WOODBURY SCHOOL OF BUSINESS
TENURE PROCEDURE & CRITERIA
Voted into effect by the faculty on ___pending___

Faculty Tenure in the Woodbury School of Business (WSB) follows Utah Valley University (UVU) Tenure Policy (UVU Policy 637, Faculty Tenure). This document outlines tenure procedure and criteria for faculty in the WSB as provided in the UVU Tenure Policy. It details standards applicable to WSB faculty members seeking tenure. Faculty members must also comply with the procedure and meet the standards set forth in the UVU Tenure Policy

Mission Statements

Through exceptional business education, we help students become successful professionals who build our community.

The Woodbury School of Business provides an education built on the following core themes:
- Delta: maximize student involvement through engaged learning
- Placement: help students obtain and succeed in careers aligned with their goals
- Scholarship with Impact: produce and promote research that improves business education and practice
- Reach: serve as many people in our community as we can

Faculty Development

Faculty Development involves the annual set of activities designed to advance a faculty member's skills and abilities in the areas of Teaching, Scholarship, and Service. Faculty members establish performance goals associated with all phases of academic performance and submit an Annual Faculty Plan for review and approval to Department Chairs, who then sends it to the Dean for approval. See UVU Policies 633 on annual faculty reviews and 638 on post-tenure review for more information.

Faculty members submit an Annual Faculty Plan to Department Chairs along with an Annual Activity Report related to the goals set in the Plan for the previous calendar year. The Chair gives feedback on the Annual Plan and Annual Activity Report through Digital Measures. In the year a faculty member applies for midterm or tenure review, they submit a Faculty Portfolio by **September 15.** In the years a faculty member is applying for midterm or tenure review, it is suggested that an interim activity report for that partial calendar year be completed by September 1 so Chair feedback can be added before the report is included as part of the Faculty Portfolio. See Policy 637 for more information.

Faculty members must always consider the School's mission and core themes, along with AACSB concepts of engagement, impact, and innovation, as they initiate goal setting within this process. School resources and faculty resource needs, equipment needs, time constraints, and any other appropriate variables must be taken into consideration in the Faculty Development goal-setting process.

Teaching, Scholarship, and Service

Faculty members are assessed in three areas: teaching, scholarship, and service. To receive tenure, faculty members must demonstrate that their teaching, scholarship and service meet the standards described below as they support the WSB Mission Statement. Collegiality is also important across these three areas and may be evaluated through peer evaluations provided as part of the University Tenure Policy.

Faculty members applying for midterm review should demonstrate and document appropriate progress toward achievement of the tenure criteria based on the time frame for their midterm and tenure reviews. They may also want to give evidence of what they will do to meet the tenure criteria in the remaining time they have before applying for tenure.

When applying for midterm or tenure review, it is the responsibility of the candidate to demonstrate his/her results within the three areas. While advice may be sought from a department chair, a colleague, or members of the RTP Committee, it is ultimately up to the candidate to provide appropriate documentation. The material provided in the Faculty Portfolio should demonstrate support of the WSB mission and core themes and the AACSB concepts of engagement, impact, and innovation. It should be complete, well organized, and follow the outline as explained in UVU Policy 637 and current WSB procedure.

Teaching

In the WSB, our top priority, as related to tenure and promotion, is continually striving to become exemplary teachers. Being excellent in teaching implies that a professor is interested in helping students learn and apply course subject matter in meaningful ways. It is expected that faculty will be appropriately rigorous and challenge students while preparing them to enter their respective disciplines. Faculty will involve students and engage them in activities that stretch their academic horizons.

To achieve tenure, faculty members must be excellent teachers. Exemplary teachers enhance the learning process by continually learning themselves. They strive to maintain expertise in their disciplines by being well read, current, and active in scholarly activities that enhance their teaching proficiency. They must respect students just as they want to be respected in turn. They must be prepared to teach, exhibit enthusiasm for what they teach, be concerned with their students and their students' progress of learning in the course, and be an example to their students of the consummate professional—a role model.

Applicants for tenure are responsible to demonstrate that the quality and effectiveness of their teaching meets the required standard and that they exhibit the described attributes. To do so, an applicant will provide several types of evidence in addition to the student evaluations required by the University Tenure Policy.

Faculty members must also provide information regarding the impact of their teaching, the manner in which their teaching provides students with opportunity for engagement, and ways in which their teaching displays innovation.

Information provided in the portfolio will be the primary source of evaluation for overall teaching effectiveness. Faculty members should be diligent and thorough in creating a portfolio that demonstrates teaching excellence. The portfolio must also demonstrate on ongoing dedication to exemplary teaching.

Suggested Items for Teaching Excellence:
- Explanations of specific "Delta" activities and their respective outcomes.
- Student Ratings of Instruction (SRIs) compared to grades and rigor of the course. Student participation in SRIs should be encouraged and should follow current UVU protocols. Evaluations from at least 70 percent of the students in each class are expected. Anecdotal, self-administered, or self-collected data will generally not be recognized as valid, even though it might be valuable.
  - Comparison of SRI averages within your discipline, your department and within the School of Business.
  - Analysis of SRI comments to use as quantitative/qualitative feedback.
- GPA averages and appropriate comparative metrics.
- Description of grading approach regarding grade inflation and metrics on how many students fail the class.
- Peer evaluation.
- Self-evaluation of teaching.
- External third-party evaluation from academia, industry, or OTL to validate T1 teaching (letter of support or HEA fellowship). External = external from the School of Business.
- Evidence that curriculum has been improved and updated.
- Evidence of instructional creativity and innovations.

Scholarship and Creative Work

Excellence in academia also requires an emphasis on excellence in scholarly activities. Scholarship complements teaching, advancing and strengthening teaching skills. A contribution to scholarship is expected of faculty members annually. Faculty members are encouraged to publish in their respective academic discipline. However, interdisciplinary work is also encouraged. Faculty members are encouraged to consider journal quality as they select the journals to which they submit research.

To achieve tenure, faculty members must publish, in their probationary period, at least three scholarly publications, double-blind, peer-reviewed, refereed academic journal articles. For disciplines in which publication of scholarly articles does not follow the traditional, double-blind, peer-reviewed process (such as legal studies), this requirement may be met by publication of scholarly publications in journals adhering to publication standards considered normal for academic scholarship in the discipline. Conference proceedings are excluded. Faculty members are expected to avoid so-called "predatory journals." Publications in these types of journals will not be included in determining whether the publication requirement standard for receiving tenure is met. Faculty members applying for tenure must provide documentation demonstrating that their scholarly publications meet the standard for tenure.

Faculty members applying for tenure must also document validating experiences that support their scholarly efforts. Faculty members must be qualified in their AACSB faculty category or document approval for varying from it. Faculty members must also document the impact of their scholarship. For purposes of demonstrating impact, scholarly activity is not limited to peer-reviewed, refereed journal publications.

Because tenure is also a forward-looking decision, applicants must also show that their scholarly activity is ongoing. They must document that their research can be expected to continue beyond the minimum three scholarly publications and the required validating experiences. Evidence of ongoing research may include: submitted, unpublished articles; data collected for research; and drafts of articles to be submitted for publication.

Suggested Items for Scholarship Excellence:
- List of scholarly academic journal articles with justification that they meet the criteria above. Include full copies of at least three of these, perhaps your best three; others may be documented by including the first page or two of the article.
- List of validating experiences that support the scholarly efforts. You should include appropriate documentation of conference presentations, conference proceedings, etc.
- List and explanation of pipeline of ongoing research, including documentation as listed above.

Service

To achieve tenure, faculty members must demonstrate that they make meaningful contributions through their service. Service involves participation in activities that demonstrate collegiality, competency, and professionalism and contribute to the academic community represented by the department, school, university, and one's chosen academic discipline. Faculty members are expected to engage with each other positively, respectfully, and honestly. Service may also include significant discipline-related service to the community. Service may also be demonstrated through activities outside of normal teaching and scholarship that enhance student success, particularly in support of the core themes.

Faculty members applying for tenure should document both their participation in and the contribution made by their service activities. Candidates must show evidence of service across a

variety of areas (as opposed to, e.g., service only to their department or only to the professional community). They must also show consistent (as opposed to episodic) participation in service activities. The portfolio should also demonstrate a continuing commitment to service.

RTP Committee

The Woodbury School of Business RTP (Retention, Tenure, and Promotion) Committee shall consist of at least five (5) tenured faculty members and shall have an odd number of members. RTP Committee members are elected for a three-year term. RTP Committee members must qualify as Scholarly Academic (for AACSB purposes) at the time of election and throughout their term on the committee. The RTP Committee will have one faculty member elected from each department in the WSB. RTP Committee members are nominated by their departments and elected by the WSB faculty.

In January, an election will be held to replace any faculty member who will complete a three-year term at the end of the academic year. Immediately following this election, those who will be serving on the RTP Committee for the following year will elect from among themselves a Chair. This person will assume the duties of Chair-Elect for the remainder of that academic year and become the Chair of the committee for the following academic year. Although the existing Chair will continue his/her duties for the remainder of the academic year, the Chair-Elect will make appropriate notifications by March 1, as outlined in the University Tenure Policy, to those who need to apply for midterm or tenure review by September 15 of that year. The Chair-Elect will also consult with these faculty members by March 15 for input in determining suitable candidates from whom to solicit peer evaluations. These procedures will ensure consistency of communication between the RTP Committee and the candidates for review in a given year.

If a faculty member resigns during his or her term, an election will be held for a member to complete that term. That faculty member would then be eligible for election when his or her term expires. If necessary to maintain an odd number of members and/or five members on the committee, additional members may be elected as at-large committee members. The Dean, Associate and Assistant Deans, and Department Chairs shall not serve on the RTP Committee.

Tenure Process

Faculty members apply for tenure according to the University Tenure Policy. Primary responsibility for developing and maintaining a Faculty Portfolio lies with the individual tenure-track faculty member. Faculty members should seek guidance from their respective department chairs (or dean in those cases where the candidate is a department chair). The department chair documents faculty assessment, including performance, commendations, and disciplinary action, all of which are included in the tenure file.

Appendices

These appendices are not part of the WSB tenure criteria. They are intended to assist faculty by indicating some ways that faculty members can document or demonstrate that their activities meet the standards required for tenure in the WSB. As such, these are illustrative, but neither exclusive nor exhaustive. Faculty members should feel free to use a selection of these, together with other methods that provide appropriate support.

Documenting Teaching Excellence

Other evidence demonstrating teaching effectiveness may include, but is not limited, to the following (which may also be included in the annual plans and annual evaluations):

Teaching improvement seminars or conferences attended and new teaching techniques that were applied as a result.

Participation in programs sponsored by the Office of Teaching and Learning (OTL).

Participation in nationally or internationally recognized teaching excellence programs.

Teaching improvement grants received, including a description of the rigor of the grant process and the results of the grant in improved teaching methods/outcomes.

Evidence of student achievement or impact.

Unsolicited written comments from students and alumni.

Report from employers and graduate schools reporting student success.

Research in pedagogy or other recognized published work regarding ways to increase learning.

Demonstrated improvement in student ratings.

New technology used in the classroom and its impact on student learning.

Changes to course material (including lowering material costs to students) and its impact in the classroom.

Changes to syllabi and their respective impact in the classroom.

Teaching certifications through OTL or other recognized bodies.

Other evidence of exemplary teaching.

Scholarship:

Evidence demonstrating the qualification of scholarly articles for inclusion and the quality of the publications may include but is not limited to:

Information provided by the journal or publisher, such as editorial policies, impact factor and other journal metrics, and other information that indicates that it meets the AACSB standard for double-blind peer review.

Information about the review process for the article, such as copies of reviews received, editor comments, submission and acceptance dates, publication fees, etc.

Information about services that abstract and index the journal, such as EconLit, JSTOR, Science Direct.

Information about the journal or publisher provided by third party sources such as Cabell's scholarly analytics, or

Information regarding the reputation of the journal or the publisher in the discipline.

Faculty members must provide the RTP committee with sufficient documentation necessary to resolve any question that may arise regarding whether publication in a particular journal meets the standard for tenure (i.e., the AACSB double-blind, peer-reviewed standard). In particular, if a journal is not well known or not well regarded within a discipline, or is suspected of being "predatory," faculty members must document that the paper was not published on a "pay for play" basis, but as the result of an actual academic review process.

For scholarly publications in foreign journals or in a language other than English, faculty members must provide an English translation, together with sufficient information about the journal or publisher for the RTP committee to determine that the publication meets the standard for tenure.

Evidence suggesting that a journal may be "predatory" for which articles will not qualify for tenure include:

The journal does not use a double-blind peer review process.

The journal does not provide publication standards, such as guidance to authors.

The journal does not provide the author with copies of the peer reviews, or reviews provided are poor quality, primarily concerned with writing mechanics, and provided very fast.

The journal does not list reviewers.

The journal has unusually fast turn-around from submission to publication.

Publication fees are of a magnitude that suggest the journal publishes articles for payment rather than to provide a source for academic exchange.

The journal is not indexed in well-regarded indices, or makes false claims about indexing.

The journal publishes claims about its impact factor that cannot be verified.

The journal has no regard for the quality of the research being published.

The journal has no editorial board, lists non-existent people as the editorial board, or makes false claims about editorship.

The journal does not publish a hard copy and on-line access is behind a pay wall.

The journal has no past publishing record or

7

The journal appears on a list of "predatory" journals, such as the now-closed Beall's list.

Note that "predatory" journals may not possess all these characteristics, and journals that are not predatory may have some. Faculty should take care before submitting articles to be that if published, the article will count toward meeting the standard for tenure. Additional documentation may be necessary with regard to journal possessing these characteristics to demonstrate the article should be included.

Validating experiences that support scholarship and evidence demonstrating the impact of a faculty's scholarship may include but is not limited to:

Documentation that results are disseminated to public (e.g. community presentations, quotation in local/regional/national newspapers, UVU alumni newsletter, discussion in local/regional/national media, and etc.)

Presentations or participation as a panel member or discussant in approved academic, professional or practitioner associations and conferences

Publication of articles in professional or trade journals or magazines

Publication of chapters in books (scholarly, professional, text, or trade/professional)

Conducting faculty research seminars for peers

Creating or significantly modifying instructional software

Creation and delivery of executive education courses

Development of discipline-based practice tools

Full-time faculty internships

Invited articles for practitioner periodicals

Leadership in an approved professional organization

Major editorial responsibilities (such as editor-in-chief or executive editor) of a practitioner periodical

Outreach or consulting activity related to primary teaching area or area of scholarly research

Participation in continuing professional education programs

Proposing and receiving a major grant (with direct community impact)

Publicly available technical reports for organizational projects and consulting

Published cases with instructional materials

Publications in conference proceedings

Research monographs or teaching/training manuals for practice

Significant contributions to trade journals/magazines authored by others (being quoted in practice magazine)

Significant presentations at trade meetings

Technical reports related to funded research projects

Creating and/or delivering executive education seminars that are fully subscribed

Maintaining an active consulting practice with evidence of multiple major clients

Publishing and maintaining a newsletter or series of reports that attracts a solid subscription base.

Serving as a member of a board of directors

Note that publications that do not meet the AACSB double-blind, peer-reviewed standard and are not counted for purposes of meeting the publication requirement for tenure may nevertheless provide evidence of the impact of faculty members' scholarly work.

Qualifying Service

Service may include but is not limited to:

Activities beyond faculty members' primary duties that help strengthen the School and/or University

Participation in WSB- or University-sponsored intellectual activities

Participation on and contribution to Department, School, or University committees

Service to the profession, including serving on committees, holding executive office, organizing professional meetings, providing adjudicating service, and serving on editorial boards

Discipline related service to the public by serving and participating in volunteer organizations, serving on advisory boards, and holding a public office

Coaching teams for discipline-related competitions

Facilitating internships, job shadowing, or job placements

Conducting studies abroad

Advising clubs and club leaders

Mentoring students who are starting their own businesses

Advising student consulting teams outside of the classroom

Facilitating industry certifications

Conducting student visits to companies or professional organization meetings such as the UACPA, AMS, SHRM, etc…

Overseeing tutoring efforts outside of normal office hours

Engaging students as co-authors or co-researchers on research projects

Facilitating student mentoring by industry professionals

Other evidence of service to the Department, School, University, or community

Evidence demonstrating service may include but is not limited to:

A memorandum from a committee chair or appropriate university official

Acknowledgement of service from a journal editor or officer of a professional organization

Program listing for a profession meeting or conference