# Wichita State University W. Frank Barton School of Business

# Tenure and Promotion Guidelines

*Revised October 2022*

All faculty members of the W. Frank Barton School of Business should contribute to the educational mission of the college and the university. The Barton School of Business adopts the Uniscope model for categorizing and measuring scholarship in teaching, research, and service. The Uniscope Matrix, presented in Appendix 1, summarizes the Uniscope concept. Examples of different types of scholarship relevant to the Barton School of Business are presented in Appendix 2. Other types of scholarship and measures not listed in the tables will also be considered. The examples in these tables will evolve over time as Barton School of Business faculty identify their relevant contributions to the university, school, profession, and the community.

The unique contributions of each faculty member should be considered in evaluating that faculty member for tenure and/or promotion. The role**s** and responsibilities should be evaluated within the context of the department and the college needs, and they should reflect the strengths and contributions of the faculty member. Department chairs must periodically discuss and mutually agree upon the faculty member’s roles and responsibilities and encourage the faculty member’s growth. ***The responsibility to communicate and illustrate one’s unique contributions lies with the faculty member being considered for tenure and/or promotion.***

# TENURE and PROMOTION to Associate Professor

The School of Business hires faculty expected to meet the criteria for tenure and promotion at the appropriate time. This does not imply, however, that tenure or promotion is guaranteed.

The tenure and promotion process outlined in this document is designed for a six-year period, which allows a candidate five years to develop a record of teaching, research, and service, and gives the college and department time to evaluate the candidate fully. The university tenure and promotion guidelines allow early applications for tenure and promotion, and such early applications will be subject to the same evaluation process as those submitted after five years.

Tenure and promotion are awarded for significant research achievement, teaching effectiveness, and service contributions—and a high degree of confidence that this performance will be continued and enhanced. Teaching and research will be weighted more heavily than service. In making a recommendation, the following ordinarily will be considered to be minimal requirements for a positive recommendation: a terminal degree, effective teaching, success in research and publications in refereed journals, and a promise of continued academic growth and achievement. The candidate’s cumulative contributions to the institution and the profession should be considered for tenure and promotion with more emphasis given to the achievements while the candidate has been employed at the University.

## CRITERIA FOR TENURE AND PROMOTION

### **1. Research Scholarship** Quality published research is essential for a positive recommendation for tenure and promotion. Indications of quality published research include, but are not limited to:

a. Refereed Journal Publications. Refereed journal publications are essential to tenure and promotion. Recognition shall be given to both academic and practitioner journals. Refereed journals are those which send manuscripts to outside reviewers. Consideration will be given to the quality of outlet, impact, authorship, and audience.

b. Books/Monographs. In general, books/monographs are desirable but not essential for tenure/promotion. The quality of the book/monograph shall be a major criterion for evaluation. Edited readings, books, editorial, and proceedings normally shall be given minimum importance. Special consideration will be given to books/monographs which extend the frontiers of knowledge, and may be considered as a substitute for refereed journal articles.

c. Other Publications. Other publications such as book chapters and invited papers shall be considered for tenure and promotion. The value assigned to professional papers is flexible and will be determined by such factors as the quality of the outlet, the intended audience, and whether or not the paper was invited. In most instances, book chapters and invited papers will not be considered as substitutes for refereed journal articles.

d. Professional Reports. Professional reports shall be considered desirable but not essential to tenure/promotion. Additional weight shall be given to reports resulting from school or university contracts or grants for research. The size and nature of the report’s audience shall be considered.

e. Research Funding. Acquiring external competitive research funding should be given consideration but is not required for tenure/promotion.

## 2. Teaching Scholarship

Teaching scholarship is an essential element for tenure and for promotion. Demonstration of effective teaching performance and overall quality of instructional effort is a necessary but not sufficient condition for tenure and promotion. The major emphasis shall be on the quality of an individual’s teaching performance. In evaluation of pedagogical scholarship, the following elements will also be considered: course load, class size, department needs, availability of resources, and application of innovative pedagogical practices. New course development, new program development, mentoring students, participation in thesis committees should also be considered.

## 3. Service Scholarship

Service contributions are a necessary but not sufficient condition for tenure and promotion. Service scholarship to the department, school and the university may include, but are not limited to committee assignments, students and student organizations advising, student recruitment, administrative service, and student counseling. Contributions to local, regional, and national business, professional, academic, and governmental organizations shall be considered.

Community engagement shall be considered desirable for tenure and promotion. Activities to be considered may include but are not limited to serving on working committees and boards of directors of significant community groups, consulting to business/community/governmental organizations, and public service volunteerism to local/national governmental agencies.

## PROMOTION to full professor

The rank of Full Professor will be reserved for those who have achieved scholarly distinction. As the individual progresses from one rank to the next, performance criteria will become more demanding. Evaluation of a candidate's credentials for this rank must take place in the context of the candidate's complete academic career, and the candidate's intellectual contributions to the university community and service to the university. Significant contributions that enhance the prestige of the university should be weighted similarly as traditional academic scholarship.

For promotion to Full Professor evidence is normally expected of the following:

**1. Research Scholarship.**A record of substantial accomplishment and demonstrated impact in research and scholarship which has led to recognition in professional circles at the national level. Refereed journal publications are essential for promotion. Recognition shall be given to both academic and practitioner journals. In general, books, monographs, edited chapters, invited papers, proceedings, professional reports will be considered. Special consideration will be given to books/monographs which extend the frontiers of knowledge as well as community research with broad outreach, and may be viewed as possible substitutes for refereed journal articles. The value assigned to an intellectual contribution should be determined by such factors as the quality of the outlet, the intended audience, number of authors, whether the paper was invited, and other relevant factors. Acquiring external competitive research funding is highly desirable but not essential for promotion.

### **2. Teaching Scholarship.** Sustained effectiveness in teaching is a necessary requirement for promotion. New course development, new program development, mentoring students, and participation in thesis committees will be given serious consideration in evaluation of teaching scholarship.

### **3. Service Scholarship.** Demonstrated academic leadership in the form of service to the department, the school, the university, the community and/or the profession is expected. Further, significant contributions to the mission of the school and the university are considered important factors in promotion to Full Professor. Such contributions could include but are not limited to community outreach, professional leadership, campus initiatives, and student engagement activities.

### **External Evaluations**

By WSU policy, the use of external reviews is required in all promotion and tenure reviews to demonstrate earned recognition in professional circles. A list of prospective external academic reviewers will be assembled in the following manner: 1) the candidate will submit a list of five appropriate external evaluators; and 2) the candidate’s department/discipline colleagues will independently prepare a list of five external evaluators. Six external reviews will be selected from the assembled lists. Names duplicated on the two lists will be selected. The candidate will be allowed to eliminate one remaining name from the list prepared by his/her colleagues. The department/discipline faculty will then select necessary additional reviewers from the names of both lists, ensuring that at least three names from each list are selected. Duplicates chosen would count as one from each list. The Dean will write the selected external reviewers requesting their assistance.

### **Student Evaluations**

In recognition of the Kansas Board of Regents requirement, all teaching faculty must participate in a norm-based student evaluation as adopted by the Barton School of Business. These evaluations should be included in the tenure or promotion dossier.

## Application for professor incentive review (PIR)

Professor incentive review (PIR) applications are considered following the same guidelines and evaluation process as applications for promotion to the rank of Full Professor. The applicant’s record over at least a six-year period (including the year of the last successful application for promotion or PIR and at least five years thereafter) should be considered. No early PIR application shall be considered. External reviews are not part of the Professor Incentive Review Process.

***More examples of teaching, research, and service scholarship activities are listed in Appendix 2.***

# Teaching (Non-Tenure Track) Faculty

Faculty members appointed as non-tenure track teaching faculty must demonstrate effectiveness in teaching and service. When research is a requirement for a teaching faculty, research output must be considered in the decision for promotion at any level. The unique contributions of each faculty member shall be considered in evaluating the faculty member for promotion.

### **Application for Promotion of Teaching (Non-tenure Track) Faculty**

Consistent with section 4.30 of the WSU Policies and Procedures, teaching non-tenure track faculty can apply for promotion and the following criteria will be used in determining their eligibility:

1.  A terminal degree in a field appropriate to the discipline in which the candidate teaches is normally required for appointment or promotion for the following advancement levels: Assistant Teaching Professor, Associate Teaching Professor, and Teaching Professor. Candidates hired in the absence of a terminal degree may be appointed or promoted to the following advancement levels: Assistant Educator, Associate Educator, and Senior Educator.

2.  Under typical circumstances, a faculty member should not expect to be considered for promotion with less than six years in advancement levels. For each level of promotion, successively higher levels of achievement are expected.

3.  The standards for teaching and service for each level are indicated below. The relative significance of teaching and service may vary from case to case. Consideration, in context of the candidate's entire career, will be given to teaching and service conducted while the candidate has been employed at the University.

**Assistant Teaching Professor/Assistant Educator.** Evidence is normally expected of the following: 1) demonstrated adequacy in teaching; and 2) some service appropriate to the mission of the University, college and/or department.

**Associate Teaching Professor/Associate Educator.** Evidence is normally expected of the following: 1) documented effectiveness of teaching; and 2) some professional service, or some service appropriate to the mission of the University, college and/or department.

**Teaching Professor/Senior Educator.** Evidence is normally expected of the following: 1) sustained effectiveness in teaching; and 2) demonstrated academic leadership in the form of service to the Barton School of Business, the department, the University, the profession, and/or the community.

# Application for Teaching Professor/Senior Educator Incentive Review (TPIR)

Teaching professor incentive review applications are considered following the same guidelines and evaluation process as applications for promotion to the rank of teaching professor. The applicant’s record over at least a six-year period (including the year of the last successful application for promotion or incentive review and at least five years thereafter) needs to be documented. No early application shall be considered. See section 4.33 of the WSU Policies and Procedures for further information.

# Confidentiality

Materials and information relevant to each case are confidential. Faculty reviewing cases for tenure and/or promotion must handle all materials with great care and confidentiality. If materials are distributed electronically, these materials are not to be shared with anyone outside of those charged with the evaluative task. Secondary dossiers should be returned promptly to the Dean’s office following the conclusion of committee deliberations.

## Faculty Affairs Committee

### The Faculty Affairs, Development, and Support Committee will serve as the Barton School's college-level T&P committee

## Department T&P Committee

Each department T&P committee must consist of at least three members. All tenured faculty members of appropriate rank serve as the Department T&P Committee. In departments having fewer than three faculty members of appropriate rank, the chairperson and the faculty member applying for tenure or promotion shall jointly select the necessary number of faculty of appropriate rank from within the Barton School of Business. For the review of non-tenure track teaching faculty promotions only, at least one non-tenure track teaching faculty of rank will be added to the department T&P committee. If a department does not have a non-tenure track teaching faculty member of appropriate rank, the teaching faculty member applying for promotion and the department chair will mutually select a teaching faculty of appropriate rank from within the Barton School of Business. Impasses in selection shall be reconciled by the Dean.

## Implementation of the Guidelines by the Tenure and Promotion Committees

All candidates for tenure and promotion should follow the guidelines as stated in this document. Procedures not specifically outlined in this document will be in accordance with the University policy and procedures.

**Appendix 1: UniScope Model**

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| **UniScope** | | **DISCOVERY** OF KNOWLEDGE | **INTEGRATION** OF KNOWLEDGE | **APPLICATION**  OF KNOWLEDGE | **EDUCATION** OF KNOWLEDGE |
| The FORMS of Scholarship | **TEACHING/ LIBRARIANSHIP**  Scholarship | * course innovation * course improvement * conceptual insights from course preparation or discussion * faculty insights from supervision of theses and dissertations | * cross disciplinary teaching * multidisciplinary teaching * integrative courses * capstone courses | * course innovation * course improvement * conceptual insights from course preparation or discussion * faculty insights from supervision of theses and dissertations | * course innovation * course improvement * conceptual insights from course preparation or discussion * faculty insights from supervision of theses and dissertations |
| **RESEARCH**  Scholarship | * basic research * original works * evaluation research | * multidiscipline and integrating research * cross disciplinary teams * integration of creative works from several fields | * applied research * policy research * performances of original works demonstrations * technical assistance | * student laboratories * theses and dissertation research (the objective is educating students about research and methods) |
| **SERVICE** Scholarship | * participation in task forces, think tanks, and other problem solving activities * creative, theoretical, or conceptual insights as a result of service to society | * academic governance * assistance to corporations, government, and communities that involves integration across disciplines | * leadership in professional societies * peer review activities * editorship of journals and professional publications * academic administration * assistance in ones' field to groups, corporations, organizations, government, and communities | * student advising and career counseling, advising student activities and organizations * mentoring students * internships * service learning * expert testimony and consultation |

## Appendix 2: Table 1. Examples of Teaching Scholarship

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| **Example** | **Audience** | **Assessment/Documentation** |
| Traditional class | On-campus students, both graduate and undergraduate | Student evaluations, peer evaluation, retention data, teaching awards |
| Online class | Off-campus students  On-campus students | Student evaluations, Peer Evaluation; Retention data; Distance students served |
| New course development | Students | Student enrollment, teaching evaluations |
| New program development | Students | Program documentation & approval |
| Short courses (Badges) | Non-degree seeking students  Degree seeking students | Student evaluations |
| Creative applied learning projects | Students, academics | Teaching evaluations, |
| Developing teaching tools | Students, faculty | Demonstrations; Presentations; Publications |
| Accreditation activities | On- and off-campus students | Successful accreditation; Reports & documents |
| Existing course Improvement | Faculty, students | Major revisions made to courses, publications |
| Development of textbooks and teaching modules | Faculty, publishers | Course materials, new texts & manuals |
| Seminar or workshop (i.e., CMD) | Business professionals, community members | Participant evaluation, peer evaluations, changed practices in the field |
| Certificate classes | Certificate students | Student evaluations, peer evaluation, customer satisfaction, retention data |
| Mentoring students | Undergraduate students  Graduate students | Number of students, students’ successes Graduate student degrees completed |
| Dissertations, theses, projects advisor | Graduate students | Dissertations/theses/reports completed, publications |
| Additional teaching/ Extra teaching load | Students | Reports |
| Student retention in classes | Students | Retention data |
| Coop/Internship faculty advisor | Students, businesses | Number of students, reports |

## Appendix 2: Table 2. Examples of Research Scholarship

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| **Example** | **Audience** | **Assessment/ Documentation** |
| Applied discipline specific research | Academics | Peer reviewed publications, conference presentations, conference proceedings, invited papers, citations |
| Basic discipline specific research | Academics | Peer reviewed publications, conference presentations, conference proceedings, citations |
| Practitioners oriented research | Practitioners, community | Peer reviewed publications, conference presentations, reports |
| Policy development | Public agencies | Reports, presentations, peer-reviewed publications |
| Competitive research grants | Academics, funding agencies | Reports, amount acquired, funded proposals |
| Fellowships, faculty in industry programs and alike | Government entities, industry | Reports, certificates |
| New product development (software, website, apps) | Industry, government agencies, communities | Reports, product documentation |
| Journal editor | Professional associations, academics | Reports, journal frontispiece, documentation |
| Pedagogical research | Teaching faculty, professional associations | Peer reviewed publications, invited papers, conference presentations, citations |

## Appendix 2: Table 3. Examples of Service Scholarship

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| **Example** | **Audience** | **Assessment/ Documentation** |
| Journal and proposal reviewing Review of articles and proposals | Technical societies, funding agencies | Invitation to review panels, acknowledgment of review submission |
| Technical society committee service Member or officer in technical society committee | Technical societies members and users | Membership and office listings  Meeting minutes |
| K-12 education and recruiting Presentations to and discussions with students | Students  Faculty | Student/teacher evaluations  Repeat invitations |
| Presentations to community groups Lectures and sponsored talks to the public | General public | Participant evaluations  Memberships |
| News media interviews | General Public | Notes/memos of acknowledgement |
| Conference or session organization or chair | Business professionals | Participation; Participant evaluations |
| Consulting | Business & government organizations | Participation on task force; letters documenting contributions |
| Business startup in field of research expertise (CEO, CTO, advisor, etc.) | Industrial customers  Public | Number of employees, including interns |
| Participation in professional associations - local, national, international | Professional associations | Reports, summary of key accomplishments |
| Department committees & participation in department affairs | Faculty, staff, students, administration | Reports, summary of key accomplishments |
| College committees & participation in college affairs | Faculty, staff, students, administration | Reports, summary of key accomplishments |
| University committees & participation in university affairs | Faculty, staff, students, administration | Reports, summary of key accomplishments |
| Community activities | Community members | Reports, summary of key accomplishments |
| Mentoring of other faculty members | Faculty | Reports, summary of key accomplishments |
| Faculty recruitment | Faculty, Barton School | Reports, summary of key accomplishments |
| Department web page and social media development and maintenance | Future students, campus members, community | Reports, clicks |
| Student recruitment | Future students, parents, high schools, community colleges | Enrollment numbers, reports |
| School and community college visits | Future students | Reports, enrollment numbers |
| On-campus meetings, demonstrations, tours | Students, community | Reports, summary of key accomplishments |
| University/school initiatives | Campus, community, faculty | Reports, summary of key accomplishments |
| Admissions office activities | Future students | Report, enrollment numbers |
| Scholarship competitions | Students, Barton School | Report |
| Reviewing for academic journals | Academics | Reports, editors’ letters |
| Conference organization & conference reviewing | Academics | Reports, summary of key accomplishments |
| Student projects with industry | Students | Reports, summary of key accomplishments |
| Proposal review | Students, faculty, academics | Reports, summary of key accomplishments |
| Serving on doc students’ dissertation committees | Students | Reports, summary of key accomplishments |
| Public policy advising | Community, public entities | Reports, summary of key accomplishments |
| External reviewer for T&P candidates | Academics | Reports |
| Visiting professorships in other universities (including teaching classes/seminars) | Academics | Reports, summary of key accomplishments |
| Presentations to students/faculty/staff | Student, faculty, staff | Reports, summary of key accomplishments |
| Student organizations advising | Students | Reports, summary of key accomplishments |