

Department of Business, Management and Accounting

Departmental Promotion and Tenure Criteria

March 22, 2006

I. Introduction

The quality of programs offered in the Department of Business, Management and Accounting at the University of Maryland Eastern Shore is sustained through the dedicated and creative work of the faculty. Objective, systemic, and thorough appraisal of each candidate for promotion in academic rank and for the granting of indefinite tenure is therefore important. The purpose of this document is to provide common criteria for tenure and promotion for the department's faculty.

Promotions in rank and the granting of tenure are based on merit. They are not automatic and routine. Promotions are awarded to recognize the level of faculty members' contributions to the mission of the Department in teaching, advising, and other student related assignments; in scholarship and creative activity; and in departmental, institutional, public, and professional service.

The promotion and tenure criteria are intended to be set forth in a manner that is sufficiently clear to provide guidance to those whose performance will be evaluated and to those who will be charged with the responsibility of assessing departmental faculty members' performance in the promotion and tenure processes, but sufficiently flexible so that changes can be made in response to changes in management education and in the University.

II. Criteria for Promotion and Tenure (General)

Three areas of performance are evaluated for Promotion and Tenure decisions. The two primary areas are teaching and scholarly activities. In addition, candidates must be able and willing to perform necessary service activities for the Department, School, University, profession, and community.

A. Teaching (60 points)

1. A candidate for promotion and/or tenure must have demonstrated a commitment to teaching excellence and have a commendable teaching record. The elements of performance to be considered are (no weighing implied):

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- a) teaching effectiveness
 - b) student learning and achievement
 - c) fair treatment of students
 - d) pedagogical innovation
 - e) course and curriculum development
 - f) authorship of textbooks and teaching aids
 - g) publication of cases and teaching aids
 - h) course coordination
 - I) advising, counseling and mentoring students.
2. The evaluation of teaching performance will be based on a variety of information including but not limited to the following:
- a) Comprehensive course syllabi, course content, course supplements, exams, papers, and other Student activities in the candidate's courses.
 - b) level of courses taught and the number of students
 - c) observation of the candidate's classes by the Department Chair and faculty peers.
 - d) written student evaluations
 - e) teaching awards
 - f) results of summative peer reviews of teaching.

The elements of teaching apply to all faculty expecting to be promoted and/or tenured in the Department of Business, Management and Accounting.

Point Distribution for Teaching Responsibilities**(a) Student Evaluations (Maximum 10 points):**

Based on the student evaluation of instruction form, an arithmetic mean of the Overall Rating Average for all classes taught will determine the number of points awarded for this criterion:

<u>Average</u>	<u>Points</u>
3.75– 4.00	10
3.50– 3.74	9
3.00– 3.49	8
2.50– 2.99	7
2.00– 2.49	6

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(b) Instruction and Course Content (Maximum 25 point):

<u>Criteria</u>	<u>Points</u>
Comprehensive Course Syllabi	4
Library & Internet Related Assignments	3
Computer Integration	3
Team Building Activities	3
Real-World Cases and Handouts	3
Peer Reviews	3
Outside Assignments	3
Involvement with Students in and out of The Classroom	3
Writing Across the Curriculum	3
Global Perspective's	3
Diversity Issues	3

(c) Student Advising (Maximum 10 points)

- Program Advisement	6
- Professional/Personal Development Advisement	2
- Career Advisement	2

**(d) Curriculum/Course Design, and Implementation
(Maximum 15 points)**

- New Curriculum and Program design	5
- Special Teaching Projects	2
- Team Teaching	3
- Innovative Teaching Strategies	5
- Use of Computer Aided Instruction	3
- Learning Outcomes Assessment Techniques	5
- Participation in Instructional Development Workshops	2

Collegiality and Peer Review of Instruction:

Collegiality:

Collegiality consists of a shared decision-making process and a set of values which regard the various Department constituencies—administrators, faculty, students, and staff—as essential for the success of the Department’s academic programs. It incorporates mutual respect for similarities and for differences—in background, expertise, judgments and assigned responsibilities; and involves mutual trust based on experience. Collegiality is of paramount importance in promoting the well-being of the Department of Business, Management and Accounting. Collegiality is applicable to research and scholarly productivity as well as to teaching and advising.

Peer Review of Instruction:

Classroom observation of instruction will be conducted each semester during the first year of appointment and then once a year thereafter. The review will be conducted by two senior faculty members, at least one of whom will be in the same or related discipline as that of the applicant for tenure and/or promotion. The applicant will be informed about the week(s) during which the classroom observation will take place.

The peer reviewers will judge course content and design, materials, and instruments used to assess student achievement. They may also judge the products of the scholarship of teaching, and the applicant’s contributions to teaching development in the Department. The reviewers should also assess the evidence in these areas according to the Departmental standard instrument (see below).

Significant evidence of effective instruction, other than classroom observation, could include, but not limited to, the following:

1. Syllabi of courses taught during the past few years (three to five years).
2. Texts, reading lists, problem sets, assignments, and handouts.
3. Copies of graded examinations and a sample of graded research papers.
4. Examples of completed assignments and teacher’s feedback to students on written work.
5. Student’s evaluation of courses taught during the past few years.
6. Evidence of design of new courses or revision of existing courses.
7. Evidence of developing innovative methods, materials, or other instructional matters.
8. Records of service on department or university committees dealing with teaching issues (curriculum, honors programs, new degrees, etc.)

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9. Records of awards, honors, citations, memberships in scholarly societies.
10. List of conference/short courses attended for professional growth.
11. Statement of activities the applicant has engaged in to improve his/her teaching.
12. Records of student advisement and supervision of student's activities outside classrooms.

B. Scholarly Activities (25 points)

A candidate for promotion and/or tenure must have a number of substantive works accepted for publication that have been subjected to a peer review process; these works, whether single – or co-authored, may include journal articles, books, monographs, and scholarly meeting proceedings.

Generally, no specified number of peer-reviewed works are indicated since the candidate's scholarly activity is evaluated in the context of total performance at UMES. Further, numeric guidelines do not constitute necessary or sufficient conditions for promotion or tenure because there may be substantial variation among refereed works in terms of their contribution to the academic and professional community and to the Department. The quality of the work itself also will be considered.

Additional scholarly works such as papers presented at professional meetings and successful research grant proposals are considered to be part of the candidate's scholarly activities. The quality and quantity of unpublished working papers, manuscripts, and grant proposals is an important element in assessing a candidate's continuing commitment to scholarly activities. Activities such as membership on editorial boards of refereed journals, serving as a referee, assisting colleagues with their research activities, and other contributions to the scholarly life of the department will also be considered.

Point assignment for Scholarly Activities (Maximum 25 Points)

	<u>Points</u>
- Peer reviewed journal publications	5 each
- Peer reviewed proceedings publications	4
- Non-peer reviewed publications	2
- Presentations at scholarly meetings	3

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To be promoted and/or tenured at the Associate Professor level, the candidate would ordinarily have at least two peer reviewed journal articles while employed at UMES.

To be promoted to Full Professor the candidate should have at least three (3) peer reviewed journal articles in the most immediate past three years.

C. Service (15 points)

Good service is required for tenure and promotion. Typically, Assistant Professors will have fewer service assignments than tenured faculty. The elements of performance to be considered include, but are not limited to:

	<u>Points</u>
- Chairing departmental, school, and or University committees	4
- Participation on departmental, school, and or University committees	3
- Leadership positions in academic and professional organizations	4
- Obtaining external funding for the support of research or instructional activities.	5
- Advisor for student organization	3
- Developing and maintaining relationships with the business community	4
- Providing continuing education relative to the candidate's teaching and research areas	3
- Serving as session chairperson, discussant, or panel member	2
- Establishing and maintaining collaborative programs with school systems	5
- Consulting (Free) for business/economic development	4
- Community involvement requiring expertise in candidate's teaching and research areas.	4

III. The weights assigned to teaching, scholarly activities, and service and the Minimum points that must be received in each area:

A. Assistant Professor – Tenure only

	<u>Weights</u>	<u>Minimum Points</u>	<u>Minimum Percentage</u>
Teaching	60 points	42.00	70.00
Scholarly Activities	25 points	17.50	70.00
Service	<u>15 points</u>	<u>10.50</u>	<u>70.00</u>
TOTALS	100 points	70.00	70.00

To be tenured as an Assistant Professor a minimum score of 70 percent must be achieved in each area (teaching, scholarly activities, and service). In addition, a minimum overall score of 70 percent must be achieved if the candidate is to be tenured at the Assistant Professor level.

B. To Associate Professor – Promotion and/or Tenure

	<u>Weights</u>	<u>Minimum Points</u>	<u>Minimum Percentage</u>
Teaching	60 points	45.00	75.00
Scholarly Activities	25 points	18.75	75.00
Service	<u>15 points</u>	<u>11.25</u>	<u>75.00</u>
TOTALS	100 points	75.00	75.00

To be promoted to and/or tenure at the Associate Professor level, a candidate must have a minimum score of 75 points in each area (teaching, scholarly activities and in the aggregate).

C. Promotion to Full Professor

	Weights	Minimum Points		Minimum Percentage	
		Option 1	Option 2	Option 1	Option 2
Teaching	60 points	45.00	51.00	75.00	85.00
Scholarly Activities	25 points	21.25	18.75	85.00	75.00
Service	<u>15 points</u>	<u>11.25</u>	<u>11.25</u>	75.00	75.00
TOTALS	100 points	77.50	81.00	77.50	81.00

For promotion to Full Professor a candidate must excel in either teaching or scholarly activities. This is evidenced by achieving a score of at least 85 percent either in teaching or scholarly activities. A minimum score of 75 points must be achieved in each of the remaining two areas. The overall minimum acceptable score will be 77.50 points for option 1 and 81.00 points for option 2.

Department of Business, Management and Accounting

Revised Promotion and Tenure documents submitted by the Department of Business, Management and Accounting Committee. (Dr. Sameh Elsayed-Ahmed, Chair; Dr. Ayodele J. Alade, Member; and Dr. Nagy Habib, Member).

**Approved by the Department of Business, Management and Accounting Faculty on
March 22, 2006.**

List of Faculty and Signature

1. **Dr. Ayodele A. Alade** _____
2. **Dr. Monisha Das** _____
3. **Dr. Elsayed-Ahmed** _____
4. **Dr. Nagy Habib** _____
5. **Mr. William Hummer** _____
6. **Dr. Hakan Kislar** _____
7. **Dr. Dorothy M. Mattison** _____

8. Dr. Bryant Mitchell _____

9. Dr. Fahrettin Okcabol _____

10. Mr. Allen Sampson _____

11. Dr. Dinesh Sharma _____