

**DEPARTMENT OF BUSINESS ADMINISTRATION
EXPECTATIONS FOR TENURE AND PROMOTION
AUGUST 2015**

The purpose of this document is to delineate, as clearly as possible, the expectations of the Business Administration Department for its tenure-track colleagues to earn tenure at Augustana College. All tenure candidates are expected to present evidence that they are “professionally active teaching scholars who contribute to the well-being of the institution in a number of ways: through their teaching, professional activity, campus service, and public service” (*Faculty Handbook*, Section 2.2.2.1). Thus, candidates for tenure are expected to contribute in multiple ways to the college. The components of “active teaching scholars,” as defined in the Faculty Handbook, along with their evaluation weights are noted below. Although, technically, these components are used by the Faculty Welfare Committee in determining merit pay participation for tenured faculty, they provide a guideline for expectations of all faculty at Augustana.

Teaching	50% to 65%
Professional Activity	20% to 40%
Campus Service	10% to 20%
Public Service	0% to 10%

(Faculty Handbook, Section 2.2.2.3)

Candidates for tenure, in consultation with senior members of the department, should utilize these evaluation weights as rough guides for allocation of their time and relative emphasis on their duties. The greatest weight in the evaluation process is placed on teaching, which reflects the value Augustana places on teaching excellence and its commitment to undergraduate education. Each of the four areas will be addressed below.

FOUR COMPONENTS OF EVALUATION

TEACHING AND ADVISING

Teaching is a faculty member’s primary function at Augustana. The department of Business Administration encourages its faculty to communicate to students clear expectations. These expectations encompass what is to be learned, guidelines as to how mastery of that material is to be achieved, and how students will provide evidence of that mastery (e.g., exams, papers, projects, class participation, etc.). The department also encourages its faculty to sincerely respect the students that they are working with in their classes. This entails approaching any class with a certain degree of humility and being ready to adapt to the needs of an individual class. The department finally is committed to encouraging its faculty to convey to students their enthusiasm for their subject matter and love of learning.

The faculty handbook outlines the teaching domains to be evaluated:

Instructional delivery, in the form of articulate communication, organized and well-planned use of class time, effective interaction with students, enthusiasm, and fair evaluation of student work along with meaningful feedback

Instructional design, including such activities as producing accurate and relevant syllabi with clearly stated objectives and expectations, providing helpful supplemental materials, challenging students to learn and perform at a level of rigor consistent with departmental expectations, intentionally connecting course material with past and future learning, and incorporating appropriate visual aids and technology in the classroom

Expertise in course material, assumes that the candidate's background and education is sufficient to relate course material to past knowledge and perspectives in the particular academic area addressed in the course, to give appropriate up-to-date examples, and to challenge the students to a higher level of thinking and problem solving

Course administration, including making appropriate assignments, offering help to struggling students, being available to students for help and consultation outside the classroom, and timely grading, and

Advising, including active participation and strong engagement in advising students.

Because those making the tenure decisions do not generally have the opportunity to directly observe a tenure candidate's actual teaching, the candidate must prepare a comprehensive teaching portfolio to provide evidence of teaching effectiveness. Following Bain (2004) the department of Business Administration expects untenured faculty to prepare a portfolio that, as he puts it, is "...a synthetic and organized case" of effective teaching (Bain, 2004: 168). As evidence of teaching effectiveness, this portfolio should include the following:

Course materials. These materials should include syllabi, exams, handouts, and examples of student work (both average and exceptional). We firmly believe that faculty should start to make a case for the effectiveness of their teaching by carefully examining the assignments given to their students. To what extent do these assignments simply demand recall of definitions and or merely ask students to demonstrate a mastery of certain procedures. In contrast, to what extent do candidates ask students to truly understand course material and reason through an argument? Especially in higher level courses, to what extent are students called on to apply, evaluate, analyze and synthesize material from that course? How have the course materials been refined over time? The expectation of the department is that faculty would work closely with the chair, other members of the department, members of the division, and faculty from across campus to develop their courses and improve their teaching. Either together with periodic class visits or in place of these visits (see Bain p. 169) we expect the review of course materials to also encourage a more focused and therefore meaningful discussion of teaching and what it means to teach well.

Peer observations. The department chair should observe the candidate's teaching at least once per term. The division chair should observe the candidate's teaching at least once per year. Extensive feedback should be offered to the candidate immediately after each observation, with discussion of how to improve the candidate's teaching effectiveness. The candidate is encouraged to request more frequent observations by the department and/or division chairs if he or she feels that it would be beneficial. Each such observation and review session should be documented and placed in the candidate's teaching portfolio. The candidate should periodically review these observations and reflect on the steps taken to address suggestions

for improvement and to emphasize points of strength, thus providing a comprehensive overview of how the candidate has worked to improve his or her teaching effectiveness.

IDEA data: Untenured faculty are required to administer IDEAs in all of their courses each term before they are considered for tenure. We also encourage faculty to ask for student feedback throughout the term (via anonymous feedback or other means). The candidate must realize, though, that IDEA scores, by themselves, mean little (although scores in the bottom twentieth percentile are considered cause for concern). The candidate must understand the underlying reasons for both the positive and less satisfactory scores. Equally important is to use the IDEA scores to provide guidance about how to improve teaching effectiveness. The goal is not to receive high IDEA scores; rather it is to improve one's teaching effectiveness. After each term, we would encourage colleagues to sit with the chair and other faculty to get help in interpreting their scores and, more importantly, encourage them to review IDEAs before teaching the same course in the future. Patterns observed in the scores should be analyzed, explained, and discussed as means for future improvement in the teaching portfolio.

The ultimate measure of teaching effectiveness is student learning. To that end, it is incumbent on the candidate for tenure (and all faculty) to assess student learning in each of their classes. How such assessment is accomplished is a question with which all faculty are wrestling. Certainly, the first step is to have clearly delineated goals for student learning (it is difficult to assess attainment of a goal if the goal doesn't exist). Actual measurement of students' learning goals currently has no common methodology, making this most important function very difficult to assess. Despite the difficulties encountered in assessing student learning, the candidate for tenure must still make every effort to do so. Examples of possible ways to assess student learning include:

- summaries of grading rubrics for a specific assignment
- student reflection on the value of a particular class and what they learned in it
- pre- and post-tests of specific content areas
- departmental assessments using student materials from the candidate's classes
- anecdotal evidence for particular students
- alumni comments on surveys or in correspondence.

The Business Administration Department places a great deal of emphasis on Academic Advising, and views advising as a vital element in developing close relationships with our students. Active participation and strong engagement in Academic Advising is expected for tenure. Candidates for tenure are expected to meet with each of their advisees each term to audit progress toward a degree, provide advice on class selection, act as a sounding board about post-graduation plans, and provide other reasonable input into students' needs. To prepare for the assessment of advising, the candidate should provide a brief description of the advising goals and practices that define the candidate's advising philosophy. Describe the strategies used to provide support to students outside the classroom. Include the approximate number of students advised and materials that provide evidence of the overall quality of advising.

PROFESSIONAL ACTIVITY

The Business Administration Department interprets scholarly output broadly. All faculty members should be fully engaged in the life of the mind, modeling a culture of inquiry for our students, contributing to the body of knowledge in our chosen fields consistent with the ideals of a liberal arts curriculum, and helping to integrate that knowledge with other areas of study. We welcome contributions in all areas of scholarship—teaching, discovery, integration, and application (Boyer, 1990). Our desire is to guide our faculty to contribute to the lives of ourselves, our students, and our communities in meaningful and balanced ways.

Forms of contribution are broken into two domains, professional expression (publications, performances, and presentations) and professional development (organizational and other professional activities). According to the *Faculty Handbook*, expression is given two-thirds weight, professional development one-third (Section 2.2.2.5.2).

The *Faculty Handbook* provides the following examples of professional expression:

- book
- book chapter
- monograph
- article in a scholarly journal
- article or book review
- contribution to an encyclopedia
- contribution to a brochure
- paper presentation at a professional meeting
- poster presentation at a professional meeting
- invited lecture at another college
- work as a consultant in your field
- work with a government commission in your field
- election to a learned society
- receipt of an honor or prize for academic distinction

Professional development might include:

- professional organization membership
- service to a professional organization, through committee or board membership, or elective office
- organizing, presiding, acting as a discussant at a professional meeting
- pursuing additional course work, or a program of reading and study in his or her discipline
- preparing a grant proposal
- attending a teaching-related conference
- participating in on-campus activities such as Teaching Partners, TRAC, and Carnegie Conversations

The first question to address is *why* faculty scholarship is important at Augustana. Boyer (1990) has four answers for this question. He described different areas of scholarship— discovery, teaching, integration, and application. The scholarship of discovery is frequently measured by peer-reviewed publications. The latter three areas are more broadly assessed. Augustana’s mission is centered on teaching, making that aspect of scholarship a good fit. In contrast, the scholarship of discovery is not as well suited to our mission or our resource base.

The other two aspects, integration and application are especially applicable to business programs. Integration is important, both within the department and with other disciplines commonly described as the liberal arts. Internally, the Business Administration Department has five concentrations: management, marketing, finance, management information systems, and international business. Each of these areas is a key component of “business,” and a successful business must do all of these (and more) well. External to the department, business education borrows heavily from a wide variety of liberal arts disciplines—economics, math, communications, psychology, sociology, and anthropology to name just a few. In addition, as a business program within a liberal arts setting, we have a great opportunity to examine the role of business in society, thus potentially involving many more disciplines such as philosophy, religion, and political science.

Finally, as a pre-professional program, one of our primary functions is the scholarship of application. We have a dual purpose in the business program—to help our students understand both *how* business is conducted and to reflect on what business *should* do within a society.

Thus, for the Business Administration Department at Augustana College, scholarship in the areas of teaching, integration, and application are most important in carrying out our mission. The scholarship of discovery, while less suited to our mission and resource base, is also welcomed. However, that said, it is important to note that business education at the undergraduate and masters level is not centrally focused on disengaged technical scholarship (research that is so narrowly concentrated that it is of little interest or use to anyone other than the researcher). Rather, the focus is commonly on more applied research that helps prepare students for the demands of the modern workplace. The expectation that business faculty will be involved in active research programs is rarely extended to undergraduate or masters students. It is not until a student pursues a Ph.D. that research is emphasized. Faculty research is primarily utilized in delivering content in a classroom setting rather than encouraging student research.

This distinction is important because it bears directly on the question of why faculty scholarship is important to the Business Administration Department at Augustana. The answer is that our faculty is expected to stay current in their fields, be engaged in both their disciplines and in the profession of teaching, and to model a life of inquiry for our students. Beyond that, discussions of scholarship expectations are primarily defining ways of providing evidence that those expectations are being met. Given the high expectations of our faculty in all other areas—teaching, campus service, and professional development—we define that evidence as broadly as possible.

Before directly addressing ways of providing evidence that scholarship expectations are being met, we must first address complexities inherent in the academic publishing process for business subjects. First is the approach that most business schools and journals take. In the article “How Business

Schools Lost Their Way,” Warren G. Bennis and James O’Toole, professors at the University of Southern California, lay much of the blame for shortcomings in business education on a misguided research/publishing process.

The actual cause of today’s crisis in management education is far broader in scope and can be traced to a dramatic shift in the culture of business schools. During the past several decades, many leading B schools have quietly adopted an inappropriate—and ultimately self-defeating—model of academic excellence. Instead of measuring themselves in terms of the competence of their graduates, or by how well their faculties understand important drivers of business performance, they measure themselves almost solely by the rigor of their scientific research...Submissions to these discipline-based publications are refereed by anonymous panels of scholars who assess research findings based on objective, scientific standards. Those safeguards, de rigueur for A-list journals, help ensure that published research passes scientific muster. Indeed the system works fairly well in the hard business disciplines, such as economics and finance, to which mathematical modeling can be easily applied. Even in finance, however, the system creates pressure on scholars to publish articles on narrow subjects chiefly of interest to other academics, not practitioners (Bennis and O’Toole, 2005; 98-99).

The second challenge is peer reviewing itself. The process is notoriously slow and inexact. It is not at all uncommon for the submission/review/revision/acceptance/publication process to take several years, even for high quality papers. Nor is it unusual to receive directly contradictory reviews from different peers. Some critics have gone so far as to predict the eventual demise of the current peer reviewing system, to be replaced by online communities where evaluation will be continuous, open, and dialectic (Judson, 1994).

The third, and perhaps most significant challenge is the quality of what gets published in academic journals. “Quality” in this context refers not to the scientific rigor to which the article is subjected, but to its value to readers. Precisely because most peer-reviewed journals base their acceptance/rejection decisions on the scientific model of research, authors tend to focus on narrower and narrower slices of research, rather than on more interesting, but broader topics. Very few people read academic journals, and those who do are predominantly other academics. “A renowned CEO doubtless speaks for many when he labels academic publishing a ‘vast wasteland’ from the point of view of business practitioners” (Bennis and O’Toole, 2005: 99). The result is a publication that can be counted toward tenure requirements, but does not contribute to the advancement of knowledge in any meaningful way.

Given these conditions, the Business Administration Department will define the evidence of meeting our expectations of junior faculty (to stay current in their fields, be engaged in both their disciplines and in the profession of teaching, and to model a life of inquiry for our students) broadly. By the time candidates are reviewed for tenure (generally in their sixth year at Augustana) we will expect them to have made significant and consistent progress in their teaching and scholarship. Evidence of scholarship progress could include (but is not limited to) presentation of a scholarly paper at a professional conference or submission of a scholarly paper to a relevant publication outlet. Independent assessment of the quality of such scholarly work could include traditional academic review, invited contributions to academic journals or widely recognized business publications, or articles approved by a knowledgeable editor. The table below outlines the department’s minimum expectations of candidates for tenure:

EXPECTATION	EXAMPLES OF CONTRIBUTION
	PROFESSIONAL EXPRESSION
ONGOING SCHOLARLY ACTIVITY RESULTING IN: ONE OF	Book Book chapter Monograph Article in a scholarly journal Article or book review
OR TWO OF	Paper or poster presentation at a professional meeting Preparing a grant proposal Organizing, presiding, acting as a discussant at a professional meeting Invited lecture at another college Work as a consultant in your field ** Work with a government commission in your field Contribution to an encyclopedia Election to a learned society Receipt of an honor or prize for academic distinction ** Special attention must be given to providing adequate evidence to FWC for consulting work
	PROFESSIONAL DEVELOPMENT
ONGOING AND CONSISTENT ACTIVITY, GENERALLY AT LEAST ONE EVERY TWO YEARS	Service to a professional organization, through committee or board membership, or elective office Pursuing additional course work, or a program of reading and study in his or her discipline Attending a professional academic conference Attending a teaching-related conference Regular participation in on-campus activities such as Teaching Partners and Carnegie Conversations

Candidates who apply for Pre-Tenure Leave will have their applications automatically granted by the Faculty Welfare Committee if the proposal is “specifically aim[ed] to produce peer-reviewed publication or equivalent artistic production” (*Faculty Handbook*, Section 2.2.2). Applications that do not specify peer-reviewed publication will also be considered by Faculty Welfare. However, the *Faculty Handbook* makes no specific reference to expected output resulting from a Pre-Tenure Leave.

The Business Administration Department expects, in addition to the proposal to the Faculty Welfare Committee, that the candidate will submit a separate proposal for Pre-Tenure Leave to the department, outlining the candidate’s goals for the leave, specific term requested for the leave, and anticipated timeline for outcomes of the work. Such proposal should specify how the candidate anticipates that the leave will aid her/his progress in professional expression. Faculty Welfare requires that the candidate present the outcomes of his/her Pre-Tenure Leave to the department and campus community. The department further expects a tangible result from the Pre-Tenure

Leave. The tangible result could include (but is not limited to), a paper presentation at a conference, a community lecture, or a peer-reviewed paper.

In delineating criteria for acceptable performance in scholarship, there is necessarily a trade-off between flexibility and specificity. It is the express intention of the Business Administration Department to emphasize flexibility in assessing its tenure candidates' performance over specificity.

CAMPUS SERVICE

A candidate for tenure in the Business Administration Department shall have demonstrated a commitment to serving the needs of students, departmental governance, divisional governance, and the broader campus community.

The department – The Business Administration Department has long traditions of collegial, supportive relationships among its faculty, and seeking consensus in its governance procedures. The department will expect its candidates for tenure to be actively involved in departmental meetings, governance issues, and curricular development. We expect, and welcome, input from each member of the department, regardless of academic rank, length of tenure, or employment status.

The division – The Business Administration Department is an integral part of the Business and Education division, with its faculty members serving on campus committees with divisional representation, actively participating in divisional meetings, and being involved in Faculty Welfare Committee issues. We will expect candidates for tenure to continue this tradition of active involvement in divisional governance.

The campus – The Business Administration Department recognizes that the extent and nature of service to the broader campus community will vary significantly from candidate to candidate. All candidates for tenure will be expected to serve on at least one college committee, typically beginning in their second year of employment at Augustana. In addition, the department expects that its candidates for tenure will provide service to the campus through any number of means, including, but not limited to:

- leading curriculum development
- first-year advising
- participation in an interdisciplinary study program (e.g., Asian Studies, Women's and Gender Studies)
- service on Faculty Senate
- serving in student recruitment activities
- serving as a teaching partner with another faculty member
- participation in first-year sequences or honors programs
- participation in foreign term programs
- advising or speaking to a student group
- involvement in assessment planning or procedures

Additional service to the campus is encouraged, and should be determined by the candidate's expertise and interests, and the needs of the campus. We highly encourage candidates for tenure to consult with tenured members of the department in order to assess the need for/desirability of particular campus service projects.

The primary sources of information about a candidate's quality of campus service shall be tenured members of the department, the division chair, and college campus committee chairs. "Quality" in this sense could include (but is not limited to) the candidate's effectiveness in carrying out his or her duties, the centrality of the activity to the mission of the college, the number of activities undertaken, and/or the depth of involvement in the service. Assessment of this aspect of tenure expectations *must necessarily be qualitative in nature*. It is entirely reasonable that one candidate's relatively short list of high quality service is considered differently than another candidate's long list of less involved activities.

PUBLIC SERVICE

As good citizens of the communities that house and support Augustana College, we encourage all faculty members of the Business Administration Department to be actively involved in those communities. The nature of that involvement should be in roles each faculty member deems appropriate and interesting.

However, the department believes that the tenure decision should be based on the candidate's performance of her or his duties *at Augustana College*; furthermore, we realize that the expectations for adequate performance of those duties are, and should be, quite high. Therefore, public service will *not* be a requirement for tenure in the Business Administration department.

Evidence of public service by a candidate for tenure will be considered an enhancement of the candidate's case; conversely, lack of such evidence will *not* diminish the candidate's case. Public service will not generally be considered as a substitute for any of the other three components of evaluation; however, exceptional cases may occur in which a candidate's public service may be considered as an adjunct to teaching, scholarship, or campus service.

CANDIDATES FOR PROMOTION TO FULL PROFESSOR

Candidates for promotion are also evaluated according to the weights listed above for teaching and advising, professional activity, and service. The candidate for promotion is expected to provide similar evidence of effectiveness in teaching and advising, research, and service as listed above.

Teaching and Advising: Candidates for promotion are expected to provide similar evidence of effectiveness in teaching and advising. Following faculty handbook guidelines, student evaluation data for all course sections taught since the granting of tenure should be reviewed and thoughtfully considered in the department chair's letter that assesses the candidate for promotion. The assessment of teaching should not be based solely on student evaluations, however, but should – at a minimum – be based on regular teaching observations (conducted by tenured members of the department in the years leading up to promotion) and a review of the promotion candidate's course materials (syllabi, assignments, handouts, etc.). The department chair will also consult the members

of the department faculty at Professor rank and include their assessment in the letter. Teaching and advising effectiveness should be maintained throughout a career, and the candidate will be responsible to demonstrate his or her continued excellence.

Professional Activity: As a faculty member matures, less emphasis is placed on publication and presentation. More opportunities avail the experienced faculty member to pursue longer works, interdisciplinary research, or consulting. Professional activity should be maintained throughout a career, and the candidate will be responsible to demonstrate continued interaction with the accounting profession, including being current in all areas of expertise.

Service to the College and Public: The opportunities for service increase as the knowledge, experience, and maturity prepare the candidate to take a leadership role. At the department level, service as chair would be expected. At the college level, chairing and/or serving on major committees would be expected. Service to the public is not expected, but would be considered an excellent demonstration of the candidate's commitment to the profession and serving the college by representing it in the broader community. This is an area that should experience growth from the tenure hearing to the promotion decision.

REFERENCES

Augustana *Faculty Handbook*.

Bain, K. 2004. *What the Best College Teachers Do*. Cambridge, MA: Harvard University Press.

Bennis, W. G., and J. O'Toole. 2005. How Business Schools Lost Their Way. *Harvard Business Review*, 83 (5). 96-104.

Boyer, E. L. 1990. *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.

Judson, H. F. 1994. Structural Transformation of the Sciences and the End of Peer Review. *Journal of the American Medical Association*, 272. 92-94.