

**DEPARTMENT OF BUSINESS ADMINISTRATION
EXPECTATIONS FOR TENURE AND PROMOTION
AUGUST 2015
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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 and for its colleagues to earn promotion. 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, and service. The greatest emphasis 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 three areas is addressed below.

In developing a case for tenure or promotion, a candidate should be mindful of Augustana's and the Business Administration Department's commitment to diversity, equity and inclusion (DEI).

The DEI Commitment

The Business Administration Department is committed to Augustana's "DEI Tenure and Promotion Expectation Proposal and Rationale" statement. The statement notes:

The tenure and promotion process will require faculty to include in their narrative a description of their contributions to diversity, equity and inclusion. Faculty might choose to address intellectual, cultural, residential and/or student life experiences. Evidence supporting the statement should be included in the supplemental materials.

To that end, faculty will address one or both questions:

- 1) How is a commitment to diversity, equity and inclusion apparent in your work at Augustana?
- 2) How have you developed your skills and abilities related to diversity, equity and inclusion?

These two questions allow for myriad ways of articulating commitment to our student body, to pedagogy, and/or our disciplinary work.

The Business Administration Department is open to the many ways DEI can be recognized in teaching, professional activity and service by its faculty. The faculty review preparation documents webpage includes a link to the document "Examples of Diversity, Equity, and Inclusion in Academic Work." This document provides useful examples for recognizing DEI in the three areas of tenure evaluation (teaching, professional activity, service). The Business department is amenable to its faculty addressing DEI in one or more areas (teaching, professional activity, service) or by presenting an integrated case across all areas.

THREE COMPONENTS OF EVALUATION

TEACHING

Teaching is a faculty member's primary function at Augustana. By the time of the tenure review, the department wants a candidate to demonstrate a high proficiency in being able to teach and convey knowledge to students, demonstrated through both qualitative and quantitative metrics and a

mindset of continuous improvement.

The department 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.). In their classes, the department also encourages its faculty to sincerely respect the students that they are working with. 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.

Teaching domains to be evaluated are:

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.

The candidate must prepare a comprehensive teaching portfolio to provide evidence of teaching effectiveness. Following Bain (2004) the Business Administration Department 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 and the other tenured members of the department should observe the candidate's teaching at least once a 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 other tenured members of the department if they feel 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 their teaching effectiveness.

IDEA data: Each term untenured faculty are required to administer IDEAs in all of their courses 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, are only one way to evaluate teaching proficiency. 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. 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 does not 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 engagement in academic advising is expected for tenure. Candidates for tenure are expected to meet with each of their advisees each semester 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.

PROFESSIONAL ACTIVITY

The *Faculty Handbook* broadly defines scholarship and the Business Administration Department supports this broad definition of professional expression. However, the department recommends candidates for tenure meet the traditional measure of a peer-reviewed publication that is accepted for publication while at Augustana since Faculty Review Committee membership evolves and along with that what individual member expectations are for professional expression. 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 our students, our communities and ourselves in meaningful and balanced ways.

In the *Faculty Handbook*, forms of contribution are broken into two domains, professional expression (publications, performances, and presentations) and professional development (organizational and other professional activities).

The *Faculty Handbook* Sections 3.4.1.1.3, 3.4.2.4.6, 4.7.2.1.1 through 4.7.2.1.5, provides the following examples of professional expression:

- book
- book chapter
- monograph
- article in a scholarly journal
- successful research grant
- 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 their field
- work with a government commission in their field
- election to a learned society
- receipt of an honor or prize for academic distinction

Professional development might include (see Faculty Handbook Sections 3.4.1.1.3, 4.7.2.2.1 through 4.7.3.1.2):

- 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 coursework, or a program of reading and study in their discipline
- serving as an external reviewer in one's field

- preparing a grant proposal
- attending a teaching-related conference
- participating in on-campus activities such as Teaching Partners, Thursday Conversations, and Center for Faculty Enrichment

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.

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 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 students. It is not until a student pursues a Ph.D. that research is emphasized.

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, service, and professional development—we define that evidence as broadly as possible.

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. We recommend evidence of scholarship progress include publication 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 (DEPARTMENT RECOMMENDS):	Book Book chapter Monograph Article in a scholarly journal Case in a scholarly journal
OR AT LEAST TWO IMPACTFUL:	Article or book review Article in a wide recognized business publication 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 Serving as a business program external reviewer 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 ** Special attention must be given to providing adequate evidence to FRC 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 their discipline Attending a professional academic conference Attending a teaching-related conference Regular participation in on-campus activities such as Teaching Partners, Center for Faculty Enrichment workshops, and Thursday conversations

Candidates who apply for Pre-Tenure Leave will have their applications automatically granted by the Faculty Review Committee if the proposal is “specifically aim[ed] to produce peer-reviewed publication or equivalent artistic production” (*Faculty Handbook*, Section 7.2.2.4). 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 Review 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 proposals should specify how the candidate anticipates that the leave will aid their progress in professional expression. The Faculty Review Committee requires that the candidate present the outcomes of their 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.

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, special projects, 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 Social Science division, with its faculty members serving on campus committees with divisional representation, actively participating in divisional meetings, and being involved in Faculty Review 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, Gender, and Sexuality Studies)
- service on Faculty Council
- serving in student recruitment activities
- serving as a teaching partner with another faculty member

- participation in first-year sequences or honors programs
- participation in international 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 dean, and college campus committee chairs. "Quality" in this sense could include (but is not limited to) the candidate's effectiveness in carrying out their 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.

As good citizens of the communities that support Augustana College, we encourage faculty members of the Business Administration Department to be involved in the off-campus community.

CANDIDATES FOR PROMOTION TO FULL PROFESSOR

Candidates for promotion are also evaluated for teaching, professional activity, and service and should have an attitude of continuous improvement. The candidate for promotion is expected to provide similar evidence of effectiveness in teaching, professional activity, and service as listed above.

Teaching: Candidates for promotion are expected to provide similar evidence of effectiveness in teaching. This is an area that should experience growth from the tenure hearing to the promotion decision. 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 their continued excellence.

Professional Activity: A candidate for promotion is expected to provide similar evidence of professional expression and professional development as a candidate sitting for tenure. However, the Business Administration department does not see the need to recommend a peer-reviewed publication for professional expression. Rather the candidate for promotion can select between publishing in a peer-reviewed publication or engaging in two or more impactful activities defined

above. Professional activity should be maintained throughout a career, and the candidate will be responsible to demonstrate continued interaction with the business 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 is highly valued. However, outstanding service in other areas of the department and the school are appropriate like developing a minor, leading a campus-wide project, or chair of faculty council. At the college level, chairing and/or serving on major committees would be expected. This is an area that should experience growth from the tenure hearing to the promotion decision. Service to the public is encouraged, and is considered a demonstration of the candidate's commitment to the profession and serving the college by representing it in the broader community.

CONTINUING FACULTY PROMOTION (PROFESSIONAL FACULTY/LECTURERS)

Academic Affairs, in consultation with the Contingent Faculty Working Group, is developing guidelines for the responsibilities and promotion of continuing, non-tenure-track faculty. Tentatively such faculty will be known as lecturers. Currently in the Business department, continuing non-tenure-track faculty are known as professional faculty. These guidelines will go through faculty governance. In the meantime, the Business Administration Department expects that for professional faculty to be considered for promotion, they do the following.

Teaching: Candidates for promotion are expected to provide similar evidence of effectiveness in teaching. Following faculty handbook guidelines, student evaluation data for all course sections taught since their appointment 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 be based on annual teaching observations conducted by the department chair and a review of the promotion candidate's course materials (syllabi, assignments, handouts, etc.). The department chair will also consult with tenured members of the department and include their assessment in the letter.

Professional Activity: Professional activity is not expected.

Service to the College and Public: Service to the department is expected, in particular in student advising. However, service to the campus and community is not expected.

REFERENCES

Augustana *Faculty Handbook*.

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

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