

Section VIII: PRINCIPLES USED FOR APPOINTMENT, PROMOTION, GRANTING OF TENURE AND CONTINUOUS EVALUATION OF FACULTY

To achieve its mission, the college faculty must be prepared and productive educators. The necessary qualifications for appointment, retention, promotion, and the granting of tenure are those established in the WWU Faculty Handbook and *Collective Bargaining Agreement*, augmented by the College of Business and Economics Handbook. The accepted terminal degree for tenure track appointments in all departments shall be the appropriate doctorate.

EVALUATION CRITERIA

In addition to being effective educators, University faculty are expected to be experts in their field of specialization and to contribute to their respective discipline's body of knowledge, and to participate in academic governance and professional service. Evaluation of faculty traditionally includes assessment of the contribution in each of the following areas: (1) teaching; (2) research, creative scholarship and publication; (3) department, college, and university governance and professional service.

It is not expected that each faculty person will contribute equally in each area. It is required, however, that candidates for promotion or tenure shall achieve and maintain competence in each of the three areas, and will strive toward distinction in at least one. The same criteria are used for all evaluations.

Teaching:

In its various forms, teaching constitutes a central function of the College, and excellence in teaching is encouraged and rewarded. Every faculty member is expected to be an effective teacher, and no faculty member should be nominated for promotion or for tenure without documented and convincing evidence of teaching effectiveness. Excellence in teaching draws continuously upon the teacher's competence as a scholar in the discipline. Suggested sources of information for use in the evaluation process may be found in Addendum 1 to the Faculty Evaluation Form, printed as section XI of this handbook.

Research, Creative Scholarship and Publication:

Scholarship is defined as inquiry undertaken to establish facts, develop principles, answer or illuminate questions posed within an area of intellectual pursuit, through the collection, ordering, and dissemination of documented evidence and conclusions. Every faculty member is expected to demonstrate continuing competence in this area.

Research and creative scholarship are evaluated primarily in terms of publications. Books or monographs published by university presses, and books published by well-established and academically recognized commercial firms, articles in journals providing a process for review of manuscripts by selected authorities, and bulletins or reports that

are similarly reviewed, naturally carry more weight than those that do not require rigorous review for acceptance and publication. Faculty members may be asked to provide evidence about the quality of a publication or the review process for a publication. In cases of multiple authorship, the degree of contribution to the study by each person should be established as clearly as possible.

Other scholarly activities may include papers published in proceedings or in-house journals, book reviews, professional presentations, conference sessions organized or chaired, being a discussant at professional meetings and in some cases offices held in professional organizations or scholarly societies.

Promotion to Associate Professor and/or Tenure: Published research in refereed journals or in books published by a recognized press (after substantial peer review) is a necessary condition for promotion to associate professor or the granting of tenure in the College. In addition, there should be evidence that the commitment to research will be sustained and substantial.

Promotion to Professor: The standard for promotion to professor is higher in terms of quantity and quality of scholarly activity than the standard for promotion to associate professor. Evidence would include substantial articles in refereed journals or research in books published by university presses, well established and academically recognized commercial firms, or other scholarly production of comparable stature. It is expected that the record will demonstrate a long-term, sustained, research effort with substantial contributions to the scholarship in a faculty member's area of specialization.

Department, College, and University Governance and Professional Service:

Active participation in activities relating to College and University governance and service to the University such as committee work, administrative duties, student advising, student placement, and other activities that may promote the general College and University welfare is expected of all College of Business and Economics faculty.

In addition, there are other professional activities that represent the outreach programs and activities of the College and its faculty. Emphasis is placed upon organized activities where knowledge and teaching are combined, but programs and activities of a professional nature, or service to an outside agency or community may be included. For example, teaching in seminars offered by other divisions of the University, membership on publication review boards, committee memberships or the holding of office in professional societies, and consulting or advising extra-university groups in matters of professional expertise are all appropriate.

Governance, professional service activities and programs can be beneficial to all faculty members. However, it is expected that greater emphasis will be placed on this area after a person has been granted tenure. Faculty members should be prepared to present evidence of the quality of their service activities through such things as letters from committee Chairs, evidence of committee accomplishments, and other appropriate documentation.

FACULTY QUALIFICATIONS AND LEVEL OF PARTICIPATION

Academic Qualifications:

According to the AACSB, “The delivery of high quality management education programs, scholarly activity and other mission components relies on the deployment of a cadre of qualified faculty members who demonstrate currency and relevance in their field or discipline...Faculty members may be academically qualified, professionally qualified, or neither.” To be academically qualified, faculty must have appropriate original academic preparation (normally an earned doctorate) and demonstrate scholarly activity in the categories listed below. Multiple activities are necessary to maintain academic qualification. The scholarly activity normally must include at least two scholarly contributions during the AACSB review cycle (e.g., from fall 2006-summer 2011), appearing in peer reviewed journals, books or monographs published by a well-established and academically recognized press or academic association, or individual papers appearing in such books or monographs.¹ Departures from the quantity requirement of this standard will be allowed only for highly distinguished work as judged by the faculty member’s department. Academically qualified faculty will be deemed to have satisfied the scholarly activity requirement of the Professional Performance and Development Review.

A preponderance of scholarly contributions must be appropriate to the faculty member’s teaching discipline, broadly defined, and should demonstrate that the faculty member is maintaining currency in his/her teaching field. In addition to the two required publications, there must be further evidence of continuing scholarly activity from the following categories:

- Additional published articles in journals or proceedings.
- Books / chapters / textbooks / published teaching materials.
- Presentations at professional conferences.
- Reports from sponsored research.
- Professional editorial duties.
- Reviews for journals or conferences.
- Innovative course or curriculum creation.
- Documented practice software.
- Working papers or other materials providing evidence for scholarly work likely to lead to the publications required for maintenance of academic qualification.

Professional Qualifications:

Professional qualification requires at least a Master’s degree in a field related to the area of the teaching assignment and professional experience significant in duration and level of responsibility, current at the time of hire, and appropriate to the courses taught by the

¹ Unless the contribution is in a publication listed in Cabell’s Directory of Publishing Opportunities in Accounting, Economics and Finance, Management, or Marketing, or in similar surveys of publications in a field, the faculty member must provide credible evidence of the editorial/peer review process and procedures.

faculty member. To sustain professional qualification, a faculty member must have engaged in continuing professional development activities within the last five years to remain current in the area of teaching assignment. Activities that allow a faculty member to sustain professional qualification are described in Addendum 3. After professional work experience is established, the faculty member must provide a portfolio of substantial activities from the list. Activities are not required from each area, and not all activities in each area are required. The chair shall consult with at least one faculty member in the NTT faculty member's area of teaching expertise in developing the evaluation of the NTT faculty member. Department chairs will meet together to review the determinations to ensure the standards for maintenance of PQ status are applied consistently across the College.

A previously academically qualified faculty member who chooses to become professionally qualified, with the concurrence of the relevant department and the College, may do so by engaging in activities described in Addendum 3.

A professionally qualified faculty member who was not previously academically qualified can become academically qualified by either earning a doctoral degree in a field related to the area or engaging in activities described above. The standard for academic qualification in the latter case is the same as the standard for tenure and promotion to associate professor.

Fewer activities from intellectual contributions are necessary than from professional development or professional work experience.

Every faculty member must maintain competence through activities that demonstrate learning and currency in the faculty member's area of teaching discipline.

Participating and Supporting Status:

It is important to the students and to the continuing operation of the College that those who teach be actively involved in the life of the College. In addition to direct classroom teaching, many activities are necessary to make the College vibrant and the best possible home for students pursuing an education in business and economics. These include curriculum development, assessment of student learning, student and student club advisement, participation in department, College, and University governance, and activities related to research. Without a substantive percentage and cross-section of faculty engaged in such activities, the burdens of maintaining the College's vibrancy falls to a few, and all connected with the College are diminished.

According to the AACSB, "A participating faculty member actively engages in the activities of the school in matters beyond direct teaching responsibilities. . . . A supporting faculty member does not, as a rule, participate in the intellectual or operational life of the school beyond the direct performance of teaching responsibilities." The following list provides examples of activities in which participating faculty engage (outside of direct classroom teaching). This list is illustrative, not exhaustive, in terms of activities, but not in terms of general categories (instructional, research, and service activities). That is,

activities must fit into one or more of the three categories listed below. Normally, participating faculty will engage in activities in multiple categories.

- Instructional Activities Beyond Direct Classroom Teaching
 - Engage in faculty development activities
 - Publish teaching materials (books, chapters, cases, software, etc.)
 - Participate in curriculum review and development
 - Participate in assurance of learning activities
 - Supervise independent studies
 - Provide opportunities for students to engage the faculty member outside of the classroom.
- Research Activities
 - Conduct academic or professional research (with results presented at academic or professional meetings and/or published in academic or professional journals or proceedings)
 - Participate in grant projects
- Service Activities
 - Regularly participate in department or college meetings and governance activities
 - Serve on department, college, or university committees
 - Undertake administrative responsibilities at the department, college, or university level
 - Engage in academic or career advising of students
 - Serve as a faculty advisor to a student organization
 - Participate in academic or professional organizations
 - Review or engage in substantive editorial responsibilities for academic or practitioner journals appropriate to one's teaching discipline, broadly defined

Generally speaking, tenured and tenure-track faculty will be considered as participating, as will visiting faculty. Non-tenure-track faculty who are appointed at less than .5 FTE in an academic year normally will be considered as supporting. Non-tenure track faculty who are appointed at .5 FTE or greater in an academic year shall be reviewed for participating status as part of the department chair's annual review.

Relative Importance and Mix of Faculty Contributions:

It is not expected that teaching, scholarship, and service will be considered equally in promotion and tenure decisions. In the tenure and promotion-to-associate-professor decision, contributions to teaching and scholarship are weighted much more heavily than are service contributions. In the tenure at associate or full professor level and/or the promotion-to-full-professor decision, contributions to teaching and scholarship are still weighted heavily, but service contributions are relatively more important than in the tenure and promotion-to-associate-professor decision.

The individual patterns of faculty contributions to the three areas of teaching, scholarly activities, and service may vary across faculty members and/or over time. At no time may scholarly contributions be lower than the minimum for maintenance of academic or professional qualification. It may be appropriate to formally adjust the expectations in each area for a variety of reasons including career stage, faculty interests and abilities, and the needs of the College. A faculty member's professional dossier should, therefore, clearly indicate whether there have been any adjustments to teaching responsibilities/ scholarly activities/ service responsibilities agreed to by the faculty member, Chair, and Dean, and this should be reported to the Faculty Review Committee (FRC). Depending on the quantity and quality of scholarly or professional development activities, a qualified faculty member's teaching load may, on agreement between the Dean and the relevant department Chair, be adjusted to reflect differences in scholarly or professional development activities. Any changes in teaching expectations should be reported in the faculty member's file for review by the FRC.

Career Stages:

It is recognized that for the College to flourish it must help faculty members build their strengths and maintain their creative energies over a long career. For example, faculty members' interests may shift over the course of a career from discovery research to integrative research. Faculty members in the later stages of a career may be called on to devote a larger proportion of their energies to service activities and mentoring of junior faculty. A faculty member may shift more attention to teaching or to research over long periods of time. It is nonetheless of great importance to the College that all faculty members maintain academic or professional qualification as defined by the accrediting body and the standards of the college.

Administrative Appointments:

It is also recognized that some faculty members may accept time consuming administrative appointments within the College or University. It must be recognized that faculty members with such combined academic/administrative appointments usually will not have the same amount of time available for scholarly activities and teaching. The diversity of individual arrangements precludes the establishment of general expectations; however, evaluation of individuals in such positions should carefully consider the trade-off between administrative duties, teaching assignments and scholarly expectations. At minimum, if such faculty members engage in teaching, it is to be expected that they will maintain their academic or professional qualifications.

Salary Increases:

To qualify for any available salary increase, a faculty member must have successfully completed the faculty member's most recent performance review (see *Collective Bargaining Agreement*, Section 22). A faculty member's status as academically or professionally qualified is established at the time of an AACSB review and continues until the next AACSB review.

FACULTY REVIEW PROCESS

All faculty members of the College of Business and Economics are reviewed annually, except Senior Instructors who are reviewed once per appointment period. The purpose of the review is to promote professional excellence and faculty development and to provide a basis for the evaluation of performance. Such evaluation forms the basis for recommendations regarding personnel actions. The procedures for the annual review differ depending upon the personnel action for which the faculty person is eligible.

Responsibilities/Requirements of Faculty:

1. Each faculty member shall complete the Faculty Activity Record document by the established deadlines.
2. Each faculty member not undergoing other review shall have a personal interview with the department chair in conjunction with the completion of the Faculty Activity Record, no later than the end of fall quarter.
3. Each faculty member shall maintain an updated dossier and make it available for review.
4. Each faculty member shall ensure that current information from the dossier is contained in the central College information system.
5. All tenured faculty shall participate in a timely and complete manner in probationary reviews, promotion reviews, tenure reviews and post tenure reviews. Probationary faculty may review materials in faculty dossiers, but are prohibited under the Collective Bargaining Agreement from submitting an evaluation form.

Responsibilities of Chairs and Departments:

1. The chair shall assume primary responsibility for the development and preparation of candidates for personnel actions.
2. Each department chair shall establish procedures to assure the timely and complete review of all eligible faculty under consideration for a personnel action. Chairs have the right and responsibility to refuse to accept incomplete or late files from faculty under review.
3. The chair shall forward to the Faculty Review Committee and the Dean the names of all tenured faculty who participated in the review, along with the names of all tenured faculty who did not participate, with the reason for their non-participation.
4. All personnel actions will originate with the department.

Review Categories and Procedures:

For all types of review it is the obligation of the candidate to make the case for the action reviewed. The case should be made in a letter to the reviewers highlighting the candidate's achievements during the review period, carefully documented by reference to the candidate's file. The contents of the file are described in the *Collective Bargaining Agreement*, Section 7.7.2.1. The application dossier must include a representative set of student teaching evaluations (both numerical responses and written comments) for the reporting period. Specifically, a representative set of student teaching evaluations must be provided with respect to the courses taught during each year of the reporting period and with respect to the different courses taught:

- For each year of the reporting period, student course evaluations must be submitted for a majority of the courses taught. For example, if a faculty member has taught six course sections during a given year, then student course evaluations for at least four course sections for that year must be included in the dossier.
- For each specific course taught during the reporting period, student course evaluations must be submitted for a majority of the sections taught over the reporting period. For example, if a faculty member has taught eleven sections of a specific course over a five-year reporting period, then student course evaluations for at least six sections of the course must be included in the dossier. In the case of a stacked course, a "section of the course" is considered to include both the undergraduate and the graduate students. For a majority of such sections taught during the reporting period, faculty must submit evaluations from all students in the section (both undergraduate and graduate).

For all types of review it is the obligation of the reviewers to carefully evaluate the candidate's case, documenting their evaluations by reference to the candidate's file.

In order that chairs have ample time to check the adequacy of the files and reviews, these files and reviews must be made available to the chairs in a timely fashion. Failure by faculty members to provide adequate and timely reviews should be documented in the faculty members' files and used in evaluations of service contribution when they are in turn reviewed.

Internal peer evaluation: an evaluation from any faculty member employed at Western Washington University, whether in the candidate's department or not.

External evaluation: an evaluation from a person at another university, or elsewhere outside of Western Washington University.

Internal peer evaluations are not subject to disclosure to the public. They remain available only to the chair, review committees, and others making the evaluation. After the review procedure is complete, the candidate may obtain access by submitting a written request to the dean of the college or library.

A. Evaluation of Probationary Faculty

1. Procedures:

The procedures for the evaluation of probationary faculty are described in detail in the *Collective Bargaining Agreement*, Section 7.6.

B. Promotion and Tenure Review

1. Eligibility:

Tenure eligibility is discussed in detail in the *Collective Bargaining Agreement*, Section 7.7.1.

2. Procedures:

The procedures for tenure and promotion are described in detail in the *Collective Bargaining Agreement*, Section 7.7.2 and 7.7.3. Departments in the College of Business and Economics may choose to hold a meeting of those faculty eligible to participate in the review to discuss the candidate.

The procedures for promotion to the rank of professor are described in detail in the *Collective Bargaining Agreement*, Section 7.7.4.

C. Post Tenure Review

1. Procedures:

The procedures for post tenure review of faculty are described in detail in the *Collective Bargaining Agreement*, Section 7.8. The College of Business and Economics has adopted a five-year review period for faculty.

2. Additional Considerations:

For the faculty member undergoing Post Tenure Review to be considered as meeting department standards, the faculty member must be evaluated as meeting or exceeding department standards in all three areas of Teaching, Scholarly Activities, and Service (see *Collective Bargaining Agreement (all handbook references are to the 2012-2015 agreement)* , Section 7.8.6). The evaluation standard for meeting department standards in Scholarly Activities is determined by the faculty member's qualification status, either academically or professionally qualified. All CBE faculty members are expected to maintain their academic or professional qualifications under the AACSB criteria and to support the mission of the College. Maintenance of professional or academic qualification represents the minimum level of scholarly activity acceptable during a review period.

The following table summarizes the articulation between the internal evaluation scale used in the CBE review forms and the scale described in the *Collective Bargaining Agreement*, Section 7.8.6.

WWU Evaluation Scale	CBE Evaluation Scale
Exceeds Department Standards	Demonstrates exemplary performance for this category of personnel action
	Is well above current college/department standards for this category of personnel action
Meets Department Standards	Satisfies the current college/department standards for this category of personnel action
Does Not Meet Department Standards	Is marginally below current college/department standards for this category of personnel action
	Is well below current college/department standards for this category of personnel action

If a faculty member receives an unsatisfactory review in any area he or she will work with the chair or designee to address the deficiency. Progress will be assessed in the following year and a formal review will be conducted in the second year, in accord with the *Collective Bargaining Agreement*, Section 7.8.9. A development plan shall be prepared in consultation with the relevant department Chair, the Dean and any other colleagues that may be deemed helpful. The plan will specify what remedial actions are to be taken and how they are to be evaluated. The College and the department shall make available reasonable resources to assist the faculty member to meet the requirements and make progress according to the development plan. Failure to achieve a satisfactory evaluation of teaching in the second year or to maintain academic or professional qualifications may result in action under Section 19 of the *Collective Bargaining Agreement*.

D. Evaluation of Non-Tenure-Track Faculty

1. Eligibility:

Non-tenure-track faculty are all those faculty employed outside the structure of tenure. Titles are described in detail in *Collective Bargaining Agreement*, Section 8.2.

2. Procedures:

The procedures for the evaluation of non-tenure-track faculty are described in detail in the *Collective Bargaining Agreement*, Section 8.3.

E. Promotion to Senior Instructor

1. Eligibility:

Instructors with a minimum of five year's experience of 0.5 FTE or more at WWU (see the *Collective Bargaining Agreement*, Section 8.2.2).

F. Annual Review

1. Eligibility:

All tenured faculty not scheduled for post-tenure review in that academic year.

2. Procedures:

- a. The annual interview with the department chair, together with the Faculty Activity Record and the complete dossier, shall be the basis of this review. The Faculty Activity Record and the complete dossier should be available to the Chair by the first Monday in October.
- b. The Chair shall complete the appropriate section of the Faculty Activity Record and give a copy to the faculty member.
- c. Each Chair shall provide to the Dean an assessment of all faculty members following their annual review.
- d. The Dean shall evaluate Chairs in their administrative roles.

G. Department Chair Evaluations

1. Procedures:

Chairs will undergo normal post-tenure reviews for teaching as described in section C above, and periodic reviews with the rest of the faculty for Academic Qualifications under AACSB standards. The Dean will evaluate the Chair's administrative performance after seeking faculty input through the use of an approved evaluation form and meetings as deemed appropriate. The administrative portion of the evaluation will occur during the second year of a term of office.

H. Special Merit Evaluation

1. Eligibility:

When special merit money is available, all members of the College faculty who are eligible according to special merit procedures set at the University level shall be reviewed for salary increase based on merit. If no eligibility criteria are set at the University level, all tenured and tenure-track faculty will be eligible.

2. Procedures:

- a. The College will follow University procedures if such procedures are specified. If procedures are not specified at the University level, the College will follow the below procedure.
- b. Each department chair shall establish procedures to assure the timely and complete review of all eligible faculty. When appropriate, this review may be a part of A, B or C above.
- c. Each department chair will forward a list of recommended faculty to the Dean, together with the proposal regarding the size of the award and a brief statement of support for each recommendation made.
- d. The Dean shall evaluate the chairs for inclusion in the merit pool.
- e. The Dean will determine the final special merit salary recommendations in consultation with the chairs and Associate Deans consistent with the College standards and resource availability.

I. Grievance and Complaint Procedures

Grievance and complaint procedures are described in detail in the *Collective Bargaining Agreement*, Section 20.