

**Tarleton State University**  
**College of Business**  
**Expectation Guidelines for Promotion and Tenure**

***Our Mission:***

“Through our student-centered teaching, applied and pedagogical research and service to our communities, we transform the lives of those who partner with us in pursuit of their education and career aspirations in Business Administration to succeed in a highly interdependent global economy.”

***Introduction***

As critical partners in the fulfillment of our mission, faculty members of the College of Business (COB) have their own aspirations to advance in their careers and reach higher levels of professional accomplishments. As an organization COB is committed to supporting the professional development of our faculty and, within this context, this document seeks to provide general information about the guidelines and expectations for promotion from Instructor to Senior Instructor, from Assistant to Associate Professor with tenure, and from Associate to full Professor.

The guidelines and expectations contained in this COB Promotion and Tenure document are not to be interpreted with literal inflexibility nor construed as an exhaustive list of items to be “checked-off” in its entirety to ensure promotion / tenure. In particular, unless otherwise identified as required, the items listed under the teaching, research, and service sections are intended to provide guidance for faculty to follow a “balanced portfolio” approach to demonstrating **the progressive levels of performance expected for promotion to higher ranks in their academic careers.**

Task Force Members:		Recent Notes:	
<ul style="list-style-type: none"> <li>• Dr. Jason Sharp (Chair)</li> <li>• Dr. Curtis Atchley</li> <li>• Dr. Aray Chen</li> <li>• Dr. Catalin Dinulescu</li> <li>• Dr. Brian Martinson</li> <li>• Dr. Chuck Thomas</li> </ul>		2020-04-03: 1. Updated language promotion from Instructor to Senior Instructor, . . .” 2. Change sentence to “The promotion of COBA Instructors to the rank of Senior Instructor requires . . .” 3. Change sentence to “. . . a combination of five other intellectual contributions from Primary Intellectual Contributions and Secondary Intellectual Contributions as defined in COBA Faculty Sufficiency & Qualifications policy” 4. Change heading, “Promotion from Instructor to Senior Instructor” as there is no longer a non-tenure track Assistant Professor classification 5. Changes to Research section for Promotion from Instructor to Senior Instructor 6. Changes to Research section for Promotion from Assistant Professor to Associate Professor with Tenure 7. Changes to Research section for Promotion from Associate to Full Professor	
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Furthermore, the research section stipulations on the number of peer-reviewed journal articles (PRJs) indicated under the research section for promotion to the various ranks are not to be interpreted as absolute minimum requirements. For example, it is not just a matter of checking off that the given number of PRJs is met for promotion to a given rank. Candidates for promotion as well as faculty and administrators involved in the review of the promotion application packets are advised that, although not explicitly mentioned in this document, qualitative differences in PRJs are not to be ignored. A candidate may certainly make a case that PRJs in top tier journals ought to carry more weight than just checking - off that the prescribed number of PRJs is met. In such cases it is the **candidate's responsibility** to demonstrate the superior ranking of the journal(s) in question through metrics / documentation such as acceptance rates, circulation, longevity of journal, members of the review / editorial board, etc.

Moreover, given that the concepts of **innovation, engagement, and impact** are embedded throughout the new AACSB accreditation standards, as part of their application for promotion / tenure COB faculty **must** include a **reflective and integrative essay** addressing how their innovative practices, engagement activities, and their research / scholarly productivity are impacting the attainment of the mission of the College of Business Administration.

The timelines and procedural requirements, including the submission of application packets for promotion and tenure, and the review processes are detailed in chapter four of the Faculty Handbook and also detailed in Tarleton State University's Standard Administrative Procedure SAP 12.02.99.T0.01, Procedures for Implementing Tenure and, thus, are not duplicated here. The following criteria and expectations in the areas of teaching, research, and service for promotion and tenure apply to all faculty members of the College of Business Administration.



## ***Promotion from Instructor to Senior Instructor***

*The promotion for COB Instructors to the rank of Senior Instructor requires a minimum of five years of teaching experience at Tarleton with residency **and** the attainment and maintenance of Scholarly Practitioner status. Faculty in the rank of instructor at the time of adoption of this document, will be evaluated under the current standards until September 1, 2020. A **reflective and integrative essay** addressing how the faculty member's innovative practices, engagement activities, and research / scholarly productivity are impacting the attainment of COB's mission is also required. Additionally, such promotion requires meeting performance expectations in teaching, research, and service demonstrated by a balanced portfolio which may include but are not limited to the following:*

### ***Teaching***

1. Student evaluations in undergraduate core courses may carry less weight since they typically consist of students from various majors.
2. Student evaluations in advanced courses may carry more weight.
3. Peer (faculty) evaluations of:
  - a. Syllabi
  - b. Assessments (Exams, Assignments, Projects, Presentations, etc.)
4. Development and implementation of innovative instructional practices, including the use of technology, to enhance student learning.
5. Use of andragogical research findings to enhance student learning. within the classroom
6. Use of assurance of learning results to improve student learning
7. Active participation and engagement in teaching improvement sessions at conferences or workshops including university conferences and/or workshops offered by the university
8. Mix of teaching assignments in various locations and under different delivery modalities.

### ***Research***

1. One Peer Reviewed Journal (PRJ) article or a combination of five other intellectual contributions from Primary Intellectual Contributions and Secondary Intellectual Contributions as defined in COB Faculty Sufficiency & Qualifications policy.
  - a. A maximum of one field related certification may substitute as a single other intellectual contribution.
2. As per university requirements, evidence of growth in the discipline can be used to satisfy the requirements for promotion to Senior Instructor.
  - a. Examples of growth include but are not limited to obtaining ABD status (defined as having successfully defended the dissertation proposal) in a the faculty member's teaching field



***Service***

Must show evidence of activities in two of the following three areas:

1. University
  - a. University Level
  - b. College Level
  - c. Department Level
2. Community
  - a. Providing academic discipline-related expertise to the community (places of worship, schools, various service organizations, etc.)
3. Professional
  - a. Review of journal articles
  - b. Serving at conferences such as track chairs, discussants, etc.



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### ***Promotion from Assistant Professor to Associate Professor with Tenure***

*The promotion to Associate Professor with tenure requires a minimum of seven years performance at the rank of Assistant Professor. Up to two years credit may be granted for prior faculty appointments at regionally accredited institutions. This promotion with tenure also requires professional residency in Tarleton's main campus or in one of Tarleton's physical off-campus locations and the attainment and maintenance of Scholarly Academic status. A **reflective and integrative essay** addressing how the faculty member's innovative practices, engagement activities, and research / scholarly productivity are impacting the attainment of COB's mission is also required. Additionally, this promotion with tenure requires meeting performance expectations in teaching, research, and service demonstrated by a balanced portfolio which may include but are not limited to the following:*

#### ***Teaching***

1. Student evaluations in undergraduate core courses of student evaluations may carry less weight since they typically consist of students from various majors.
2. Student evaluations in advanced courses may carry more weight.
3. Peer (faculty) evaluations of:
  - a. Syllabi
  - b. Assessments (Exams, Assignments, Projects, Presentations, etc.)
4. Development and implementation of innovative instructional practices, including the use of technology, to enhance student learning.
5. Use of andragogical research findings to enhance student learning.
6. Use of assurance of learning results to improve student learning.
7. Mix of teaching assignments in various locations and under different delivery modalities.
8. Commitment to content improvement through curriculum development and introducing/teaching new courses/teaching graduate courses.

#### ***Research***

1. Under the current (4/4 Teaching load):
  - a. Three PRJ articles, or two PRJs and a combination of five other intellectual contributions from Primary Intellectual Contributions and Secondary Intellectual Contributions as defined in Faculty Sufficiency & Qualifications policy.
  - b. For faculty with a 50% or higher administrative appointment during 50% or more of the review period: Two PRJs or one PRJ and five other intellectual contributions.
2. Proposed: if/when teaching loads are reduced from the current teaching load, then the requirements will be adjusted accordingly.
  - a. Since the reduced teaching load will not apply to faculty with a 50% or higher administrative appointment during 50% or more of the review period, their expectations for promotion to Associate professor with





tenure will remain at two PRJs or one PRJ and five other intellectual contributions.

3. A minimum of 1 PRJ must be completed while at Tarleton. Each PRJ must be published in a Cabell's listed journal or other widely circulated database.
4. Publication record must demonstrate a steady and sustainable pace and not all in the last year before filing for application.
5. Faculty should avoid the concept of "double-dipping" and show progression of research with a variety of intellectual contributions. It is ultimately the faculty member's responsibility to demonstrate the uniqueness of their intellectual contributions in their reflective essay.

### ***Service***

Progressive levels of engagement should be demonstrated in multiple areas (Portfolio of Activities). Must show evidence of activities in two of the following three areas:

1. University
  - a. University Level
  - b. College Level
  - c. Department Level
2. Community
  - a. Providing academic discipline-related expertise to the community (places of worship, schools, various service organizations, etc.)
3. Professional
  - a. Serving as reviewer of journal articles
  - b. Serving at conferences such as track chairs, discussants, reviewers, etc.
  - c. Organizing panels/sessions at regional conferences
  - d. Serving in accreditation visit teams (SACS, etc.)



### **Promotion from Associate to Full Professor**

*The promotion to full Professor requires a minimum of five years performance at the rank of Associate Professor. Up to two years credit may be granted for prior faculty appointments at regionally accredited institutions. Faculty in the rank of associate professor at the time of adoption of this document will be evaluated under the current standards until September 1, 2020. The promotion to full Professor also requires professional residency in Tarleton's main campus or in one of Tarleton's physical off-campus locations **and** the maintenance of Scholarly Academic status. A **reflective and integrative essay** addressing how the faculty member's innovative practices, engagement activities, and research / scholarly productivity are impacting the attainment of COB's mission is also required. Additionally, this promotion requires meeting performance expectations in teaching, research, and service demonstrated by:*

### **Teaching**

1. Student evaluations in undergraduate core courses may carry less weight since they typically consist of students from various majors.
2. Student evaluations in advanced courses may carry more weight.
3. Peer (faculty) evaluations of:
  - a. Syllabi.
  - b. Assessments (Exams, Assignments, Projects, Presentations, etc.)
4. Development and implementation of innovative instructional practices, including the use of technology, to enhance student learning.
5. Use of andragogical research findings to enhance student learning.
6. Use of assurance of learning results to improve student learning.
7. Mix of teaching assignments in various locations and under different delivery modalities.
8. Commitment to improve effectiveness as a teacher:  
Evidenced through:
  - a. Peer or department head review.
  - b. Teaching evaluations.
  - c. Assessments from third parties.
9. Commitment to continued improvement through evidence such as:
  - a. Program/curriculum development.
  - b. Introducing and teaching new courses (undergraduate/graduate).
  - c. History of continued training.
  - d. Other evidence of commitment.

### **Research**

1. Under the current: (4/4 Teaching Load):
  - a. Six **cumulative** PRJs, or five **cumulative** PRJs and a combination of five other intellectual contributions from Primary Intellectual Contributions and Secondary Intellectual Contributions as defined in COB Faculty Sufficiency & Qualifications policy with **three PRJs while in the rank of**



**Associate Professor.** Credit may also be given to the contributions an applicant makes after submission of application for associate.

- b. For faculty with a 50% or higher administrative appointment during 50% or more of the review period: Five **cumulative** PRJs, or four **cumulative** PRJs and five other intellectual contributions with **two PRJs while at the rank of Associate Professor.**
2. Proposed: if/when teaching loads are reduced from the current teaching load, and then the requirements will be adjusted accordingly.
  - a. Since the reduced teaching load will not apply to faculty with a 50% or higher administrative appointment during 50% or more of the review period, their expectations for promotion to full Professor will remain at five **cumulative** PRJs, or four **cumulative** PRJs and five other intellectual contributions with **two PRJs while at the rank of Associate Professor.**
3. Faculty should avoid the concept of “double-dipping” and show progression of research with a variety of intellectual contributions. It is ultimately the faculty member’s responsibility to demonstrate the uniqueness of their intellectual contributions in their reflective essay.
4. A minimum of 2 PRJs must be completed while at Tarleton.
5. Each PRJ article must be listed in Cabell’s or other widely circulated database.
6. Publication record must demonstrate a steady and sustainable pace and not all at during a short period immediately preceding the application for promotion to the rank of full professor.
7. Candidate must be lead author in at least 2 PRJ articles sometime during their cumulative career. For journals that list alphabetically, candidates should discuss their leading role in their reflective essay.

### ***Service***

Candidate must show evidence of progressive engagement or leadership activity in multiple areas. Candidate should discuss progression of engagement in their reflective essay.

1. University
  - a. University Level
  - b. College Level
  - c. Department Level
2. Community
  - a. Providing academic-discipline specific expertise to the community (places of worship, school, various service organizations, etc.)
  - b. Talks to civic and community organizations.
  - c. Active participation in civic and community organizations.
3. Professional
  - a. Serving in national or regional professional/academic organizations.
  - b. Editor/reviewer of journal articles
  - c. Serving in accreditation visit teams (SACS, etc.)





Additional guidelines as they relate to time in rank may be found in the university's policies at:  
<http://www.tarleton.edu/policy/EmployeeHandbook/facultyhandbook4.html>



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