

**COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION  
GOVERNORS STATE UNIVERSITY  
DIVISION CRITERIA**

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## **PREFACE**

Division criteria comprise the standards by which faculty are evaluated and as such are the underpinning of our reputation for faculty excellence. A primary purpose of the College of Business and Public Administration's Division Criteria is to help identify, articulate, measure, support, and sustain faculty excellence in ways that are consistent with each respective discipline and that are in keeping with professional expectations for all faculty members regardless of discipline.

This document provides the unifying structure and relevant standardized content for compiling faculty performance for assessment as it relates to retention, tenure, promotion and PAI decisions. It addresses the College's need for greater consistency and continuity within evaluation processes across divisions. More specifically, the document establishes common and minimum requirements for evaluation for all faculty members in the Management, Marketing and Public Administration Division and the Accounting, Finance, Economics and Management Information System Division, as well as an organizational structure within which such requirements shall be framed. In addition, by being significantly aligned with the framework recommended by the university, the criteria foster greater coherence with the collective body of the university's evaluative documents and processes. The Supplemental items found in the Appendices have been adopted across the university and as such, will also assist faculty who are up for tenure or promotion by ensuring that their documentation and its structure, are consistent with faculty colleagues' and familiar to evaluators. In addition, two CBPA-specific appendices (6 and 7) have been added to clarify the expectations for research/creative activities within the College.

This Division Criteria was developed by AY 2012-13 members of the College of Business and Public Administration, Division Criteria Revision Sub-Committee and adopted given the approval of faculty members, Division Chairs, the Dean of the College, the Provost and the final approval of the university's President. Ultimately, we hope that the criteria will clarify and renew the commitment of faculty members, to the college's well-deserved reputation for faculty excellence.

# GOVERNORS STATE UNIVERSITY

## COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION DIVISION CRITERIA

### STATEMENT OF APPLICATION OF DIVISION CRITERIA (FOR EVALUATION OF FACULTY FOR RETENTION/TENURE/PROMOTION/ PROFESSIONAL ADVANCEMENT)

IN THE DIVISIONS OF MANAGEMENT, MARKETING AND PUBLIC  
ADMINISTRATION (MMPA) AND ACCOUNTING, FINANCE,  
MANAGEMENT INFORMATION SYSTEMS AND ECONOMICS (ACFM)

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**Effective AY 2013-2014**

These division/department criteria shall be effective AY 2013-2014 and shall remain in effect until the next contractually specified revision process.

#### **INTRODUCTION**

The application of evaluation criteria is understood to be a guideline. Judgment is to be used in determining how well faculty members meet the established criteria. The evaluation process should ensure that performance will be articulated and evaluated in terms of quality and that achievements are not merely enumerated. Likewise, when final determinations about retention, tenure, promotion, and Professional Advancement Increase are rendered, they will be based on an assessment of faculty performance as framed within the specific parameters indicated within this document.

Evaluation for retention/tenure/promotion/professional advancement is based on judgment of performance in three areas:

- I. Teaching/Primary Duties
- II. Research/Creative Activity
- III. Service

The levels of performance to be achieved in these three areas are identified in the GSU-UPI Agreement as: appropriate, satisfactory, effective, significant, highly effective, highly significant, or superior depending upon the number of years credited toward tenure or a Professional Advancement Increase (PAI).

Both divisions within the college recognize the integrated nature of teaching, research/creative activity, and service. That is, the division members believe that, very often categories overlap and accomplishments may be appropriately judged to be relevant in more than one area.

For this reason, these criteria allow faculty members to present their accomplishments in more than one area, when appropriate. It is incumbent upon applicants, however, to provide acceptable evidence of the applicability of an activity to more than one area. More important, it is incumbent on applicants to provide evidence of the quality of their accomplishments, consistent with the levels of expected performance at each stage of review, that is, retention, tenure, promotion, or Professional Advancement Increase.

In the next section of this document, each of the three performance areas will be introduced and defined. In the final section, the specific and broadly based performance standards that must be met for progression through the promotion and tenure processes will be delineated.

## **I. TEACHING/PRIMARY DUTIES**

Of the three areas of responsibility, the GSU-UPI Agreement indicates that teaching/primary duties are considered to be of utmost importance.

Teaching/primary duties are defined as activities related to developing in students the knowledge, behavior and skill necessary for entry into further study of the discipline and/or employment within the field. Evaluation of teaching/primary duties must include analysis of Student Evaluation of Instruction (SEIs) in every class taught during the evaluation period unless explicitly excluded by agreement with the chair and dean. Such analysis must account for the importance of patterns of student comments, not merely numerical findings. Evaluation of teaching/primary duties should also include but not be limited to: a) design, implementation and evaluation of classroom, laboratory, clinical, and other teaching/learning activities; b) design, implementation and evaluation of methods to assess student learning; c) course materials prepared by the faculty member; d) in- and out-of-classroom observations by students, faculty and others; e) indicators of indirect instruction; and f) other factors related to quality of performance such as: a) student advisement and b) supervision of student-generated research projects. Faculty may also identify new courses or courses taught for the first time as evidence of contributions in teaching.

Every aspect of teaching/primary duties shall be considered in the evaluation process. Furthermore, the integration of teaching/primary duties with research/creative activities and service must be evident. All assigned duties on the Assignment of Duties (AODs) are sources for evaluative judgment with the exception of specific service or research assignments (e.g., Senate President, Research CUEs, etc.), though again, the overall integration of such efforts with teaching/primary duties should be apparent.

- A. Examples of instructional materials prepared by faculty and employed in the teaching process that should be included in folders for review shall include, but is not limited to: syllabi, outlines, reading lists, examinations, study guides, digital recordings, multimedia presentations, laboratory preparations, online learning materials, study guides and/or course materials. These materials shall be evaluated for teaching effectiveness based on content (accuracy, currency, appropriateness) and organization (logic, consistency, clarity). Note that:

- *Syllabi* should follow the approved GSU syllabus template.
- *Course materials* must demonstrate that subject matter is thoroughly presented and that current, relevant knowledge and/or practice are included in course content.
- *Evaluation and assessment tools* clearly and explicitly address student learning outcomes.
- *Instructional materials* are appropriately selected by faculty.

B. Observation of teaching/primary duties is an important consideration and shall be used as part of the evaluation process. Observations may be those of students, other faculty in the division/department, faculty outside the university, practicum site supervisor, and/or appropriate others who have responsibility for quality teaching such as the dean of the college and chair.

Guidelines for the observation process are:

1. The dean and/or the chair may observe the teaching performance of faculty within their unit with reasonable notice of at least five working days.
  2. Peer review is mandated and should be arranged with reasonable notice of at least five working days for a minimum of one class during the evaluation period. The goal of a peer observation is to evaluate a faculty member's teaching with intent to improve his/her teaching in any observed areas of weakness. Without a systematic process for conducting observations of teaching, neither of these goals will be achieved. In addition, a systematic peer observation can provide a good balance to a faculty member's SEIs. The observation/evaluation form in Appendix 1 shall be used for this purpose.
  3. Observations should result in a timely written statement (addressed to the person observed) with comments concerning factors from among those provided in criteria for teaching standards at the level relevant to the faculty observed. Copies of written statements must be provided to the chair and the faculty member. Faculty may append a concise statement to the observation statement(s).
- C. Performance factors that should be considered are enumerated in later sections of this document and are specified according to the year of evaluation, promotion, or PAI.
- D. Faculty member's grading practices as outlined in course syllabi must demonstrate differentiation of student performance and provide regular feedback to students with clear explanations of the basis for determination of grades.
- E. Faculty member's oral and written communication and interaction skills in and out of the classroom must be effective.
- F. Other primary duties include both assigned and unassigned duties. Such duties include, but are not limited to: (1) advising (e.g., documented pre-advising of potential students); (2) working with adjunct and/or other colleagues to improve instruction/service; (3) participating in and effectively contributing to program development and program reviews; (4)

participating in the development and evaluation of students (e.g., serving on thesis committees, developing and grading comprehensive exams, etc.); (5) effectively participating in the recruitment and retention of students; (6) directing a program, special project, or grant; (7) coordinating a part of a program, such as practicum, graduate studies, etc.; (8) involvement in student outcome assessment; (9) participation in academic articulation of lower division courses in the program in order to improve student access to GSU; and (10) involvement in program and institutional accreditation. All duties may not necessarily apply to each faculty member.

Evaluation of performance of other primary duties is based on the:

1. amount of time required to discharge these duties;
2. timeliness, quality, and accuracy of the work;
3. faculty's record in effectively cooperating with individuals and groups necessary to discharge these duties.

## II. RESEARCH/CREATIVE ACTIVITY

Research/creative activities should be evaluated based on their contribution to the discipline, division/department, or the University. Individuals do not have control over the specific date of acceptance of an article, book, etc. for publication or the specific publication date. With this in mind and with regard to the activities required for Years 1 through 5, if more publications than required by the criteria were completed, submitted, and accepted and/or published in year(s) prior to the next evaluation year, they will carry over to the next year. If the work in the aggregate prior to a specific year demonstrates an ongoing pattern of scholarship and meets the requirements for a particular evaluation year, it will be considered as meeting the criteria for the particular evaluation year even though it was completed early.

With regard to evaluation for tenure/promotion to Associate Professor, promotion to Full Professor and application for PAI Teaching/Research, or PAI Teaching/Service, criteria must be met as specified for the appropriate years.

The documented research/creative activity *must* relate to the faculty member's academic area or have clear application to university or community needs. The overall integration of teaching/primary duties, research/creative activity and service, noted above, must be clear. The research/creative activity *must* also be of a degree of quality and significance required at the level of competence of the faculty member's probationary year or requested promotion or increase level.

The faculty member shall document research/creative activity by including in the portfolio such information as necessary and appropriate to assist the evaluator in assessing each activity and its significance. Faculty are encouraged to present information about the quality of print or other publication or presentation venues to their Division Personnel Committee for any format or product of research/creative activity. The University Library faculty are a resource for the assessment of the quality of journals, publishers, conferences, etc. In addition, faculty members shall include letters from the other co-authors (or editor) that explain the significance of the contribution of the author in the peer-reviewed item in their promotion portfolio. There is a

standard format which must be completed and submitted with the portfolio to verify that the peer-reviewed journal is of sufficient quality. This format is in Appendix 2 of the “CBPA Criteria” on page 26.

Various opportunities to produce intellectual contributions and development experiences which are considered “validating” for purposes of demonstrating readiness for retention/tenure/professional advancement are listed in four groups discussed below. Each year every faculty member is expected to cite his or her accomplishments within each of the groups and to provide documentation, as requested, for each citation in their evaluation portfolios for retention, tenure, promotion, or annual review.

In the College of Business and Public Administration, a system based on points has been adopted to assist faculty in allocating their time among intellectual activities and to indicate the types of output that the College values most highly. Table 2 listing the “validating activities” for the purpose of establishing a faculty’s qualifications for promotion based on their research/creative achievements. Guidelines for the use of this table and the requirements for meeting the standards at each level of review can be found on page 8 (and in Appendix 6 on page 33.) The minimum number of points, articles, and other scholarly activities required for meeting the research criteria for each probationary year, promotion to the rank of Associate and tenure, Full Professor, and PAI and the time frames involved, are as specifically detailed in this document beginning on page 13.

The listings in Appendix 6, Table 2, are not intended to be all inclusive. An activity not listed in this document and suggested for consideration by an individual faculty member, will be reviewed for appropriateness by division chair and the relevant sub-committee of the Faculty and Student Development Committee. If the department chair and the sub-committee of the Faculty and Student Development Committee disagree regarding the appropriateness and/or applicable points of any entry, the Dean of the college shall make the decision. Individual faculty is responsible for working through this process, ahead of submission of their folders, as their tenure track unfolds.

The “litmus test” for determining the validity of a citation will include its scope and the amount of effort required by the faculty member. For instance, a faculty member who is on an editorial review board of a journal but is not asked to do any work in that capacity during a particular year should not cite that activity or expect it to be credited. Likewise, a member of the board of a business or professional organization should be able to demonstrate substantial involvement in the strategic planning and decision-making activities of that board.

Based on Table 2, the following rating system will be used to evaluate attainment of the standard in research/creative activity for tenure and/or promotion. ***To be promoted from the rank of Assistant Professor and be tenured as an Associate Professor, faculty must have earned a rating of Highly Significant performance--400 points by the end of their tenure track process (Year 6 Evaluation). To be promoted from the rank of Associate Professor to Full Professor, a faculty member must have earned a rating of Superior Performance--500 additional points at least four years after attaining the rank of tenured Associate Professor.***

### **Promotion to Associate Professor**

To be eligible for tenure and promotion to Associate Professor from Assistant Professor in Probationary Year 6, evaluators must rate performance in research/creative activity as ***Highly Effective***. To meet this standard faculty must have earned 400 points from activities outlined in Table 2 of which at least 300 points come from publishing in peer-reviewed journals listed in the Cabell's Directory of Publishing Opportunities and/or in one of the journals listed in the College of Business and Public Administration (CBPA) approved top-rated journals list (a description of the list is provided in notes to Table 2, Appendix 6 in note 2 and in Appendix 7). In addition, faculty must have earned at least 100 points from any or a combination of the scholarly activities listed in Table 2, Appendix 6 during their tenure review/track period.

### **Promotion to Full Professor**

To earn the status of Full Professor, evaluators must rate performance in research/creative activity as ***Superior***. Faculty shall be eligible to apply for promotion to the rank of Full Professor after a minimum of 4 years of achieving tenure and promotion to Associate Professor. To meet the standard "***Superior***" in Research/Creative Activity for promotion to Full Professor faculty must have earned an additional 500 points after their promotion to Associate Professor, from activities outlined in Table 2 of which 400 points come from publishing in peer-reviewed journals listed in the Cabell's Directory of Publishing Opportunities and/or journals listed in the College of Business and Public Administration (CBPA) approved TOP-RATED journals list (a description of the CBPA approved journals list is provided in notes to Table 2, Appendix 6 in note 2 and in appendix 7), and/or scholarly books. In addition, faculty must have earned at least 100 points from any or a combination of the scholarly activities listed in Table 2, Appendix 6.

### **III. SERVICE**

University faculty are expected to play an important role in providing service to the community at the university, local, state or national levels. Service at the international level is also encouraged, where clearly in alignment with the university and program mission.

There are two categories of service which are indicated below. As faculty progress towards tenure, it is expected that the mix of activities will shift. In early probationary years, activities may include more service to the university community. In probationary years three through six/tenure, it is expected that the mix of activities will incorporate more service to the external community. At the level of Associate Professor or higher, faculty should assume significant leadership responsibilities, whether formal or informal, within the university, the professions and in the local and/or global community.

#### **A. Service to the University Community**

1. Service to the university as a member or chair of a committee, or as an officer of a university organization. This may also include student recruitment, advising a student organization, or other student organization work. Factors to be considered in the category are:
  - a. The nature of the committee/organization (departmental, collegial, university-wide);
  - b. The quality and quantity of the responsibility;



- c. The level of responsibility required by the faculty member's role and evidence of contribution to the committee/organization effort.
2. Develop, deliver or coordinate non-credit workshops/seminars not included in primary duties.
  3. Participation in GSU accreditation, evaluations, program reviews etc.

#### B. Service to the External Community

1. **Public (Community) Service.** This category includes activities related to the faculty's area of specialization that benefit the community, university-community relations, or the profession. Examples include: instruction in non-credit courses; non-instructional services; or work in the faculty's area of specialization that aids social, economic, health, or political organizations attempting to improve community life. This does not include externally sponsored activities or activities normally associated with responsible citizenship such as coaching little league or being a scoutmaster, etc.
2. **Professional Service.** This category includes service to the profession as a member or chair or officer of an external organization or committee. Factors to be considered in the category are:
  - a. the nature of the committee/organization;
  - b. the quality and quantity of contributions required by the responsibility;
  - c. the documentation of those contributions;
  - d. the level of responsibility required by the faculty's role.
  - e. consultations for health, education or social service agencies, or to individuals.
3. **Service on editorial boards of professional journals or magazine or service as a referee, evaluator, or grant reviewer.** Factors considered in this category are:
  - a. the quality of the publication and its relation to the faculty member's discipline or disciplinary role;
  - b. the extent of the faculty member's responsibility;
  - c. evaluations by others involved.
4. Participation in external accreditation, evaluation and/or program reviews.
5. Development, delivery, or coordination of non-credit workshops/seminars not included in primary duties.
6. Completion of an advanced degree, achievement of certification, and clinical practice are important professional activities and may comprise a relevant component for consideration within the performance of service.

The faculty member should document her/his service in each category. The faculty member is to present a full report on service activities in each year of tenure review and promotion portfolio. See Appendix 4 for information regarding appropriate justification and documentation of various service activities.

### **Criteria for Evaluation**

The following criteria shall be applied as a unit or set when evaluating the quality of service. Not all criteria need to be met for an activity to be evaluated as high quality service. It is therefore recommended that faculty address these aspects of service in their Statement of Accomplishments and Planned Undertakings in support of individual service activities.

1. *Importance and quality of individual contribution.* Activities that make a distinctive contribution carry more weight than do other activities. Thus effectively filling leadership roles (e.g. chairing a committee) may carry more weight than do other roles. However, some activities carried out in informal roles can make contributions as important as those provided by those in formally designated leadership roles. For example, a person who drafts a lengthy report or other document is making an important contribution even without holding a formal role. Other examples of informal leadership would be representation of the unit at public functions, initiating changes and steering them to fruition, serving as a bridge to other units, and willingly volunteering for necessary but otherwise thankless tasks.
2. *Impact or significance of the service.* Service contributions that have substantial and important consequences in the setting in which the service takes place carry more weight than work that does not have important consequence.
3. *Time on task.* The greater the workload of the service, the more weight it carries.
4. *Intellectual work.* Service activities that involve extensive application of expertise, acquisition of new knowledge, etc., carry greater weight than do service activities that do not.
5. *Integration of service, teaching, and scholarship.* Service activities that develop new teaching and scholarly competencies, new information, new technology or new research agendas count more than activities that do not.
6. *Communication and dissemination.* Service work that leads to publication or communication of findings carries more weight than does other kinds of work.

As faculty members progress through the probationary period toward promotion and tenure, and then on through promotion to Full Professor and applications for PAIs, the expectations are that the quantity and quality of service will increase.

## SPECIFIC PERFORMANCE STANDARDS FOR RETENTION, TENURE, PROMOTION AND PROFESSIONAL ADVANCEMENT

### *Retention in Probationary Years One through Three/Assistant Professor*

#### Teaching and Primary Duties

In order to be retained in probationary years one through three, evaluators must rate teaching performance and performance of other primary duties as at least ***Satisfactory*** (year one), ***Effective*** (year two), and ***Highly Effective*** (year three), respectively. Performance standards comprise the following. All sources may not apply to each faculty member.

1. Analysis of student SEIs and patterns of strengths and weaknesses indicated by such for all courses taught during the evaluation period demonstrate at least satisfactory teaching (year one), effective teaching (year two) and highly effective teaching (year three).
2. In-class evaluation of teaching performance indicates at least satisfactory (year one), effective (year two), and highly effective (year three) performance.
3. The integration of teaching/primary duties with research/creative activities and service is evident.
4. Course syllabi provide required information and accurate, current, and appropriate content.
5. Course outline is logical and thoroughly presents subject matter.
6. Teaching supplements are effectively utilized: guest lectures, field trips, films, digital or web-based sources, etc.
7. Instructional material is current, accurate, clear, and logical.
8. Advising responsibilities are satisfactorily (year one), effectively (year two), in a highly effective manner (year three) performed including provision of appropriate assistance to complete student study plans for matriculation through the program; posting and conducting office hours.
9. Grading policies are fair and appropriate.
10. Contributions to program development and to continued accreditation, if applicable, are satisfactory (year one), effective (year two), highly effective (year three).

11. Interaction with related disciplines outside of program (e.g., professional presentation to classes outside of the program, new course development, etc.) is constructive.
12. Development of practicum site, field experience, observation site or other relevant outside contact is beneficial.
13. Performance of other primary duties is satisfactory (year one), effective (year two), highly effective (year three) based on:
  - a. the amount of time required to discharge these duties;
  - b. the timeliness, quality, and accuracy of the work;
  - c. the faculty's record in effectively cooperating with individuals and groups necessary to discharge these duties.
14. Oral English is proficient as mandated by Illinois statute.
15. Appropriate license/credentials are maintained by faculty as relevant within their specific discipline.
16. Achievement within unassigned activities per the faculty's discretion and as presented with appropriate evidence.

### **Research/Creative Activity**

In order to be retained in probationary years one through three, evaluators must rate performance in research/creative activity as detailed in research/creative activities section of this document. Table 1 illustrates the ratings and performance levels that shall be used for assessment of Research/Creative Activity in each Probationary Year or Rank and as a guide in coaching and mentoring, as faculty progress along their tenure track.

In year 1, the faculty member may have begun to work a research agenda by perhaps making a presentation at a regional conference.

In year 2, evidence of effective progress in research/creative activity may include a proceedings publication from a major conference, two conference presentations or any combination of activities to yield at least 75 points from Table 2, Appendix 6.

In year 3, evidence of effective performance would be 150 points from Table 2 which may be attained through publication of a journal article and a conference presentation, two conference proceedings, or any combination of activities to yield at least 150 points.

**Table 1**  
**PERFORMANCE STANDARDS MATRIX FOR RESEARCH**

<b>Probationary Year/Rank</b>	<b>Research/Scholarship/ Creative Activity Standards</b>	<b>Minimum Points Needed to Meet Standard</b>
Instructor	Appropriate*	25 or less
1/ Assistant Professor	Appropriate*	25 or less
2/Assistant Professor	Effective	75
3/Assistant Professor	Effective	150
4/Assistant Professor	Effective	200
5/Assistant Professor	Significant	300
6/Tenure/Associate Professor	Highly Significant	400
Promotion to Full Professor	Superior	500

\*Appropriate Performance--A faculty member should concentrate her/his major efforts in the first year of employment in the category Teaching/Primary Duties. An appropriate scope of research activity is defined as a limited amount of activity selected from the items listed in Table 2, Appendix 6.

### Service

In order to be retained in probationary years one through three, evaluators must rate performance in service as at least *Appropriate\** (year one) and *Effective* (years two and three), respectively.

Progression in years two and three should reflect accomplishment of an ongoing record of service that broadens from local to regional or national and that reflects integration with teaching/primary duties and research/creative activities.

Effective performance in the area of service is evidenced by, but is not limited to, the following:

1. The faculty member documents regular participation in and contributions to division/department and/or collegial committee(s).
2. The faculty member documents regular participation in and contributions to a university-wide committee(s).
3. The faculty member documents regular participation in and contributions to an external service activity.

\*Appropriate Performance--A faculty member should concentrate her/his major efforts in the first year of employment in the category Teaching/Primary Duties. An appropriate scope of service activity is defined as a limited amount of activity selected from the items listed above.

<b><i>Retention in Probationary Years Four/Assistant Professor to Six/Tenure/Promotion to Associate Professor</i></b>
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Faculty in Probationary Year Four/Assistant Professor shall receive a detailed mid-tenure track review during their fourth year of employment. For this review, the faculty member shall submit materials from the year 1-3 evaluations as well as a portfolio for Year 4. The Division Personnel Committee, the Division Chair, and the Dean shall review and provide the faculty member with an objective assessment of progress in meeting all criteria for tenure and promotion to the rank of Associate Professor based on these cumulative materials. As outlined in the GSU-UPI agreement, recommendations regarding retention based specifically on the evidence contained in the faculty member's Year Four portfolio will be forwarded, along with the portfolio itself, to the University Personnel Committee.

### **Teaching and Primary Duties**

In order to be retained in probationary years four through five and to eventually be tenured after year six, evaluators must rate teaching performance and performance of primary duties as at least ***Highly Effective*** (years four and five) and ***Superior*** (year six).

Performance standards comprise the following. All sources may not apply to each faculty member.

1. Faculty member demonstrates proficient command of the subject matter in one's assigned areas of teaching, ensuring that course content is current, representative, and appropriate for the course taught.
2. Analysis of student evaluations (SEIs) and patterns of strengths and weaknesses indicated by such document depth of knowledge, and highly effective (years four and five) and superior (year six) management of classroom environment for all courses taught.
3. In-class evaluation that documents highly effective (years four and five) and superior (year six) instructional techniques, skills in classroom management, and proficient command of the subject matter.
4. Faculty member demonstrates highly skillful and creative delivery of exemplary teaching strategies, course materials, and/or instructional activities which incorporate principles of the adult/learning and teaching process and that contribute to the intellectual and professional development of students.
5. Faculty member demonstrates ability to engage students in the learning process and facilitate student achievement.
6. Faculty member's original research, consulting or other scholarly, professional and service activities are incorporated into teaching/primary duties.

7. Exemplary course material (syllabi, assignments, exercises, handouts, projects, exams, etc.) is clear, organized, creative, and accurate.
8. Teaching supplements are effectively utilized: guest lectures, field trips, films, digital or web-based sources, etc.
9. Faculty member develops clear and explicit student assessment criteria: grading and evaluation of student performance in class and/or field practica that is fair, consistent, and congruent with course objectives.
10. Advising responsibilities are highly effectively (years four and five) or in a superior manner (year six) performed including provision of appropriate assistance to complete student study plans for matriculation through the program; posting and conducting office hours.
11. Contributions to program development and to continued accreditation, if applicable, are highly effective (years four and five) or superior (year six).
12. Faculty member develops new course(s) as related to program needs, new organization of course(s) or application of new teaching/evaluation strategies in a course (i.e., web-based, or other new modality).
13. Development of practicum site, field experience, observation site or other relevant outside contact is beneficial.
14. Interaction with related disciplines outside of program (e.g., professional presentation to classes outside of the program, etc.) is evident.
15. Performance of other primary duties is highly effective (years four and five) and superior (year six) based on:
  - a. the amount of time required to discharge these duties;
  - b. the timeliness, quality, and accuracy of the work;
  - c. the faculty's record in effectively cooperating with individuals and groups necessary to discharge these duties.

### **Research/Creative Activity**

In order to be retained in probationary years four through five and to eventually be tenured after year six, evaluators must rate performance in research/creative activity as detailed in research/creative activities section at the beginning of this document, and Tables 1 (page 13) and 2 (Appendix 6) of this document, and Appendix 7.

In the *fourth year*, the faculty member should implement planned scholarly activities to have earned at least 200 cumulative points as demonstrated by acceptance or publication of at least one peer reviewed journal article and have earned at least 100 additional points from activities in Table 2 to achieve the standard of ***Effective***.

In the *fifth year*, the faculty member should provide evidence of having earned at least 300 cumulative points from at least two accepted or published peer reviewed journal articles (or one article from the CBPA Top-Rated Journals List) and at least 100 additional points from activities in Table 2 to achieve the standard of ***Significant***.

In the *sixth year*, the faculty member must provide within the cumulative portfolio, evidence of at least 400 cumulative points from at least three published peer reviewed journal articles (or two articles if one appears in a journal from the CBPA Top-Rated Journal List) and at least 100 additional points from activities in Table 2 to achieve the standard of ***Highly Significant***.

As detailed in this document, performance in the area of research/creative activity is evidenced by, but is not limited to journal publications. It is the responsibility of the faculty member to provide a description and documented evidence of the totality of their activities as detailed in this document.

## **Service**

In order to be retained in probationary years four through five and eventually to be tenured after year six, evaluators must rate performance in service as ***Effective***. In meeting this performance standard, faculty members are to demonstrate that they have increased their service both internally and external to the university. Progression in years four through six should reflect increasing accomplishment of an ongoing record of service that broadens from local to regional or national or at a campus level has progressed from department/program to college and university-wide contributions. It is the responsibility of the faculty member to provide a description and documented evidence of these service activities. See Appendix 4 for information regarding appropriate justification and documentation of various service activities. Items 1, 2 and 3 in the following list are required. Items 4 and 5 are not required but are more highly valued during years four through six than items 1-3;

Performance in the area of service is evidenced by, but is not limited to, the following:

1. The faculty member documents regular participation in and contributions to division/department and/or collegial committee(s).
2. The faculty member documents regular participation in and contributions to a university-wide committee(s).
3. The faculty member documents regular participation in and contributions to an external service activity.



4. The faculty member provides and documents effective service to the community/profession in his/her discipline.
5. The faculty member provides and documents effective performance in a significant leadership role externally or at the university or College level.

## ***Promotion to Full Professor***

### **Teaching and Primary Duties—Superior Performance**

In order to be promoted to Full Professor, evaluators must rate teaching performance and performance of primary duties as ***Superior***.

Sources for evaluative judgments include, but are not limited to, those in the previous sections and the following list below. All sources may not apply to each faculty member, but faculty must provide multiple and varied forms of evidence from the categories below to support a rating of superior.

1. Proficient command of the subject matter in one's assigned areas of teaching, ensuring that course content is current, representative, and appropriate for the course taught.
2. Analysis of student evaluations (SEIs) and patterns of strengths and weaknesses indicated by such document depth of knowledge, and superior management of classroom environment for all courses taught.
3. In-class evaluation that documents superior instructional techniques, skills in classroom management, and proficient command of the subject matter.
4. Faculty member's original research, consulting or other scholarly, professional and service activities are incorporated into teaching/primary duties.
5. Faculty member has highly skillful and creative delivery of exemplary teaching strategies, course materials, and/or instructional activities which incorporate principles of the adult/learning and teaching process and that contribute to the intellectual and professional development of students.
6. Faculty member develops new program(s) or course(s) as related to program needs, new organization of course(s) or application of new teaching/evaluation strategies in a course (i.e., web-based, or other new modality).
7. Faculty member develops clear and explicit student assessment criteria: grading and evaluation of student performance in class and/or field practica that is fair, consistent, and congruent with course objectives.
8. Faculty member demonstrates ability to engage students in the learning process and facilitate student achievement, including fostering undergraduate and graduate student research.
9. Faculty member supports student learning and mentoring.

10. Faculty member makes significant contribution to continued academic program development and continued accreditation, if applicable.
11. Faculty facilitates effective development, monitoring, and assessment of students in practicum settings.
12. Evaluation of performance of other primary duties is superior based on:
  - a. the amount of time required to discharge these duties.
  - b. the timeliness, quality, and accuracy of the work.
  - c. the faculty member's record in effectively cooperating with individuals and groups necessary to discharge these duties.

### **Research/Creative Activity—Superior Performance**

To earn the status of Full Professor, evaluators must rate performance in research/creative activity as *Superior*. Faculty shall be eligible to apply for promotion to the rank of Full Professor after a minimum of four years of being tenured and promoted to Associate Professor. To meet the standard “*Superior*” in Research/Creative Activity for promotion to Full Professor faculty shall have earned an additional 500 points after their promotion to Associate Professor, from activities outlined in Table 2 of which at least 400 points come from publishing in peer-reviewed journals listed in the Cabell’s Directory of Publishing Opportunities and/or journals listed in the College of Business and Public Administration (CBPA) approved top-rated journals list (a description of the list is provided in notes to Table 2, Appendix 6 in note 2, and in Appendix 7), and/or scholarly books.

It is the responsibility of the faculty member to provide a description and documented evidence of these activities, including external letters of support from faculty colleagues in the discipline.

### **Service—Effective Performance**

Beyond the level of Associate Professor, faculty should assume significant leadership responsibilities, whether formal or informal, within the university, the professions and in the local and/or global community. Performance in the area of service is evidenced by, but is not limited to, the following:

1. The faculty member documents regular participation in and contributions to division/department and/or collegial committee(s).
2. The faculty member documents regular participation in and contributions to a university-wide committee(s).
3. The faculty member documents regular participation in and contributions to an external service activity.
4. The faculty member provides and documents effective service to the community/profession in his/her discipline.

5. The faculty member provides and documents effective performance in a significant leadership role externally or at the university level.

***Professional Advancement Increases (PAI): Full Professor***

In order to receive a PAI in the areas of teaching (primary duties) and research, the applicant must meet the teaching standard of ***Superior*** as described in the section for years four through six/tenure, and meet the research/creative activity standard of ***Superior***, described as an additional 500 points after their promotion to Full Professor or their last PAI, from activities outlined in Table 2 of which at least 400 points come from publishing in peer-reviewed journals listed in the Cabell's Directory of Publishing Opportunities and/or journals listed in the College of Business and Public Administration (CBPA) approved top-rated journals list (a description of the CBPA approved journals list is provided in notes to Table 2, Appendix 6 in note 2 and in Appendix 7), and/or scholarly books; and meet the service standard of ***Effective*** as described in retention years two through tenure.

For a PAI in the areas of teaching (primary duties) and service, the applicant must meet the teaching standard of ***Superior*** as described in the section for years four through six/tenure, meet the research/creative activity standard of ***Highly Significant***

as described in year six/tenure of at least 400 additional points since promotion to Full Professor or the last PAI of which at least 300 points come from publishing in peer-reviewed journals listed in the Cabell's Directory of Publishing Opportunities and/or journals listed in the College of Business and Public Administration (CBPA) approved top-rated journals list (a description of the CBPA approved journals list is provided in notes to Table 2, Appendix 6 in note 2 and in Appendix 7), and/or scholarly books, and meet the service standard of ***Superior*** as described below.

***Superior*** accomplishment in the area of service may be evidenced by, but is not limited to, satisfying requirements of previous standards/levels and demonstrating an ongoing record of activities. Examples of activities include, but are not limited to:

1. The faculty member documents superior performance and leadership in service to a professional organization through committee work, an office, or other contributions.
2. The faculty member documents superior professional expertise-related consultative contributions on behalf of the university to agencies or individuals.
3. The faculty member demonstrates superior service to the community on behalf of the university as related to the overall mission or strategic plan of the university.

***Professional Advancement Increases (PAI): University Professor***

For a PAI award in the area of teaching /primary duties, the applicant must meet the teaching standard of ***Superior*** as described in the section for years four through six/tenure, meet the research/creative activity standard of ***Significant***, as applied to this category in years four through six/tenure as at least 300 additional points since promotion to Full Professor or the last PAI of which at least 200 points come from publishing in peer-reviewed journals listed in the Cabell's Directory of Publishing Opportunities and/or journals listed in the College of Business and Public Administration (CBPA) approved top-rated journals list (a description of the CBPA approved journals list is provided in notes to Table 2, Appendix 6 in note 2 and in Appendix 7),

and/or scholarly books, and at least 100 additional points from activities in Table 2, and meet the service standard of *Significant* as described below.

*Significant* accomplishment in the area of service may be evidenced by, but is not limited to, satisfying requirements of previous standards/levels and demonstrating an ongoing record of activities. Examples of activities include, but are not limited to:

1. The faculty member documents significant service to the community in the area of her/his discipline requiring significant time commitment.
2. The faculty member documents significant service in a university-related leadership role externally or at the university level.
3. The faculty member documents significant participation in professional organization(s).

For a PAI award in the area of research/creative activity, the applicant must meet the teaching standard of *Superior* as described in the section on years four through six/tenure, must achieve an additional 500 points after their promotion to Full Professor or their last PAI, from activities outlined in Table 2 of which at least 400 points come from publishing in peer-reviewed journals listed in the Cabell's Directory of Publishing Opportunities and/or journals listed in the College of Business and Public Administration (CBPA) approved top-rated journals list (a description of the CBPA approved journals list is provided in notes to Table 2, Appendix 6 in note 2 and in Appendix 7), and/or scholarly books, and meet the service standard of *Effective* as described in retention years four through six/tenure.

For a PAI award in the area of service, the applicant must meet the teaching standard of *Superior* as described in the section on years four through six/tenure, meet the research/creative activity standard of *Effective* as defined in Probationary Year 4, of an additional 200 points after their promotion to Full Professor or their last PAI, from activities outlined in Table 2 of which at least 100 points come from publishing in peer-reviewed journals listed in the Cabell's Directory of Publishing Opportunities and/or journals listed in the College of Business and Public Administration (CBPA) approved top-rated journals list (a description of the CBPA approved journals list is provided in notes to Table 2, Appendix 6 in note 2 and in Appendix 7), and/or scholarly books, and meet the service standard of *Superior* as described above in PAI for Full Professors.

*Superior* accomplishment in the area of service may be evidenced by, but is not limited to, satisfying requirements of previous standards/levels and demonstrating an ongoing record of activities. Examples of activities include, but are not limited to:

1. The faculty member documents superior performance and leadership in service to a professional organization through committee work, an office, or other contributions.
2. The faculty member documents superior professional expertise-related consultative contributions on behalf of the university to agencies or individuals.
3. The faculty member demonstrates superior service to the community on behalf of the university as related to the overall mission or strategic plan of the university.

## Appendix 1

# OBSERVATION/EVALUATION OF TEACHING

## PROCEDURES

1. The observer and instructor shall determine the date and class to be observed at least five working days before the observation. The observation will be for one entire class session.\*
2. The observer shall focus on the here/now behaviors of the instructor and the students.
3. Whenever possible, the observer and the instructor shall meet immediately after the observed class to discuss the evaluation.
4. The observer will present a written evaluation on the enclosed form.
5. The instructor has the option of responding in writing on the same form.
6. Both the instructor and the observer will sign the form.
7. The evaluation form and all additions will become part of the instructor's portfolio.

**Instructor** \_\_\_\_\_ Signature: \_\_\_\_\_

**Observer/Evaluator** \_\_\_\_\_ Signature: \_\_\_\_\_

**Class Title** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Time of Observation:** **Begin** \_\_\_\_\_ **End** \_\_\_\_\_

### **The INSTRUCTOR fills in the following:**

What is the **course objective(s)** that this class fulfills, or partially fulfills?

What is the **specific objective** (desired outcome) of **this class** relevant to the above course objective(s)?

### **The OBSERVER/EVALUATOR completes the following:**

#### **I. (WHAT?) OBJECTIVE:**

**Is the specific objective of this class clear?** \_\_\_\_\_ Not clear \_\_\_\_\_

Comments:

#### **II. (HOW?) TEACHING MODALITY AND LEARNING ACTIVITIES:**

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\*In the case of observation/evaluation of an online class, the observer and instructor shall determine the scope of the evaluation (e.g. specific unit, shell content, etc.) at least five working days prior to the observation.

**Check the teaching mode(s) used in this class:**

Demonstration \_\_\_\_\_ Lecture \_\_\_\_\_ Discussion \_\_\_\_\_ Audio/Visual \_\_\_\_\_  
 Small Group \_\_\_\_\_ Practice \_\_\_\_\_ Supervision \_\_\_\_\_ Computer \_\_\_\_\_  
 Online \_\_\_\_\_ Other (please identify) \_\_\_\_\_

Comments:

**Mastery of Subject Matter** (Give examples):**Communication Skills** (Give examples):

**What are the students doing?** Are they enthusiastically involved, attentive, busy at work, learning, disinterested, bored, etc.? If an online class, what is the quality and frequency of discussion/threads, responsiveness of the instructor, etc.? Give examples.

**Sensitivity/Flexibility:** Is the instructor aware of, sensitive to, responsive to, the needs of all students? Give examples.

**III. (HOW MUCH?) EVALUATION:**

**What assessment technique(s) are being used to verify the achievement of the objective?**

**IV. OTHER REMARKS:**


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**INSTRUCTOR'S RESPONSE:**



## Appendix 2

### **Documentation of Publication/Presentation Significance For Tenure/Promotion Portfolios**

Faculty members are expected to document the quality of publication or presentation venues for the Division/Department Personnel Committee for any format or product of research/creative activity including, but not limited to, the following: journal article, book, chapter in a book, book review, conference presentation, multimedia, software or other non-print publication, contribution to online journals, databases or other technological media. The University Library faculty are a resource for the assessment of the quality of journals, publishers, conferences, etc.

Examples of appropriate documentation may include:

- Statement of the quality of the journal from Cabell's Directory of Publishing Opportunities indicating impact factors, acceptance board and quality of editorial board; or appearance in a journal on the CBPA approved journals list.
- URL for publisher or a web site documenting its quality and reputation such as impact factors, university press etc.
- Photocopy of conference organizer information, including type of conference and organizers - major professional association, affiliate of a major professional association e.g. Academy of Business Midwest, or other professional associations regarding editorial board, credentials of reviewers and location, statement of review process, etc. The presented paper must be included in faculty portfolio
- Statement from editor indicating the level of peer review, kind of peer-review (i.e., blind, double-blind), acceptance rates, etc. for articles published in conference proceedings or photocopy of conference organizer information regarding editorial board, credentials of reviewers and location, statement of review process etc.
- Copies of critical reviews of a textbook in reputable venues such as Choice, Booklist, professional journals etc.

## Appendix 3

### Guidelines for Writing the Statement of Accomplishments And Planned Undertakings:

#### In general the document should:

- be a reflective essay, not just bullet points (although occasional bullet points may enhance readability) and describe the faculty member's overriding agenda for integrating teaching/primary duties, research/creative activity, and service
- be for a general audience, not necessarily for the faculty in same discipline or field
- address link to college/university mission
- provide a context for the review of portfolio
- be brief, unrepitive, factual, not exaggerated
- be written in the first person
- be free of spelling or grammatical errors
- be an opportunity to clarify items on CV or past evaluations

#### The discussion of teaching should:

- explain one's teaching philosophy and pedagogical approach, efforts to engage and/or mentor students, and evidence of teaching effectiveness
- comment on each course as it has evolved
- describe curriculum/course development
- organize the results of SEIs from past semesters in a concise way (a chart may be helpful)
- address any anomalies or patterns in the SEIs
- discuss in-class observations (include them under 'teaching')
- indicate how changes have been incorporated based on feedback (students, faculty)
- discuss effectiveness of online courses and/or how one's face-to-face courses have been enhanced with technology

#### The discussion of research should:

- clearly explain one's research agenda to a multi-disciplinary audience
- explain the personal motivation/significance behind the research and how it contributes to a body of knowledge
- indicate how the research informs or may inform one's teaching
- explain the documentation of the quality of the vehicle of publication (provide documentation in the research section)
- outline the progress one has made over the years, and the direction of one's future work in the short and long term

#### The discussion of service should:

- explain one's philosophy of service

- show how one has made a contribution in the various areas (clarify internal versus external service), and how it ties in with the college/university mission
- focus on professional service (at the college, university, and professional levels – also service to community that is related to one’s professional activities)
- show the growth in one’s service activities and indicate one’s planned activities for future service
- explain the documentation that supports one’s service activities (provide documentation in the service section)

## Appendix 4

### Supplemental Information Regarding Service

#### Definition

Service consists of activities that:

1. benefit the university and its academic units, professional associations, or the community;
2. are consistent with the university's mission;
3. require the expertise of the faculty member – either the specialized expertise of the faculty member's field or the general skills possessed by all members of the faculty.

#### Types of Service

Service may be provided in the following ways.

##### A. Service to the University Community

*University service* consists of contributions to the enhancement of the institution's internal processes and its relationships with external bodies. University service takes place through formal organizational roles, to which the faculty member is elected or appointed. This service may take place within the university or through appointments by the university to represent it on external bodies and consists of activities beyond active participation in ordinary governance of the faculty member's home academic unit.

##### B. Service to the External Community

*Community service* consists of activities that require the faculty member's expertise (either the specialized expertise in the faculty member's field or the general skills possessed by all members of the faculty), and that contribute to the public welfare outside the institution.

Activities consistent with a faculty member's expertise but that could be done by someone without that expertise do not count as community service. In some instances it will not be obvious whether an activity counts as community service. In those cases, it is the responsibility of the faculty member under review to make the case demonstrating that the activity should count under these policy guidelines.

*Professional service* consists of contributions to the organizations or associations of the faculty member's academic discipline. Professional service may have a component of research/creative activities.

## **Statement of Expectations**

### University Service

The university is not a collection of individuals working in isolation. Instead, it is a community whose vitality depends on the voluntary efforts of the faculty collaborating to promote the common good. Many of these efforts are channeled through a multiplicity of committees, councils, boards, task forces, and similar structures that collectively comprise the infrastructure of the institution. All faculty members are expected to participate in the collective life of the university, especially through the constituent part of its infrastructure.

All faculty members must serve in their home academic unit. The amount of service is correlated with academic rank, with senior faculty expected to provide the greatest amount of service and to provide leadership. All faculty also are expected to serve beyond the home unit level. That is a basic obligation attendant to the status of faculty member.

Faculty members have the responsibility to seek opportunities for service beyond their home unit. Administrators charged with the development of faculty are obliged to encourage and to facilitate faculty involvement beyond the home unit level.

### Community Service, Professional Service

Community Service and Professional Service are not required, but are to be considered in tenure and promotion decisions. The weight to be given to each depends on the specific division criteria.

## **Documentation**

The faculty member is to present a full report on service activities in each year of tenure review and promotion portfolio. The report must include:

- a) a brief explanation of the nature of the service;
- b) a description of the time and effort invested in the service activity, such as the frequency of meeting, preparation time, etc.;
- c) the accomplishment of the service activity, such as reports produced, decisions made, etc.;
- d) a description of one's own contributions to the collective accomplishment; and,
- e) supporting documentation.

At the point of major personnel decisions – formal reviews for re-appointment of untenured faculty, tenure and promotion – the faculty member, must solicit an evaluation of the faculty member's service contributions from the chairs of committees or other university service venues on which the faculty member served. Similarly, letters documenting professional and community service contributions should be solicited. Given the time constraints on the leaders of many external organizations however, the absence of such letters should not be considered grounds for discounting the significance of professional and community service if a reasonable attempt to secure such letters was made.

## Appendix 5

### PERFORMANCE STANDARDS MATRIX

<b>Probationary Year/Rank</b>	<b>Teaching/ Primary Duties Standards</b>	<b>Research/Scholarship/ Creative Activity Standards</b>	<b>Service Standards</b>
*Instructor	Satisfactory	Appropriate	Appropriate
1/Assistant Professor	Satisfactory	Appropriate	Appropriate
2/Assistant Professor	Effective	Effective	Effective
3/Assistant Professor	Highly Effective	Effective	Effective
4/Assistant Professor	Highly Effective	Effective	Effective
5/Assistant Professor	Highly Effective	Significant	Effective
6/Tenure/Associate Professor	Superior	Highly Significant	Effective
Promotion to Full Professor	Superior	Superior	Effective

\*Instructor shall mean a Unit A Tenure Track Employee who has completed all requirements for a terminal degree other than the dissertation (ABD), thesis, or final project on a limited term contract pending the award of the terminal degree.

Usually the contract will be for one year, however, it may be for two years based on an exception with approval by the Provost and President.

During the time the employee is classified as an instructor he/she will be evaluated based on standards for a tenure track employee, i.e. he/she will be placed in year one and evaluated per the standards and criteria for the appropriate year.

### Performance Standards and Types of PAI

There are two types of PAIs for Full Professors. The applicant for a PAI may choose to apply based on any one of the two following sets of performance standards identified in the following table.

<b>Performance Standards for PAI for Full Professors</b>			
<b>PAI</b>	<b>Teaching/ Primary Duties Standards</b>	<b>Research/Scholarship/ Creative Activity Standards</b>	<b>Service Standards</b>
Teaching/Research	Superior	Superior	Effective
PAI Teaching/Service	Superior	Highly Effective	Superior

There are three types of PAIs for University Professors. The applicant for a PAI may choose to apply based on any one of the three following sets of performance standards identified in the following table.

<b>PAIs for Faculty Who Remain University Professors</b>
--

	<b>Teaching/ Primary Duties Standards</b>	<b>Research/Scholarship/ Creative Activity Standards</b>	<b>Service Standards</b>
PAI/Teaching	Superior	Significant	Significant
PAI/Research	Superior	Superior	Effective
PAI/Service	Superior	Effective	Superior

Scale:

1. Appropriate
2. Satisfactory
3. Effective
4. Significant
5. Highly Effective
6. Highly Significant
7. Superior

Source: GSU-UPI Agreement 2009-2013

## Appendix 6

**Table 2**  
**CBPA Activities for “Validating Experiences” for Research/Creative Activities for Promotion and Professional Advancement**

<u>Activity</u>	<u>Points</u>
Journal article in Cabell’s Directory of Publishing Opportunities:	100
Journal article in CBPA approved Top Journals List	200
Scholarly book	100
Chapter in Scholarly Book	50
Academic Textbook	100
Peer-reviewed cases published in a journal listed in the Cabell’s Directory of Publishing Opportunities	100
Paper published in peer-reviewed conference proceedings	50-75
Paper used in creating a presentation that was presented in a professional conference	50
Major research grant or other external funding (depending on source and amount of funding)	50-100
Appointment as editor of a professional journal with demonstrated evidence of the scholarly contribution of the editor	50
Other publicly available contributions e.g. an industry study report commissioned by a reputable institution or submitted to and accepted by a reputable institution. Faculty is responsible for documenting and demonstrating the reputation of the client or accepting institution	100
Manual, test bank and study guide for textbooks	25
Major consulting assignment	50
Relevant Professional Certifications—initial certification	75
Maintenance activities for continued professional certifications	50
Other professional activities not included above (prior approval must be sought and obtained from the appropriate sub-committee of the Faculty and Student Development Committee, as detailed in this document)	50



Notes:

1. *It is assumed that peer-reviewed articles published in journals listed in one of Cabell's Directory of Publishing Opportunities or CBPA list of approved top-rated journals have been subject to a documented formal review process. If a journal is not listed in Cabell's Directory of Publishing Opportunities or the CBPA approved top-rated journals list, it is the faculty member's responsibility to document the journal's review process, editorial quality, impact factor, acceptance rate and any other validating information and to seek approval to accept the paper as meeting the research/creative contributions requirements towards tenure or promotion from the appropriate sub-committee of the Faculty and Student Development Committee.*
2. *The CBPA approved journal list (Appendix 7) comprises top-rated journals approved by faculty in each discipline with the agreement of the Division Chairs and Dean. It will be reviewed by the CBPA faculty every three years.*
3. *Self-published or "vanity press" books are not appropriate validating experiences.*
4. *Research that focuses on discipline-based contributions (D), practices (P), and learning and pedagogy (L) are all accepted. However, to ensure that faculty members are maintaining their currency in the field, they are expected to place more emphasis on discipline based and practice oriented research.*
5. *Faculty members are encouraged to participate in other professional activities. However, meeting the research requirement for promotion requires research/creative contributions and development activities listed in Table 2, Appendix 6.*

*The following are some examples that would not accrue points as "validating activities" for research products and creative activities:*

- *Working papers*
- *In-house presentations at faculty research seminars*
- *Newspaper editorials/letters*
- *Attendance at in-house seminars (e.g. seminars on how to use an e-learning System)*
- *Activities for local community service or religious organizations*
- *On-campus service (Faculty Senate, committees, etc.)*

## Appendix 7

### **Rationale for the CBPA Top-Rated Journal List**

At the CBPA faculty meeting on March, 7<sup>th</sup>, 2013, CBPA faculty in each discipline were charged with proposing a list of “top rated journals”, with the final list to be approved by the Division Chairs and Dean. The approved list is included here.

By April 22<sup>nd</sup>, faculty in Accounting, Finance, MIS, Operations Management/Supply Chain Management, Management, Marketing and Public Administration all submitted lists of suggested additional journals to add to the CSU Fullerton top journal list. Most of these proposed lists were accompanied by supporting facts including self-reported acceptance rates, Journal Impact Factor (JIF), as well as research articles on journal quality and journal rankings in the specific discipline.

The Dean and the two division chairs reviewed the proposed lists and the supporting documents carefully. In addition to the supporting facts provided by the faculty, we also consulted library experts on journal and article level impact factors and used the H-index as an additional validating factor for journal quality and impact. The H-index has been found to show high correlation with the more traditional ISI JIF (for more details, see Harzing, 2007). Compared with the more traditional ISI Journal Impact Factor (JIF), the H-index has some noticeable advantages, such as broader coverage of journals (ISI JIF has limited coverage in business and economics, and does not include an adequate number of journals published outside of US), more comprehensive coverage of citations (Google Scholar includes citations in books, conference and working papers and non-ISI indexed academic journals), and flexible time frame (JIF has two year frame). Unlike JIF, the H-index does not require subscription and can be accessed free of charge at <http://www.scimagojr.com>.

We are aware of the limitations of using citation-based impact factors (including the more traditional JIF and the H-index) as the criterion to judge journal quality and research impact. These include the differences in years the journal has been in existence, frequency of publication, base of circulation, and self-citation (the scimagojr website reports self-citation). But even with these limitations, we believe that the above mentioned supporting factors (acceptance rate, JIF when available, H-index, and journal rankings done by experts in the discipline) provided adequate information for us to come up with a reasonable list of top journals, which include a total of 202 unique journals, in 9 different disciplines (including one “All College” category). It should be pointed out that some journals do appear in more than one discipline, given the cross-disciplinary nature of research in business.

Following is the CBPA Top-Rated Journal List as of May 1, 2013, and adopted for inclusion in the CBPA division criteria.

## Appendix 7 (cont.)

**CBPA Top-Rated Journals\*\*****Accounting (16)**

Accounting	Abacus
Accounting	Contemporary Accounting Research
Accounting	Accounting Organization and Society
Accounting	Auditing: A Journal of Practice & Theory
Accounting	The Accounting Review
Accounting	Journal of Accounting and Economics
Accounting	Journal of Accounting, Auditing and Finance
Accounting	Journal of Accounting and Public Policy
Accounting	Journal of Accounting Research
Accounting	Journal of Information Systems
Accounting	Journal of International Accounting Research
Accounting	Journal of Management Accounting Research
Accounting	Journal of the American Taxation Association
Accounting	National Tax Journal
Accounting	Review of Accounting Studies
Accounting	International Journal of Accounting Information Systems

**Economics (45)**

Economics	American Economic Review
Economics	American Journal of Agricultural Economics
Economics	Canadian Journal of Economics
Economics	Econometrica
Economics	Economic Journal
Economics	Economica
Economics	Economic Inquiry
Economics	Economic Theory
Economics	Economics Letters
Economics	European Economic Review
Economics	International Economic Review
Economics	Journal of Econometrics
Economics	Journal of Economic Theory
Economics	Journal of Political Economy (also on PA list)
Economics	Games and Economic Behavior
Economics	Journal of Applied Econometrics
Economics	Journal of Business and Economic Statistics (also on IS, DS, & OM List)
Economics	Journal of Development Economics
Economics	Journal of Economic Behavior and Organization
Economics	Journal of Economic Dynamics and Control
Economics	Journal of Economic Growth
Economics	Journal of Economic History
Economics	Journal of Environmental Economics and Management
Economics	Journal of Health Economics
Economics	Journal of Human Resources (also on Management list)

Economics	Journal of Industrial Economics
Economics	Journal of International Economics
Economics	Journal of Labor Economics (also on Management list)
Economics	Journal of Law and Economics
Economics	Journal of Mathematical Economics
Economics	Journal of Monetary Economics
Economics	Journal of Money Credit and Banking (also on Finance list)
Economics	Journal of Public Economics (also on PA list)
Economics	Journal of Risk and Uncertainty
Economics	Journal of Urban Economics
Economics	Land Economics
Economics	Macroeconomic Dynamics
Economics	Oxford Bulletin of Economics and Statistics
Economics	Oxford Economic Papers
Economics	Public Choice
Economics	Quarterly Journal of Economics
Economics	RAND Journal of Economics
Economics	Review of Economics and Statistics (also on IS, DS, and OM list)
Economics	Review of Economic Dynamics
Economics	Review of Economic Studies
Economics	Scandinavian Journal of Economics

### **Finance (23)**

Finance	European Financial Management
Finance	Financial Analysts Journal
Finance	Financial Management
Finance	Financial Review
Finance	Insurance: Mathematics and Economics
Finance	Journal of Banking and Finance
Finance	Journal of Empirical Finance
Finance	Journal of Finance
Finance	Journal of Financial Intermediation
Finance	Journal of Financial and Quantitative Analysis
Finance	Journal of Financial Economics
Finance	Journal of Corporate Finance
Finance	Journal of Financial Markets
Finance	Journal of Financial Research
Finance	Journal of Futures Markets
Finance	Journal of International Money and Finance
Finance	Journal of Money, Credit, and Banking (also on Economics list)
Finance	Journal of Portfolio Management
Finance	Journal of Risk and Insurance
Finance	Real Estate Economics
Finance	Review of Finance
Finance	Review of Financial Studies
Finance	The Journal of Real Estate Research

### Information Systems & Decision Sciences & Operations (31)

IS, DS & OM	Communications in Statistics
IS, DS & OM	Communications of the ACM
IS, DS & OM	Communications of the Association for Information Systems
IS, DS & OM	European Journal of Information Systems
IS, DS & OM	European Journal of Operational Research
IS, DS & OM	Information and Management
IS, DS & OM	Information Systems Journal
IS, DS & OM	Information Systems Research
IS, DS & OM	IIE Transactions
IS, DS & OM	Interfaces
IS, DS & OM	International Journal of Forecasting
IS, DS and OM	International Journal of Production Economics
IS, DS and OM	International Journal of Production Research
IS, DS and OM	Journal of the Association for Information Systems
IS, DS & OM	Journal of Business and Economic Statistics (also on Economics list)
IS, DS & OM	Journal of Information Technology
IS, DS and OM	Journal of Management Information Systems
IS, DS and OM	Journal of the American Statistical Association
IS, DS & OM	Journal of Operations Management
IS, DS and OM	Journal of the Operational Research Society
IS, DS & OM	Journal of Strategic Information Systems
IS, DS and OM	Journal of Supply Chain Management
IS, DS & OM	Journal of the Royal Statistical Society Series B
IS, DS & OM	Manufacturing and Service Operations Management
IS, DS and OM	Management Science
IS, DS and OM	MIS Quarterly
IS, DS and OM	Naval Research Logistics
IS, DS and OM	Production and Operations Management
IS, DS and OM	Supply Chain Management: An International Journal
IS, DS and OM	Transportation Science
IS, DS and OM	Operations Research

### Management (43)

Management	Academy of Management Journal
Management	Academy of Management Review
Management	Academy of Management Perspective
Management	Administrative Science Quarterly (also in PA)
Management	American Journal of Sociology
Management	American Sociological Review (also in PA)
Management	American Business Law Journal
Management	Cognition (also on Marketing list)
Management	Cognitive Psychology (also on Marketing list)
Management	Decision Sciences
Management	Entrepreneurship Theory and Practice
Management	Gender, Work and Organization
Management	Group and Organization Management
Management	Human Relations

Management	Human Resources Management
Management	Industrial and Labor Relations Review
Management	Industrial Relations
Management	International Journal of Human Resource Management
Management	Journal of Applied Psychology (also on Marketing list)
Management	Journal of Business Venturing
Management	Journal of Experimental Psychology: General (also on Marketing list)
Management	Journal of Experimental Psychology: Learning, Memory and Cognition (also on Marketing list)
Management	Journal of Experimental Social Psychology (also on Marketing list)
Management	Journal of Human Resources (also in Economics list)
Management	Journal of International Business Studies
Management	Journal of Labor Economics (also on Economics list)
Management	Journal of Management
Management	Journal of Management Studies
Management	Journal of Operations Management (also on OM list)
Management	Journal of Organizational Behavior
Management	Journal of Personality and Social Psychology (also on Marketing list)
Management	Journal of Small Business Management
Management	Journal of World Business
Management	The Leadership Quarterly
Management	Organizational Behavior and Human Decision Processes
Management	Organization Science
Management	Personnel Psychology
Management	Production and Operations Management (also on OM list)
Management	Psychological Bulletin (also on Marketing list)
Management	Psychological Review (also on Marketing list)
Management	Psychological Science (also on Marketing list)
Management	Research in Organizational Behavior
Management	Strategic Management Journal

## Marketing (29)

Marketing	Cognition (also on MGMT list)
Marketing	Cognitive Psychology (also on MGMT list)
Marketing	Industrial Marketing Management
Marketing	International Journal of Research in Marketing
Marketing	Journal of Advertising
Marketing	Journal of Advertising Research
Marketing	Journal of Applied Psychology (also on MGMT list)
Marketing	Journal of Business Research
Marketing	Journal of Consumer Research
Marketing	Journal of Consumer Psychology
Marketing	Journal of Experimental Psychology: General (also on MGMT list)
Marketing	Journal of Experimental Psychology: Learning, Memory and Cognition (also on MGMT list)
Marketing	Journal of Experimental Social Psychology
Marketing	Journal of International Marketing
Marketing	Journal of Interactive Marketing

Marketing	Journal of Marketing
Marketing	Journal of Marketing Research
Marketing	Journal of Personality and Social Psychology (also on MGMT list)
Marketing	Journal of Public Policy and Marketing
Marketing	Journal of Product Innovation Management
Marketing	Journal of Retailing
Marketing	Journal of Service Research
Marketing	Journal of the Academy of Marketing Science
Marketing	Marketing Letters
Marketing	Marketing Science
Marketing	Psychological Review (also on MGMT list)
Marketing	Psychological Bulletin (also on MGMT list)
Marketing	Psychology and Marketing
Marketing	Psychological Science (also on MGMT list)

### **Public Administration (24)**

Public Administration	Public Administration Review
Public Administration	American Sociological Review (also on Management list)
Public Administration	Administration and Society (also on MGMT list)
Public Administration	Administrative Science Quarterly
Public Administration	American Review of Public Administration
Public Administration	International Journal of Public Sector Management
Public Administration	Journal of Political Economy (also on Economics list)
Public Administration	Journal of Public Economics (also on Economics list)
Public Administration	Journal of Public Administration: Research and Theory
Public Administration	Journal of Policy Analysis and Management
Public Administration	Public Budgeting and Finance
Public Administration	Public Productivity and Management Review
Public Administration	Public Budgeting, Accounting and Financial Management
Public Administration	Public Administration Quarterly
Public Administration	Public Finance and Management
Public Administration	Social Science Quarterly
Public Administration	State and Local Governmental Review
Public Administration	Municipal Finance Journal
Public Administration	Public Works Management and Policy
Public Administration	Policy Studies Journal
Public Administration	Public Finance Review
Public Administration	Social Science Quarterly
Public Administration	Review of Public Personnel Administration
Public Administration	Public Administration and Development

### **All-College (4)**

All College	Harvard Business Review
All College	California Management Review
All College	MIT Sloan Management Review
All College	Academy of Management Learning and Education

### **Business Communication (3)**

Business Communication	Academy of Managerial Communications Journal
Business Communication	Business Communication Quarterly
Business Communication	Journal of Business Communication

\*\*List finalized on May 1, 2013. It will be reviewed by CBPA every three years.