for Scholarly Work (Professor)

The MIDS department relies on the UNM definition of scholarly work found in the UNM Faculty Handbook Section 1.2.2. Prior to the beginning of the promotion process the candidate should consult with the department chair and the full professors in the department as to the current state of the research portfolio.

- A candidate's entire body of scholarly work since promotion to associate professor shall be evaluated. However, for the demonstration of either competence or excellence in scholarly work, the candidate is expected to demonstrate steady output of scholarly work and an ongoing agenda for additional work for the most recent 5 year period prior to applying for promotion. Therefore, the candidate should have been evaluated in annual reviews as Meeting or Exceeding Expectations in scholarly work during this period.
- To demonstrate competence in scholarly work, the candidate is generally expected to have a minimum of 6 peer reviewed journal articles of 'B' level or higher since promotion to the rank of associate professor. Adjustments to the number of articles may be made depending on the demonstrated quality of the research and the length of time over which publications were accepted.
- To demonstrate excellence in scholarly work the candidate must meet the above standard for competence and must demonstrate the achievement of nationally recognized work. This may include, but is not limited to, peer reviewed journal articles in high quality publications ("A" or "A+" rated journals), citations demonstrating the impact of the scholarly work, dossier reviews from non-ASM scholars in the candidate's field of expertise (normally requested as part of the promotion process), national and rigorously competitive peer reviewed grants, editorial leadership for peer reviewed journals, leadership in professional conferences, and/or other work of significance in the candidate's field.
- It is the candidate's responsibility to document the quality of the scholarly work dossier through the use of multiple academically reputable and established sources.
- The evaluation committee of tenured department faculty will consider the effect of sole authored scholarly work and work that has more than four co-authors. Generally, all authors will be assumed to have contributed equally unless evidence suggests otherwise.

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<sup>2</sup> Sunset Provision: Candidates for promotion to full professor may elect to use either this policy or the previous MIDS promotion policy through the end of the 2021-2022 academic year. Thereafter, this policy will apply until changed by a majority vote of the MIDS tenure-track faculty.

## Requirements for Teaching (Professor)

Effective teaching is one of the primary qualifications for promotion and the faculty member is expected to demonstrate a commitment to education in the discipline.

- Evidence to be evaluated must include, but is not limited to, student course evaluations, descriptions of courses taught and developed by the faculty member with pertinent teaching materials, and written reports of peer observations of teaching.
- To demonstrate competence in teaching the candidate should have been evaluated as Meets or Exceeds Expectations in teaching for each of the most recent 5 years.
- To demonstrate excellence in teaching, candidates must meet the above standard for competence and must demonstrate high standards in teaching, significant contributions to their discipline through exceptional teaching efforts. The candidate must have a clearly evidenced expertise in “*general problems of university education and their social implications... and the ability to make constructive judgments and decisions*” (UNM Faculty Handbook Section 2.2.3). This may include, but is not limited to, UNM, ASM, or professional teaching awards or recognition, pedagogical development and research, involvement in curriculum development and assessment of learning, an unusual number of courses taught or student credit hours generated, and/or multiple delivery methods (online, hybrid, etc.).

## Requirements for Service (Professor)

Service contributions will be evaluated as a portfolio. It is normally expected that service for faculty applying for promotion to the rank of professor should be at the level of Meets or Exceeds Expectations for the most recent five-year time period. Individuals seeking promotion to the rank of professor must have engaged in both significant professional and institutional service and demonstrated leadership in professional and/or institutional service.

## Requirements for Personal Characteristics (Professor)

Personal characteristics are also evaluated in promotion to full professor. This category relates to the personal traits that influence an individual's effectiveness as a teacher, a scholar, researcher, or creative artist, and a leader in a professional area. Of primary concern are intellectual breadth, emotional stability or maturity, and a sufficient vitality and forcefulness to constitute effectiveness. There must also be demonstrated collegiality and interactional skills so that an individual can work harmoniously with others while maintaining independence of thought and action. Attention shall also be given to an individual's moral stature and ethical behavior, for they are fundamental to a faculty member's impact on the University. Information used in the objective appraisal of personal traits may be acquired from peer evaluations (e.g., written evaluations prepared by colleagues or for other departmental reviews) and must be handled with great prudence. By necessity, the category of Personal Characteristics requires flexibility in its appraisal.

## **Probationary Faculty Mentoring Plan**

Probationary faculty are mentored as follows:

13. The initial contract letter sent by the Department Chair to new assistant professors is accompanied by the MIDS department tenure and promotion guidelines.
14. Prior to the start of the first semester the MIDS senior faculty including the department chair mentor the new assistant professor on teaching, research, and service.
15. Over the course of each semester, the Department Chair and other senior MIDS faculty meet with the new assistant professor to provide guidance and to listen to feedback on teaching, research, and service; including advice regarding: a) how to construct courses and provide course materials in ways that have been shown to be most effective and engaging for our students; b) how to achieve a steady stream of research productivity in terms of submissions to leading research conferences and journals in his/her area of expertise that meet Anderson School of Management (ASM) expectations for scholarly work; and c) appropriate avenues to demonstrate service to the department, ASM, the University as a whole, the business community, and professional service to the discipline that represent appropriate commitments in accordance with ASM's and MIDS' departmental service expectations for junior scholars.
16. The Anderson School of Management (ASM) holds orientation the week prior to classes the first semester to provide orientation to Learn, IT services, etc.
17. The new hires attend the scheduled ASM faculty retreats and meetings.
18. The MIDS Department holds multiple department meetings each semester. During those meetings new hires are assisted by senior faculty in becoming integrated and productive members of the department.
19. Faculty who teach sections of the same course are asked to work together to achieve consistency of texts, syllabi, and expectations of students. Sample syllabi are provided to new hires.
20. During the first semester, the Department Chair explains the importance of student evaluations and the process if student complaints are received. The Department Chair will work with the junior faculty member on ways to improve teaching performance.
21. At least 2 tenured faculty visit at least one of the new hire's classes each semester the first year and at least once per year thereafter. They provide constructive feedback to the new hire.
22. The Department Chair provides an annual review verbally and in writing each year that includes discussion of goals accomplished and planned for the coming year in the areas of research, teaching, and service.
23. Each faculty receives approximately \$2,000 per year (depending on available resources) toward conferences, software, hardware, and data and can request additional department funds.
24. The Department Chair mentors junior faculty through the mid-probationary and tenure process.

## **Appendix: Relevant Sections of UNM Handbook**

### **From the UNM Faculty Handbook Section 1.2.2 Scholarly Work**

*(a) The term Scholarly Work, as used in this Policy, comprises scholarship, research, or creative work. Scholarship embodies the critical and accurate synthesis and dissemination of knowledge. The term research is understood to mean systematic, original investigation directed toward the generation, development, and validation of new knowledge or the solution of contemporary problems. Creative work is understood to mean original or imaginative accomplishment in literature, the arts, or the professions.*

*(b) The faculty member's scholarly work should contribute to the discipline and serve as an indication of professional competence. The criteria for judging the original or imaginative nature of research or creative work must reflect the generally accepted standards prevailing in the applicable discipline or professional area. To qualify as scholarship or creative work, the results of the endeavor must be disseminated and subject to critical peer evaluation in a manner appropriate to the field in question.*

*(c) Evidence of scholarship or creative work is determined by the faculty member's publications, exhibits, performances, or media productions and may be supplemented by evidence of integration of the faculty member's scholarly work and teaching. Written evaluations from colleagues and experts in the field, both on campus and at other institutions, may be used at the discretion of the department for the mid-probationary review (Sec. 4.5 and 4.6). Such evaluations must, however, form part of the dossier for both the tenure review and the review for promotion to the senior ranks (Sec. 4.5, 4.7, and 4.8).*

### **From the UNM Faculty Handbook Section 2.2.3 Professor**

*(a) Individuals who have attained high standards in teaching and who have made significant contributions to their disciplines may be considered for this faculty rank. They shall also have developed expertise and interest in the general problems of university education and their social implications, and have shown the ability to make constructive judgments and decisions. It is expected that the professor will continue to develop and mature with regard to teaching, scholarly work, and the other qualities that contributed to earlier appointments.*

*(b) Appointment or promotion to Professor represents a judgment on the part of the department, college/school, and University that the individual has made significant, nationally recognized scholarly or creative contributions to his or her field and an expectation that the individual will continue to do so.*

*(c) Professors are the most enduring group of faculty, and it is they who give leadership and set the tone for the entire University. Thus, appointment or promotion should be made only after careful investigation of the candidate's accomplishments in teaching, scholarly work, and leadership.*

### **From the UNM Faculty Handbook Section 4.8.3 Professor**

*(a) Qualifications for promotion to the rank of professor include attainment of high standards in teaching, scholarly work, and service to the University or profession. Promotion indicates that the faculty member is of comparable stature with others in his or her field at the same rank in comparable universities. Service in a given rank for any number of years is not in itself a sufficient reason for promotion to professor.*

*(b) Timetable for promotion to professor: The anticipated length of service in the rank of associate professor prior to consideration for promotion to the rank of professor is at least five years. Recommendations for promotion in less time must be carefully weighed and justified. The review for advancement in rank to that of professor is initiated during the Fall semester. Notification of the outcome of the review is made during the Spring no later than June 30 of that year.*

### **From the UNM Faculty Handbook Section 2.2.2 Associate Professor**

*(a) Individuals who have acquired significant experience beyond the terminal degree are appropriate for this faculty rank. They shall have demonstrated competence as teachers and have shown a conscientious interest in*



*improving their teaching. They shall have demonstrated a basic general understanding of a substantial part of their discipline and have an established reputation within and outside the University in their fields of scholarly work. This implies scholarly work after the terminal degree sufficient to indicate continuing interest and growth in the candidate's professional field.*

*(b) Appointment at, or promotion to, the rank of associate professor represents a judgment on the part of the department, college, and University that the individual has made and will continue to make sound contributions to teaching, scholarly work, and service. The appointment should be made only after careful investigation of the candidate's accomplishments and promise in teaching, scholarly work, and leadership.*

### **From the UNM Faculty Handbook Section 4.7.2 Purpose of the Tenure Review and Standards for Tenure**

*The awarding of tenure is the most serious commitment the department, college/school, and University make to a faculty member. Tenure is a privilege, not a right, and is awarded only after the most serious deliberation and review. The tenure review consists of evaluation of the faculty member's teaching, scholarly work, service, and personal characteristics, according to the standards specified in this Policy and the criteria of the academic unit. For a positive tenure review, the faculty member shall have demonstrated competence or effectiveness in all four areas, and excellence in either teaching or scholarly work.*

### **From the UNM Faculty Handbook Section 4.8.2 Promotion to Associate Professor**

*(a) It is the policy of the University that tenure and promotion to the rank of associate professor will normally be granted together. A candidate for tenure who does not already hold the rank of associate professor shall simultaneously be considered for promotion to the associate professor rank. A favorable decision on promotion to associate professor rank shall normally be a basic prerequisite for the awarding of tenure. Requests for departures from this policy must be made prior to the initiation of the tenure or promotion review process with the concurrence of the department, the dean, and the Provost/VPHS.*

*(b) Timetable for promotion to associate professor: The anticipated length of service in the rank of assistant professor is six years, with review for promotion to the rank of associate professor occurring in the sixth year. The review process for advancement to associate professor is normally conducted at the same time as the review for tenure (i.e., Fall semester of the final academic year of the probationary period). Recommendations for promotion in less time are to be carefully weighed and justified. Notification of the outcome of the review shall be made during the Spring semester no later than June 30 of that year.*

# Department of Organizational Studies

## DOS faculty vote 10/2019

### *Faculty Evaluation Policies*

We use faculty evaluations for the following purposes:

- 1) To guide annual merit raises
- 2) As the criteria for mid-probationary, tenure and promotion decisions
- 3) To assess performance for allocating teaching loads
- 4) To provide feedback to faculty for recognition of their work and to assist with performance improvement.

### *DOS Faculty Evaluation Guidelines*

#### ***Research:***

Research records will be reviewed over the prior three years. The Department Chair will read each article for quality. If the publication is co-authored, the individual faculty member should note the contribution he or she made for each publication in the annual report. The standards were divided between the tenure track and the tenured faculty.

#### Rating Scale:

U = unacceptable

MM = meets minimum standard (including AACSB qualifications) but below expectations as a sustained level of contribution

ME = meets expectations for good performance (required standard of efficacy for tenure)

EE = exceeds expectations

#### Tenure-track Faculty:

ME= meets expectations

- 3 refereed journal publications wherein 1-2 are considered high quality over a three-year period. A minimum of 6 journal articles, including 2 A-level publications, are necessary to be considered for tenure. However, there is no presumption of tenure upon achieving this record as each record will be reviewed on its overall merits. Premier (AMJ, AMR, ASQ) journals will be recognized as such in the tenure and promotion process
- Conference presentations (conference quality will be considered)

The expectation is that untenured faculty should concentrate on quality academic journal publications. In addition, to foster involvement in the research community, they should present at and/or attend at least one academic conference every 2 years.

EE=exceeding the above criteria

### Tenured Faculty:

ME = meets expectations

A tenured faculty member must publish 3 journal articles in three years or some combination of equivalent publications. Equivalency will be determined on a case-by-case basis. The options for alternative publications are below:

- Academic monograph (generally worth more than the other alternative publications)
- Textbook
- Edited volume
- Academic book
- Book chapters

The case for quality for each of the above must be made by the faculty member.

Professional conference activities are also required. Below are examples of conference activities:

- Paper presentation
- Professional Development Workshop presenter
- Symposium presentation

Those individuals seeking promotion to full professor must meet the following criteria:

- Minimum of six academic journal publications (1 or 2 high quality) since becoming tenured
- At least one sole-authored journal article
- National recognition (indicators may be invited seminars, keynote speaking engagements, journal editorship, editorial board membership, reprint of previously published articles, number of citations, leadership in professional organizations, etc.)
- Leadership (professional organizations or University-wide)

EE=exceeding the above criteria

### Lecturers:

Lecturers are hired for their excellence in teaching and service. They are not required to do research, thus this category is not rated for lecturers. If a lecturer decides to publish, this will count as professional development required by the AACSB as professional qualifications. Thus, additional credit will be given in the service rating for publication activity.

### ***Teaching:***

Teaching expectations for tenure-track faculty will be closely equivalent to tenured faculty. One exception to this is that the tenure track faculty must teach at least one core class, at least one undergraduate class, and at least one graduate class before tenure. An additional exception is that tenure track faculty will undergo peer evaluations every year, while tenured faculty will undergo peer evaluations every third year. At this time, lecturers are hired to teach and do service, but are not necessarily hired due to outstanding “master teacher” level performance. Thus, the current lecturers will be evaluated at the same level as tenured and tenure-track faculty. However, the DOS faculty believe that new lecturers should be expected to be at the “master teacher” level and we strongly encourage the Leadership Council to consider hiring individuals through national searches at a higher rate of pay who have proven expertise in undergraduate and graduate teaching.

### Tenure-Track, Tenured Faculty, and Lecturers:

U – teaching evaluations consistently below 3.7

MM – teaching evaluations average 3.7-3.9, slightly below average student comments, rigor, innovation

ME – teaching evaluations average 4.0-4.1, average student comments, rigor, innovation

EE – teaching evaluations average 4.2-5.0, high quality rigor, positive student comments, innovation

#### Other Considerations in Evaluations:

Peer evaluation – every year for tenure-track faculty, at least two courses once every 3 years for tenured faculty

Whether the class is a new course

Whether the class is using a new format

Core or Concentration Class

Undergraduate/Graduate Class

Size of class

Syllabus used

Assignments given to students

Course and concentration learning objectives

Learning Assurance Assessment

Promotion to associate with tenure or to full professor requires at least Meets Expectations in teaching.

#### *Service*

Service activities listed below are basic standards for faculty in each category. Any activities that an individual would like to substitute for the standard activities (e.g., chair of a division of the Academy, conference organization, etc.) need to be negotiated with the Chair.

#### Rating Scale for Tenure-Track:

EE = more activity than ME

ME = meets expectations – all activities listed below

MM = minimum – at least three bullet points for tenure-track, at least four bullet points for tenured and professional development and two bullet points for lecturers

U = attend department and faculty meetings and two bullet points for each

#### Tenure-Track Faculty:

- Minimum of 5 Anderson events attended each year, one of which must be one of the three graduations (EMBA, regular fall and regular spring graduations)
- 1 Department or Anderson committee after 2 years
- 2 Department, Anderson, and/or University committees over a six year period
- Active in profession (e.g., presentation at conferences, reviewer for conferences, reviewer for journals, participation as chair/discussant in conferences, participation in pre-conference activities, etc.)

#### Tenured Faculty:

Yearly expectations:

- Active in profession (e.g., presentation at conferences, reviewer for conferences, reviewer for journals, participation as chair/discussant in conferences, participation in pre-conference activities, etc.)
- 1 Anderson or UNM committee per year

- Minimum of 10 Anderson events attended each year, one of which must be one of the three graduations (EMBA, regular fall and regular spring graduations)

Portfolio of involvement over a three-year period in the following:

- Leadership role in academic/professional organizations, Department committees, Anderson, and/or University committees
- Student involvement (e.g., faculty advisor to a student club, attendance at student events, etc.)
- Community involvement (e.g., invited presentations to community groups, service on boards, etc.)

#### Lecturers:

Yearly expectations:

- 2 Department or Anderson committees or focused efforts per year
- Minimum of 10 Anderson events attended each year, one of which must be one of the three graduations (EMBA, regular fall and regular spring graduations)
- Professional development (e.g., maintain professional qualifications required by AACSB)

Portfolio of involvement over a three-year period in the following:

- Student involvement (e.g., faculty advisor to a student club, attendance at student events, etc.)
- Active in community (e.g., several invited presentations, service on boards, consulting with organizations, etc.)