Management, Marketing and Hospitality Department Promotion and Tenure Policy

Consistent with the University's mission as "… a dynamic teaching and learning community that engages students in experiential education leading to personal growth, civic responsibility, and professional excellence," the Management, Marketing and Hospitality Department strives to provide a personal learning environment designed to enable students to reach their full potential in their professional and personal lives. The Department Promotion and Tenure policy and procedures are an integral part of that effort and are supported and advanced by integrating teaching, scholarship, and service/leadership.

Definitions

Mentorship

Mentors: Mentors are faculty members who have been assigned to provide guidance and direction to junior faculty members. Mentors are typically assigned in teams of two faculty members (the "P&T Mentorship Team") and are assigned by the Department Chair in consultation with the faculty member who will be mentored (the "Mentee"). Faculty members are assigned to serve as Mentors may be drawn from the ranks of the following categories: non-tenure track associate professor, tenured associate professor, or full-professor.

Mentees: Mentees are faculty members who belong to any of the following categories: lecturer, assistant professor (tenure or non-tenure track), or tenure-track associate professor. Full-time non-tenure track faculty members will typically work with a Mentorship Team for the first 5 years of employment only.

Teaching Effectiveness

Evidence-based teaching practices: These include teaching and scholarly practices and other engaged strategies that are supported with qualitative and/or quantitative data. "Teaching effectiveness is evaluated through the documentation of and reflection on student, peer, and department chair evaluations; self-reflections; professional development activities; and/or other pertinent information." (See Policy 6.1 VIII.I)

High-impact teaching practices (HIP): The Association for American Colleges and Universities (AACU) recognizes that teaching practices have an impact on student persistence to degree and that some teaching practices are more effective than others. Due to their positive associations with student learning and retention, certain undergraduate learning opportunities are designated "high-impact." High-Impact Practices (HIPs) share several traits: They demand time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback.

Faculty Engagement Plans and Reports

Faculty Engagement and Contribution Plan (FECP): Each faculty member develops an annual plan (for Tenure-Track and Non-Tenure Track Assistant Professors and Lecturers) or five-year plan (for Professors and both Tenured and Non-Tenure-Track Associate Professors) in alignment with the university mission, School of Business, and Department criteria. Recommendations regarding evaluation, promotion, and

tenure are based on each faculty member's progress toward their plan and in accordance with the School and Department's evaluation criteria.

Faculty Engagement and Contribution Report (FECR): A 1-to-3 page narrative that describes the previous year's progress toward the faculty member's most recent Faculty Engagement & Contribution Plan and additional information that can include justifications for deviations from the plan.

Scholarship

School of Business Faculty Qualifications Policy: This policy describes faculty qualification categories, metrics for determining those categories, defines scholarship, and outlines expectations and standards for academic engagement activities. The current version of the School of Business Faculty Qualifications Policy can be found on the School of Business shared drive as follows: **H: _AACSB FACULTY ACTIVITY REPORTS/SB Faculty Qualifications Policy.docx**

Service/Leadership

It is expected that all faculty members will be involved in an appropriate level of service/leadership to assist in the ". . . operation or function of the [faculty] member's department, school, university, community, or professional filed and its organizations." (See Policy 6.1 VIII.G). Examples of service/leadership approaches are listed below.

Faculty Evaluation

Evaluative Process and Criteria

Each mentee will submit a Faculty Engagement and Contribution Report (FECR) of the previous year and the Faculty Engagement and Contribution Plan (FECP) for the upcoming year according to the procedures and schedule outlined in University policy 6.1. Tenured faculty and non-tenure-track (NTT) associate faculty will submit a FECR and FECP once every five years. The FECR documents accomplishments, contributions, and progress from the previous academic year (or previous five years as applicable). Standards for FECR assessment include School of Business and Department standards, and the extent to which the goals and objectives defined in the last FECP were met. The review of mentees' FECP for the upcoming year is meant to be formative. A mentee may make alterations to his or her FECP at any time, and such revisions are subject to the department chair's approval. The FECR and FECP from NTT associate and tenured faculty are typically reviewed by the Department Chair. The dean may be asked to review the materials if one or more concerns are noted by the Department Chair.

Evaluative Criteria for Tenure Track and Tenured Faculty

The Department values academic work (teaching, scholarship, mentoring, and service) that supports the student-centered mission of the Department, School, and University. As such, the department chair's evaluation will focus primarily on each faculty member's engagement, contributions, and performance that supports students' education along with their personal and professional development. The assortment of these contributions may be different among faculty members, and for individual faculty members over time. To advance through the ranks and to achieve tenure, a faculty member should

demonstrate increasing proficiency and effectiveness in their engagement and contributions as evidenced by the FECRs.

The table below provides a sample of exemplars -- traits and activities valued and/or expected for faculty members at various stages of development in the Department. The traits, activities, and accomplishments listed below are not intended to be exhaustive; neither are faculty members expected to model every single exemplar. The table's intent is to give faculty members a sense of what is valued and expected to achieve success in our Department. Faculty who model very few of these exemplars and who do not supplement them with other activities and contributions that support the Department's mission may receive a "development required" designation on their FECR.

The sample of exemplars in one level also include and build on the sample of exemplars described in previous levels.

Pre-tenure years 1-3 and Lecturers	Begins to develop class presentations and student coursework that reflect School of Business standards of a rigorous, relevant, and innovative curriculum • begins to incorporate evidenced-based and high-impact practices in the classroom • demonstrates respect and concerns for students' welfare and educational experiences, and upholds all Academic and Faculty Policies as outlined in Section 6.28 of SUU Policies and Procedures • begins to define themselves as scholars in alignment with the current version of the School of Business Faculty Qualifications Policy and in accordance with the faculty member's qualification category (i.e., SA, PA, SP, or IP) • supports the Department and School through regular and consistent attendance at Department and School meetings and retreats • begins light service on School and Department-level committees • conducts themselves in ways that foster a positive learning and working environment for the benefit of the SUU community.
Pre-tenure years 4-7 and assistant non-tenure track faculty	Updates course materials to insure currency in an advancing field • dedicates time to mentoring students • seeks ways for students to engage in extracurricular activities • assists the Department with student recruitment efforts • uses his or her talents by engaging in community service • begins to incorporate additional high-impact practices in the classroom • appropriate with the faculty member's qualification category, demonstrates continued development as scholars by engaging more fully in academic activities as outlined in the School of Business Faculty Qualifications Policy • serves on University committees as opportunities present • begins to actively participate with the Department in the development of new courses, conferences, etc. • begins service on accreditation committees.
Post-tenure associate and non-tenure track associate faculty	Demonstrates increasing proficiency with high-impact teaching practices and develops quality pedagogical materials • routinely engages with students in extracurricular activities • mentors junior faculty members • chairs Department-level committees as opportunity presents • demonstrates themselves as proficient scholars by engaging in appropriate scholarly activities as outlined in the Faculty Qualifications Policy • serves as a member of high-impact committees on campus • assumes a more significant role on

	accreditation committees • contributes to the profession by serving on business and economic-related organizations outside SUU.
Post-tenure and full professor	Demonstrates high levels of professional competence in the classroom through the use of effective pedagogical approaches • demonstrates themselves as master scholars by not only engaging in scholarly activities as outlined in the Faculty Qualifications Policy, but by integrating these activities into their roles and responsibilities at SUU • assumes leadership roles by serving on or chairing high-impact committees and programs at the Department, School, and University levels • assumes leadership roles in the development of new courses, programs or degrees • contributes to the profession by assuming a leadership role on business and economic-related organizations outside SUU.

Evaluative Criteria for Lecturers, Non-Tenure Track Assistant and Associate Professors

Lecturer's primary responsibilities lie with teaching and Departmental service. The Department's expectations and examples of valued activities and traits is illustrated above under "Pre-tenure years 1-3." Activities that refer to scholarship do not typically apply.

Promotion and Tenure: Process and Schedules

The Department adheres the University's Promotion and Tenure Policy regarding the number of years (since hire) that are to be considered for the mid-term review for tenure applications. The Department further adheres to the timelines and procedures to be followed for promotion, tenure, and for providing feedback to faculty and evaluative entities.

Management, Marketing & Hospitality Department
Promotion and Tenure Mentorship Team Procedures

Department Promotion and Tenure Mentorship Team:

The Departmental Mentorship Team is part of a supportive, collaborative, and communication-based relationship that provides guidance to a faculty member. The principal objective of the Mentorship Team is to provide consistent formation, guidance, and support that enables the faculty member to achieve his or her personal and professional goals.

Assigning the Mentorship Team

Per Policy 6.1, the P&T Mentorship Team for non-tenure track faculty members and Lecturers will consist of at least one Associate Professor (Tenured or Non-Tenure-Track), or Professor. The P&T Mentorship Team for tenure-track Assistant Professors will consist of at least two tenured faculty members. Department chairs may not serve as members of a P&T Mentorship Team.

Typically, mentors will be chosen from within the individual faculty member's discipline, but situations may arise where mentors are chosen outside the discipline, the department, or even the school. In collaboration with the individual, the department chair assigns the mentorship team. In forming the mentorship team, consideration will be given to the interests, goals, strengths and weaknesses of both the mentors and the mentee.

Changing the Mentorship Team

The expectation is that once a Mentorship Team is assigned, they will continue to serve as mentors through the tenure process for Tenure-Track faculty and for the first five years for Non-Tenure Track faculty. Mentorship teams may change at the request of the individual faculty member, the mentor(s), or the department chair. Given a requested change, the department chair, in collaboration with the individual, will reconstitute the mentorship team.

Responsibility of Mentorship Team

Mentors provide advice and guidance to help their mentee develop as engaged, contributing members of the department, school, and university in ways that align with SUU's student-centered mission. All guidelines for a mentorship team are defined in Policy 6.1. In addition to these responsibilities, a mentorship team helps the individual faculty member fulfill professional responsibilities as defined by Policy 6.28.