

**WOODBURY SCHOOL OF BUSINESS**

**TENURE PROCEDURE & CRITERIA**

Voted into effect by the faculty on \_\_\_Feb 17, 2023\_\_\_

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 Statement & Core Themes**

**WSB Mission:**

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

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**WSB Core Themes:**

*T-1:*Become recognized as a top tier teaching school.

*DELTA*: Maximize student improvement through engaged learning.

*Placement*: Help students obtain and succeed in careers aligned with their goals.

*Connected*: Develop remarkable and widespread connections between faculty/staff and industry that facilitate student success in holistic ways.

*45⁰*: Increase the graduation rate of the WSB to 45 percent.

*Inclusion*: Promote and preserve an inclusive and academically supportive climate that allow all faculty, staff, and students to succeed.

**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 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 academic year. The Chair gives feedback on the Annual Plan and Annual Activity Report through the Faculty Success system.

In the years a faculty member is applying for midterm or tenure review, annual supervisor review meetings with faculty should be completed by September 1. In the year that faculty members apply for midterm or tenure review, they submit a Faculty Portfolio by **September 15.** 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.

**Tenure Evaluation Overview**

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. Faculty members must demonstrate collegial and professional behavior.

Faculty members applying for midterm review must demonstrate and document appropriate progress toward achievement of the tenure criteria based on the time frame for their midterm and tenure reviews. They must also provide 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 or her results within the three performance 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 excellent teachers. Excellent teachers are prepared to teach, have well-organized course syllabi and class periods, provide clear expectations for students to complete a course, exhibit enthusiasm for the topics they teach, are concerned with their students and their students’ progress in learning, and are an example to their students of the consummate professional—a role model.

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. Excellent teachers also enhance the learning process by continually learning themselves. They strive to maintain expertise in their disciplines through active professional engagement and scholarly activities that enhance their teaching proficiency. Excellent teachers update and revise curriculum to incorporate current best practices, new knowledge from research, and applicable professional standards.

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 excellent teaching.

Items to be included in a Faculty Portfolio:

* *A narrative self-evaluation of teaching.*
	+ This includes reflections on teaching successes. Importantly, this includes discussion of any challenges faced and steps taken to address them. It is desirable to see faculty improve over time by implementing new approaches, making pedagogical adjustments, or revising curriculum. Efforts made to improve could be tied to trainings received through a variety of areas including department chair feedback, professional or academic conferences, and UVU trainings such as from the Office of Teaching & Learning. It is the actions taken from these trainings rather than participation in the trainings themselves that demonstrates teaching improvements towards teaching excellence.
* *Annual Performance Evaluations.*
	+ Include full copies of annual evaluations in the probationary period under review.
* *Student Ratings of Instruction (SRIs).*
	+ Include full copies of SRI reports for each class taught.
	+ A summary report of all SRIs by semester. The report should include course and instructor summary metrics, SRI response rates, class sizes, and class levels (undergraduate—introductory, intermediate, or advanced; graduate).
	+ Student participation in SRIs should be encouraged and should follow current UVU protocols. Evaluations from approximately 70 percent of the students is generally expected. Lower response rates raise concerns about the representativeness of the course evaluations due to non-response bias and will be evaluated accordingly. Consistency of response rates over time is key.
* *Supervisor teaching assessments*
	+ Evaluations and assessments of courses and class sessions from departmental leadership. Include full copies of evaluation letters.
	+ At a minimum, faculty should have one supervisor teaching assessment prior to midterm review and one supervisor teaching assessment after midterm review. Annual supervisor teaching assessments are encouraged. Assessments should include a teaching observation and an assessment of course materials. Supervisor assessments can also help clarify any issues in student ratings of instruction (SRIs).
* *Peer teaching assessments.*
	+ Evaluations and assessments of courses and class sessions from other faculty. Include full copies of peer evaluation letters.
	+ At a minimum, faculty should have one peer assessment prior to midterm review and one peer assessment after midterm review. Annual peer assessments are encouraged. Assessments should include a teaching observation and an assessment of course materials.
* *Evidence of curriculum and course development*
	+ Faculty should provide supporting documentation of updates and revisions to course curriculum and course development. A narrative description of curriculum and course development activities should accompany any course materials. Faculty should clearly explain their efforts to improve curriculum and courses.
	+ Documented evidence includes samples of syllabi, course assignments, and teaching materials.

Other Examples of Teaching Activities. These are not required activities, but documented evidence of engagement in these activities, if undertaken, is welcome.

* Evidence of specific engaged learning activities and their respective outcomes.
* Participation in programs sponsored by the Office of Teaching and Learning (OTL).
* Participation in nationally or internationally recognized teaching excellence programs.
* Unsolicited written comments from students and alumni.
* Report from employers and graduate schools reporting student success.
* Creating or significantly modifying instructional software
* Publication of course materials such as cases, textbooks, or other activities.
* Conducting studies abroad
* Facilitating industry certifications
* University, national, or international teaching awards

**Scholarship**

Excellence in academia also requires an emphasis on contributions through scholarly activities. A consistent pattern of scholarly activity is expected. To this end, faculty members must be qualified in their AACSB faculty category or document approval for varying from it.

Faculty members are encouraged to publish in their respective academic discipline. Contributions within discipline help establish faculty members’ reputation and expertise within their appointed discipline. Discipline-specific contributions, including interdisciplinary contributions connected to one’s teaching area, should be a part of faculty scholarly activities. Beyond demonstrating competency within one’s academic discipline, and in line with a broad view of scholarship and UVU’s teaching focus, interdisciplinary and pedagogical research is welcome and valued.

To achieve tenure, faculty members must publish, in their probationary period, at least three blind, peer-reviewed academic journal articles.

As a safe harbor list for blind, peer-reviewed academic journals, the RTP committee will refer to the Australian Business Dean’s Council (ABDC). Publications on this list will count towards the three scholarly publications. While no specific rating level on the ABDC list is required, faculty members are encouraged to consider journal quality in their publications.

If a journal is not listed on the ABDC list yet meets the blind, peer-reviewed academic journal standard, such publications can count. This is likely most applicable for publications outside of the business disciplines but that are published in credible and well-known journals. Candidates should provide information, such as an academic journal being listed as blind, peer-reviewed on commonly used journal lists (e.g., Cabell’s) or journal information to support the publication counting towards tenure. Furthermore, departments may also seek approval for journals not on the ABDC list to be considered within the safe harbor. To do so, department chairs will submit journal information to the RTP Committee and WSB Dean’s Office for review and approval. Conference proceedings are excluded.

Faculty members should also document the impact of their scholarship. For purposes of demonstrating impact, scholarly activity is not limited to peer-reviewed, refereed journal publications. Faculty members applying for tenure should document validating experiences that support their scholarly efforts.

Because tenure is a forward-looking decision, applicants must also show that their scholarly activity is ongoing. It is critical that faculty demonstrate that their research can be expected to continue beyond the minimum three scholarly publications and the required validating evidence of impact of scholarly activities.

Faculty members are expected to avoid so-called “predatory journals.” Publications in these types of journals will not count towards the publication requirement for receiving tenure and could be viewed as an unfavorable factor towards tenure.

Evidence suggesting that a journal may be “predatory” could include the following:

 The journal does not use a 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, only 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

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.

Items to be included in a Faculty Portfolio:

* *A narrative self-evaluation of research.*
	+ This includes reflection on research successes. Faculty could discuss their research areas of interests and their development of expertise in those areas. Faculty could also discuss the impact and contribution of their research to the academic research community, to practicing professionals, and to their teaching.
* *Scholarly academic journal articles.*
	+ Include full copies of published articles.
	+ Include supporting evidence that publications meet the stated criteria from above by including a summary of publications along with information about each journal’s ratings and/or metrics.
	+ 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.
* *Evidence of Scholarship Impact.*
	+ Include evidence of academic conference presentations, presentations to or engagement with practitioners, practitioner publications, connections to teaching and course curriculum, and business press coverage.
* *Evidence of Ongoing Research.*
	+ Include evidence or lists of submitted, unpublished articles, working papers, research grants, conference submissions, and data collected for research.

Other Examples of Scholarship Activities. These are not required activities, but documented evidence of engagement in these activities, if undertaken, is welcome.

* Editorial responsibilities at academic journals or practitioner outlets
* Evidence of research results being disseminated to public
* Presentations or participation as a panel member or discussant in academic 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)
* Proposing and receiving research funding and grants (internal or external)
* Publications in conference proceedings
* Research monographs or teaching/training manuals for practice
* Research conducted with undergraduate and graduate students

**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. At tenure, service contributions are expected at the least at the department level, but must include higher levels such as school or university. Academic community or practitioner community service is also expected. 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 should demonstrate a consistent as opposed to episodic participation in service activities. Faculty should also demonstrate a continuing commitment to service. Faculty members are expected to engage with each other positively, respectfully, and honestly. Faculty members applying for tenure should document both their participation in and the contribution made by their service activities.

Items to be included in a Faculty Portfolio:

* *A narrative self-evaluation of service.*
	+ This includes reflection on service successes. Faculty should discuss their involvement in various service activities and the outcomes and impact of their service.
* *List of service activities.*
	+ Include a list of service activities such as committees, professional engagements, academic service opportunities, and overall service involvement.
* *Evidence of impact of service activities*
	+ Faculty should provide supporting documentation of the impact of their service activities.
	+ Documentation could include letters and notes from committee chairs, committee members, department chair and other administrators that support effective work on committee.

Other Items of Service Activities. These are not required activities, but documented evidence of engagement in these activities, if undertaken, is welcome.

* Activities beyond faculty members’ primary duties
* Service to the profession, including serving on committees, organizing professional meetings, providing adjudicating service, and serving on editorial boards
* Coaching teams for discipline-related competitions
* Advising clubs and club leaders
* Advising student consulting teams outside of the classroom
* Acknowledgement of service from a journal editor or discipline-related organization

**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 tenured and tenure-track faculty.

In March, 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.