

**GUIDELINES: EVALUATION, PROMOTION AND
CONTINUOUS APPOINTMENT (TENURE)**

**College of Business and Technology
The University of Nebraska at Kearney**

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COLLEGE OF BUSINESS AND TECHNOLOGY OVERVIEW OF EVALUATION, PROMOTION, AND CONTINUOUS APPOINTMENT (TENURE) GUIDELINES

This document presents guidelines for evaluation, promotion, continuous appointment (tenure), specific to the College of Business and Technology in accordance with UNK Policies and UN Regents Bylaws.

The document is presented in three different sections. The first section deals with the annual review process. This is required in accordance with Board of Regents Bylaws Section 4.6 which states: "Evaluation of Faculty Performance: Procedure. Each major administrative unit, or appropriate subdivision thereof as stated in Section 4.5 of these Bylaws, shall establish procedures for gathering relevant information from all sources, including student evaluations and peer judgments, as part of an annual review of faculty performance in relation to the standards established under Section 4.5."

The second section deals with promotion and the third section deals with continuous appointment (tenure). This is required in accordance with Board of Regents Bylaws Section 4.5 which states: "Standards for Promotion, Continuous Appointment, and Salary Adjustment. Each major administrative unit of the University shall prepare written standards that shall be used in making all decisions on promotions, awarding continuous appointments, and merit salary adjustments."

The College of Business and Technology guidelines are meant to supplement the University of Nebraska at Kearney Guidelines: Evaluation, Promotion, and Tenure. The university-wide document details University of Nebraska at Kearney timelines, criteria, and procedures for the evaluation, promotion, and tenure process. It should be consulted in conjunction with the College of Business and Technology guidelines.

COLLEGE OF BUSINESS & TECHNOLOGY GUIDELINES CONCERNING THE ANNUAL EVALUATION OF FACULTY PERFORMANCE

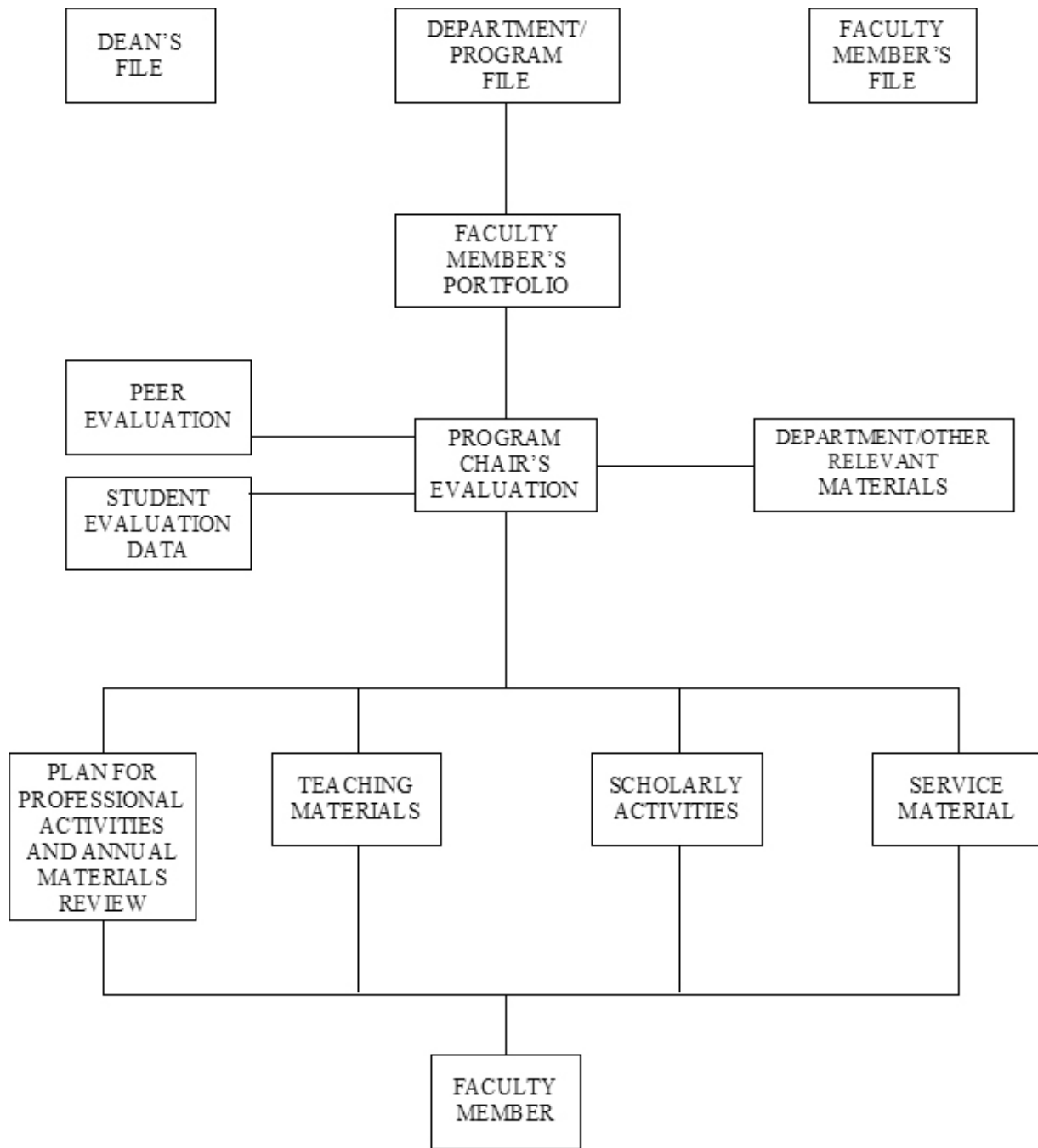
Annual departmental or program and college level reviews of all faculty are mandatory. These annual reviews will make specific recommendations for self-improvement and professional development for all faculty. Annual reviews will also assist those faculty members applying for continuous appointment (tenure) and/or promotion. A positive annual review is not a guarantee of eventual continuous appointment or promotion.

Promotion is recognition of outstanding contributions to the department, college, and university. It is important that each department or program and the college exercise discretion in evaluating faculty for promotion purposes. Documented evidence must be included to substantiate that the faculty member's capabilities and potentialities are commensurate with the recommended rank.

The purposes of the annual evaluation of faculty are to formally recognize faculty achievements, to encourage continued professional growth and development, to assist in the correction of any shortcomings in faculty performance, and to provide the faculty member with an annually updated portfolio which can eventually be used in applying for promotion and/or continuous appointment (tenure). Annual evaluations will include student evaluations, peer judgments, and department chair's evaluation. The procedure for peer evaluation will be determined by each academic department.

Figure 1 provides a diagram of the stages in the annual evaluation process. The faculty member will supply the department chair with materials to review regarding teaching activities, scholarly activities, and service activities. These three are referred to as teaching materials, scholarly activities materials, and service materials. These three sets of materials then become the faculty member's portfolio. The format is described in Attachment B. It is strongly encouraged that members of the faculty who are or will be candidates for promotion and/or continuous appointment (tenure) prepare a portfolio for the annual evaluation. Other faculty members will not need to prepare a new portfolio every year, they will add to their existing portfolio. All materials, including the faculty member's plan for future professional activities, will then be reviewed by the department chair who will prepare a report which will be discussed with the faculty member. Included in this report will be the chair's evaluation of each area, (teaching, scholarly activities, and service) for the faculty member. This evaluation will result in a judgment of less than adequate, adequate, good, superior, or outstanding for the faculty member's work for the year in the appropriate areas. The chair will also give an overall evaluation of the faculty member's performance for the year. The criteria for the overall evaluation are included in Attachment A to this section. The chair will also review and comment on the faculty member's plan for future professional activities. The faculty member will have the opportunity to comment in writing on the chair's report. This report, with any comments appended, and an updated curriculum vitae, will then be forwarded to the dean for inclusion in the cumulative faculty record. One copy will be filed with the department and one copy will be distributed to the faculty member.

FIGURE 1. STAGES IN THE ANNUAL EVALUATION



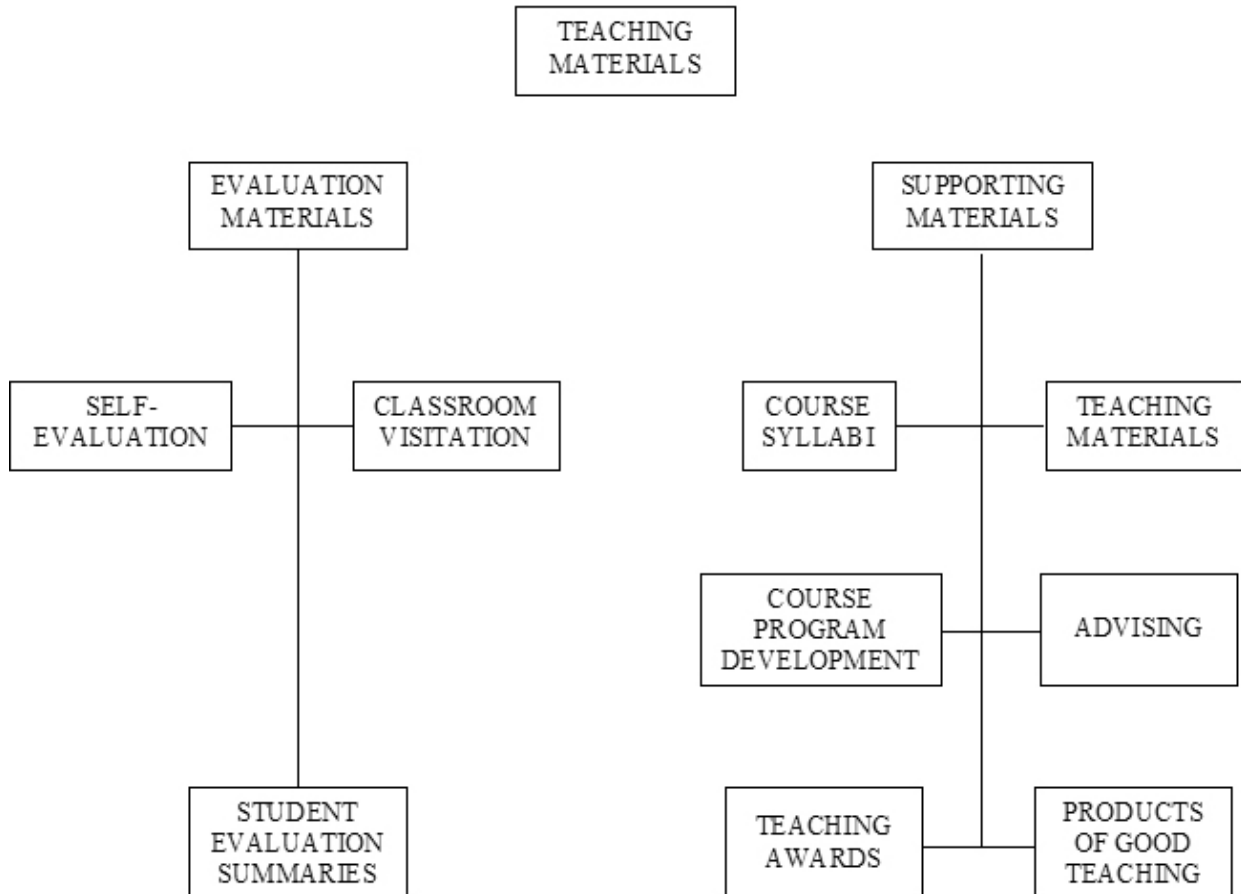
MATERIALS USED in the EVALUATION PROCESS

There are three sets of materials used in the evaluation process; teaching (including student evaluations and comments), scholarly activities and service activities. In addition, an updated curriculum vitae prepared by the faculty member should be included among the materials forwarded to the department chair and to the dean.

Teaching Materials

The teaching materials (see Figure 2) may contain anything that the faculty member deems relevant to an evaluation of his or her teaching effectiveness. For members of the faculty who are or will be candidates for promotion and/or continuous appointment (tenure), the contents should include the following:

FIGURE 2. TEACHING MATERIALS



Evaluation Materials. Faculty members will include the summary sheet from the student evaluations of all of the classes taught during the review period. Secondly, the faculty member may prepare a self-evaluation of teaching which allows the faculty member to reflect upon the teaching process and to examine techniques and approaches which enhance teaching effectiveness. Finally, one or more classroom visitations by colleagues or the chair should be arranged at the request of the faculty member. An evaluation of teaching effectiveness based on the classroom visit would then be included in the teaching materials.

The student evaluations will utilize the standardized form approved by the College of Business and Technology Faculty Affairs Committee. The standardized form consists of a series of questions common to all departments/programs (Attachment F). Instructors have the option of supplementing the form with additional questions for evaluating the teaching process and its outcomes. The evaluation will be administered by a responsible person in accordance with the instructions provided in Attachment E of these guidelines.

Members of the faculty may prepare a self-evaluation of teaching. An example of the types of questions which could be used in this self-evaluation are contained in Attachment C. Faculty members can modify this list with materials designed to provide a more comprehensive or accurate appraisal of their effectiveness as a teacher.

Topics to be considered in the classroom visitation include: (1) the extent to which class activities serve to achieve the objectives of the class as stated in the syllabus, (2) the extent to which the instructor engages the interest and attention of the students, (3) the extent to which the instructor's presentations are clear and understandable and (4) positive instructor/student interaction, if applicable.

Supporting Materials. The teaching materials provided should include a course syllabus for each course taught during the period of review. New courses and/or programs developed should be included in this category. In addition, advising data, selected teaching materials and products of good teaching may be included. The course syllabi will follow the format approved by the College of Business and Technology Academic Affairs Committee. (Attachment G). Teaching materials could include examples of exams, student assignments, and descriptions of exercises and demonstrations used in class to enhance learning effectiveness. The products of good teaching could include information about the effect of the faculty member's courses on students' careers or graduate school choices, student publications or conference presentations, a record of students who succeed in advanced courses of study in the field, statements by alumni on the quality of instruction and/or evidence of student learning based on a comparison of examination scores before and after a course. Student placement on standardized tests, student success rates at meeting competency standards, student academic awards, and student success in related later endeavors (e.g. graduate work, job placement, etc.) are types of evidence that might also be submitted in this category. Examples of teaching awards include: Excellence in Teaching Award and 2) Pratt-Heins Award for Excellence in Teaching.

Criteria for evaluation of teaching are:

Less than Adequate: The faculty member's performance in teaching is generally unsatisfactory. Evaluations are considerably below the expectations within the department/program.

Adequate: Quality of teaching is minimal. Evaluations are below the expectations within the department/program.

Good: Performance in this area is satisfactory and does not indicate any significant deficiencies influencing overall teaching effectiveness. Evaluations are positive and meet the expectations within the department/ program.

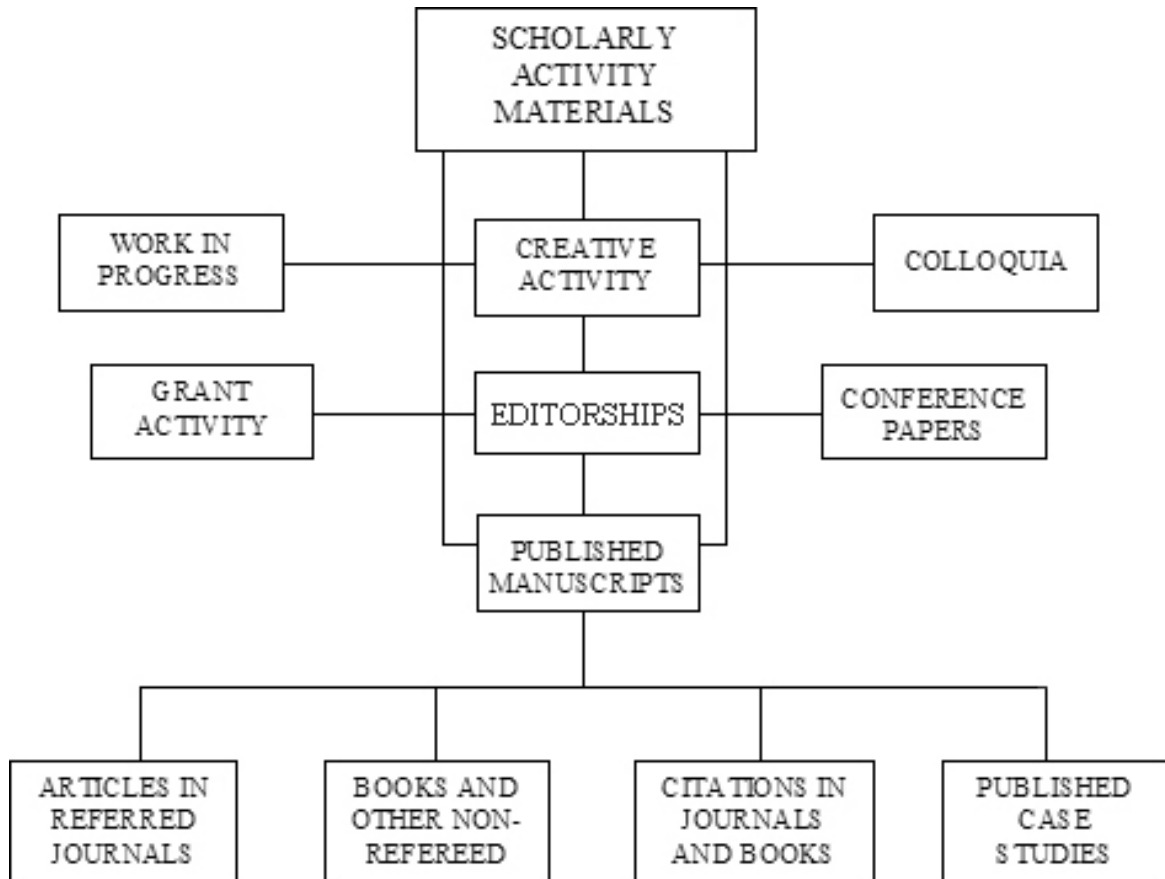
Superior: Quality of teaching is very high, but not exceptional. Evaluations are positive and exceed the expectations for the department/program. Growing competencies are demonstrated in his/her field.

Outstanding: Unusually high quality of work and almost always or always exceptional. Demonstrates leadership in teaching area and extends beyond the classroom and university. Evaluations are consistently positive and are among the best in the department/program.

Scholarly Materials

Figure 3 provides a diagram of the various elements which should be included as scholarly activities.

FIGURE 3. SCHOLARLY ACTIVITY MATERIALS



Creative Activity includes instructional materials such as textbooks, books of readings, artistic creations, educational hardware, and software. Instructional materials representing a new conceptual departure in the teaching of a subject or the application of an improved pedagogical process are more highly regarded than those which merely update or essentially duplicate existing materials.

Colloquia could include on-campus presentations such as thinkbreaks and luncheon colloquia as well as lectures provided to off-campus groups. Professors who are engaged in scholarly activities which span more than one period of review are invited to provide a description of the ongoing work in progress and, if appropriate, early drafts of that work. Grant activity includes grant proposal preparation as well as scholarly activities supported by a grant. Both Research Services Council and external grants should be included in the grant activity section.

Published manuscripts and conference papers must be classified as either peer-reviewed or non peer-reviewed materials. Co-authored publications must include a statement from the other author(s) indicating the contribution of the faculty member. Editorships include books of readings. The author should describe responsibilities of journal editorship and how they were selected for the position. The author should describe the nature of the journal such as the status in the field, focus, and audience.

Criteria for evaluation of scholarship are:

Less than Adequate: The faculty member's scholarly activity and/or research is well below the expectations of the department/program.

Adequate: The faculty member's scholarly activity and/or research is marginal.

Good: Performance in this area is satisfactory. Evidence of such activity would include, but not be limited to the following:

- research work completed and published
- proposals completed and grant applications
- other publications
- presentations

Superior: Performance is very high but not exceptional. Indication of superior scholarly activity would include, but is not limited to:

- history of publications
- history of research
- history of presentations

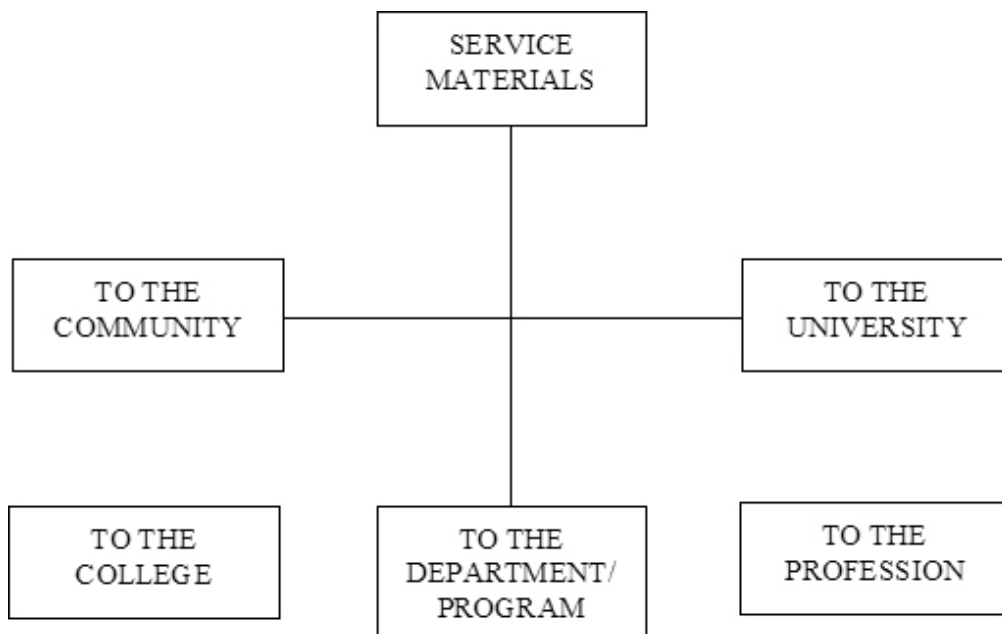
Outstanding: Performance is unusually high and almost always or always exceptional. Examples of such performance include, but are not limited to:

- history of publications
- history of research
- history of presentations
- refereed journal articles
- textbooks published and adopted by other colleges/universities

Service Materials

Figure 4 contains a list of the types of materials to be included as part of the service materials. In addition to providing a list of college and university committee and organizational memberships, the faculty member may briefly describe his or her contributions to those committees and organizations, e.g., offices held. Figure 4 provides a diagram of the various elements which should be included as service materials.

FIGURE 4 SERVICE MATERIALS



Service to the college can include work on college committees, but can also include contributions made individually to the college unrelated to the committee structure. Service to the department can include work on departmental committees, but can also include contributions made individually to the department unrelated to the committee structure. Service to the profession can include membership and offices held in professional organizations as well as involvement in activities sponsored by state, regional and national organizations related to the field of study. Service to the community may include leadership roles in community organizations.

Service within the university includes administrative positions at the department, college, and university levels and positions involving the direction or coordination of programs, centers, institutes, etc. Other examples of service to the university include consulting with university units/agencies and their clients, speaking to campus organizations, volunteer work in campus projects, service on university boards and advisory bodies, serving as faculty sponsor for student organizations, and collecting data and conducting surveys and studies for university units and agencies.

Service outside the university should be reported giving descriptive information such as the name of the organization, service provided, and relevant dates. Appointment letters or thank-you letters should be included as documentation. Examples of service outside the university include the following:

1. Officer in a professional association. Describe your duties and how you were selected. Describe association and specify whether it is a local, state, regional or national organization.
2. Other work for professional associations. This would include committee service, helping to plan programs, membership on advisory boards, etc.
3. Advising or consulting with governmental agencies or private organizations.
4. Conducting non-credit workshops and in-service programs.
5. Informational talks and presentations to school and community groups.
6. Serving on accreditation visitations and other external evaluations.
7. Other service-related activities as deemed appropriate.

Criteria for evaluation of service are:

Less than Adequate: The faculty member is involved in no service work either inside or outside the university.

Adequate: The faculty member is involved in little service activity. They are members of few university, campus or college committees. Membership on committees, etc., minimally meets expectations within the department.

Good: Professional service to the university is satisfactory and does not indicate any deficiency. There is evidence of committee membership, organizations sponsored, professional memberships, board memberships or any other specific assignments.

Superior: The quality of professional service is very high and normally extends beyond the university to the state and region. There is a history of professional service.

Outstanding: Universally high quality service that normally extends beyond the state and regional levels. There is a history of professional service and leadership that is positive and among the best in the department and program.

Plan for Personal Development

The Professional Development plan will serve as the basis for the annual review the succeeding year. At the time of the review, the faculty member will provide the department/program chair with a plan for professional development which sets out the faculty member's program for the coming review period (Attachment D). Include plans for scholarly activities, service activities and plans to modify teaching activities. This plan will be reviewed with the department/program chair and the results will be included in the annual review. It will be filed with the annual review.

The department/program chair will prepare an evaluation of the faculty member which will form the basis of a performance review in which the faculty member and the chair discuss the results of the chair's review. The faculty member will be given the opportunity to respond in writing to any aspect of the

chair's review. This review along with the faculty member's response is forwarded to the dean where it will become part of the faculty member's permanent file. After reviewing the evaluation provided by the chair, the dean may choose to respond with his or her own evaluation. The dean's evaluation will be provided to the faculty member who may respond in writing. These materials are also included in the annual review file.

Special Considerations

Lecturers, adjunct and part-time faculty will be evaluated by the department/program chair in the area of teaching only. These evaluations may be based on (1) student evaluations, (2) classroom visitation(s) by the chair or peers and (3) a review of supporting materials such as syllabi, tests, etc.

Graduate assistants will be evaluated in accordance with policies and procedures developed by the department and the graduate office.

Suggested Timetable for the Annual Review

First Year of Appointment

The teaching, service, and scholarly activities, as well as the self-evaluation and the plan for professional development, should be made available to the department chair or program director by January 15 during the first year of an appointment and will include teaching evaluations from the previous fall semester. The department chair or program director will schedule a session with the faculty member to review the department chair or program director's evaluation prior to February 1. The department chair or program director's evaluation along with the faculty member's comments, if any, and a curriculum vitae, will be forwarded to the dean on or before February 1.

Second Year of Appointment

During the first year of a reappointment (second year appointment) for a probationary faculty member, all materials related to teaching, service, and scholarship, the self-evaluation, and professional development plan should be made available to the department chair or program director by October 15 and should include teaching evaluations from the previous spring semester. The department chair will schedule a session with the faculty member to review the department chair or program director's evaluation prior to November 1. The department chair or program director's evaluation, along with the faculty member's comments, if any, and a curriculum vitae, will be forwarded to the dean on or before November 15.

Third and Subsequent Years of Appointment

The teaching, service, and scholarly activities, as well as the self-evaluation and the plan for professional development, should be made available to the department chair or program director by February 15 each year and will include teaching evaluations from the previous spring and fall semesters. The department chair or program director will schedule a session with each faculty member to review the department chair or program director's evaluation prior to April 1. The department chair or program director's evaluation, along with the faculty member's comments, if any, and a curriculum vitae, will be forwarded to the dean on or before April 15 of each year.

**ATTACHMENT A
GENERAL CRITERIA FOR ANNUAL
OVERALL PERFORMANCE EVALUATION**

I. OUTSTANDING

- A. quality of work
- B. assumes leadership in areas of responsibility
- C. respected among fellow professionals
- D. outstanding apparent potential for future professional development

II. SUPERIOR

- A. quality of work is very high, but not exceptional
- B. contributions to department/program/college/campus is very high
- C. requires no direction as a professional
- D. known and respected beyond the campus
- E. demonstrates potential for significant future professional growth

III. GOOD

- A. quality of performance is satisfactory
- B. contribution in teaching, scholarship and service meets, but does not generally exceed expectations
- C. minimal or no direction as a professional is required
- D. respected within department or program and increasingly positively regarded within the university and on other campuses
- E. functioning at his/her apparent potential

IV. ADEQUATE

- A. quality of performance is minimal
- B. minimal professional contribution to department/program/college
- C. requires direction/supervision in performance of professional responsibilities
- D. is capable of discharging present responsibilities

V. LESS THAN ADEQUATE

- A. quality of performance is generally unsatisfactory
- B. little or no contribution to department/program, college of university and a general lack of professional activity
- C. requires constant supervision
- D. performing well below expectations and does not carry out assigned responsibilities

ATTACHMENT B
COLLEGE OF BUSINESS AND TECHNOLOGY
SUMMARY OF PROFESSIONAL ACTIVITIES
Format for Preparation of Annual Faculty Evaluation

By February 15 each faculty member must provide his or her department chair or program director a Summary of Professional Activities for the preceding calendar year. The information will be used to assist in annual evaluations.

Information provided should be stated simply and precisely and under the appropriate heading or category. The material is to be typewritten and submitted in the following format:

FORMAT

Professional Summary
(Year)

NAME _____ TITLE _____ (year attained)

Date eligible to apply for promotion _____

Management/Marketing Department No of years at UNK Tenured/Non-tenured (year attained)

Graduate Faculty Yes/No Year attained

I. Teaching Effectiveness

- A. List of courses taught and enrollments (by semester including summer). Include location of off-campus courses and indicate overloads.
- B. Review efforts to improve teaching and summarize teaching techniques used.
- C. Summarize results of any evaluations of classroom instruction (student, peer, alumni, etc.) Indicate how evaluations were conducted. Raw data upon which summary is based should be provided to department chair.
- D. Self-evaluation, include teaching awards, etc.
- E. New courses developed.
- F. Task orientation, time scheduling, and general classroom/teaching management

II. Scholarly Activities

- A. Bibliographical list of publications (note refereed publications).
- B. Scholarly papers presented (what, where, when).
- C. Professional conferences, meetings, seminars, workshops attended. Indicate if a participant and include what, where, when.
- D. Titles, sources, and amounts of research grants.
- E. Nature and current state of research or scholarly activities in progress.
- F. Students' names and titles of research or theses currently being directed or completed during the reporting year.
- G. Honors and awards received for current year (what, where, when).
- H. Creative activity
- I. Other scholarly activities.

III. Professional Service

- A. List of department, college, university and/or system-wide committee memberships. Indicate scope and frequency of meetings. Note if you are chair.
- B. Names of UNK organizations sponsored.
- C. Specify special or assigned administrative duties, if any.
- D. List professional consulting activities (what, where, when).
- E. List current memberships in professional organizations (indicate if officer).
- F. List service on professionally related boards or committees and other community activities.
- G. List thesis committees on which you served other than as chair.
- H. Note nature and scope of student advising activities.
- I. Note activities in course development and program development.
- J. Other service activities.

ATTACHMENT B CONTINUED

I have reviewed the Annual Faculty Evaluation for and have the following comments and evaluation:

I. Teaching Effectiveness

II. Scholarly Activities

III. Professional Service

IV. Overall Evaluation

Signature of Department Chair/Program Director

Date

B. Faculty member's comments:

I have reviewed the Department Chair/Program Director's comments and would like to add the following:

Signature of Department Chair/Program Director

Date

ATTACHMENT C

Suggestions for Self-Evaluation of Instructional Performance

1. Describe the techniques you use to stimulate curiosity and maintain student interest in your subject matter.
2. Describe class activities you conduct which contribute specifically to your course objectives. What activities do you require of your students which enhance the learning experience in and out of class?
3. What do you do to maintain and expand your knowledge about the subjects you teach? How have you incorporated new research findings, ideas or materials into your course? Describe how you have modified and/or improved your courses to make your presentations more understandable and interesting.
4. Describe how you create examinations and quizzes and other evaluative materials appropriate for your courses which enhance the learning process. What policies have you adopted relative to grading? How do you insure that these policies are fair and effective?
5. What steps have you taken to provide time for students outside of class and in what way do you encourage students to seek your help outside of class? What activities outside of class do you regularly engage in which contribute to student development?
6. In summary, what has been your most important contribution(s) as a teacher during this period?

ATTACHMENT D

PROFESSIONAL DEVELOPMENT PLAN

This plan is for the coming year. Include plans for teaching activities, scholarly activities and service activities.

Signature

Date

Department Chair/Program Director's comments:

Signature

Date

ATTACHMENT E

Administering the Student Evaluation of Faculty Form

NOTE: The course instructor will not be present during the administration of the evaluation. In general, student evaluations should be conducted at the beginning of the class period.

The department chair/program director has these responsibilities:

1. Select a responsible person to conduct the evaluation and explain their responsibilities.
2. Obtain an adequate supply of survey forms and writing instruments from the departmental office.

The person administering the questionnaire has these responsibilities.

1. Arrive at the classroom at the scheduled time.
2. Allow approximately 30 minutes to complete the instrument.
3. After the course instructor has left, the evaluator might begin by saying:

My name is _____. I am here today to administer the Student Evaluation of Faculty Form. The results of this evaluation, in summary form plus any written comments you make, will be submitted to the department chair. Your instructor will also receive the summary and written comments only after all semester course grades have been submitted to the registrar. Please listen carefully while I read these instructions."

"At UNK, excellent teaching is important. One way to measure teaching effectiveness is through student ratings. Thus, this evaluation will be used to help the instructor improve this course. Answer each of the questions by marking **only one** response per item. If a question does not **apply** to this course, **leave it blank**. When you have finished answering the questions, use the space provided on the form for any written comments you may have."

1. Be certain that each student has one survey form and a writing instrument.
2. Hand out the evaluation forms and say "Please be certain to write the name of the instructor and the class on the form. You do not need to write your name on the form although you may do so if you wish." Allow the students to finish the evaluation.
3. Collect the completed forms and the writing instruments. **Do not fold the forms**. Place the completed forms in a large brown envelope and seal.
4. As soon as the forms are collected, return the completed forms, writing instruments and unused forms to the departmental office and inform the instructor that the evaluation has been completed.

COMMENTS

Comments are extremely important to the instructor, so please add any comments you wish.

1. Please describe those things the instructor did especially well in teaching this course:

2. Please describe those things the instructor could improve in teaching this course:

3. Any additional comments you wish to make:

Your signature (Optional): _____

ATTACHMENT G
COMMON STANDARDS FOR COURSE SYLLABI

The College of Business and Technology Academic Affairs Committee has developed the following common standards for course syllabi:

1. SYLLABUS REQUIREMENT: All courses must have a syllabus prepared that is unique to that course and instructor.
2. COMMON CATALOG COURSE NUMBERS: The syllabi prepared for all course sections taught under the same catalog course number must contain and be consistent in the identification of:
 - a. Course Number
 - b. Catalog Course Description
 - c. Course Objectives
3. INSTRUCTOR-SPECIFIC ITEMS: Each syllabus prepared for an individual instructor must include the following additional items which may be unique to that instructor's pedagogical style:
 - a. Instructor's Name
 - b. Instructor's Office Hours
 - c. Instructor's Office Location (or place where she/he is available to meet with students)
 - d. Instructor's Contact Phone Number
 - e. Course Text and Material Requirements
 - f. Instructional Methods and Techniques
 - g. Topical Outline
 - h. Evaluative Criteria
4. FORMAT REQUIREMENTS: There are no common form requirements as long as all information in #2 and #3 above is included in the syllabus. All syllabi submitted to the Dean's Office for the permanent file must be prepared on a 3.5 inch DS/DD diskette using either Word Perfect 5.1 or Professional Write 2.2. Save the file with the department catalog/schedule prefix and course number (EX: Economics 270, Principles of Economics/Macroeconomics, would be filed as ECON270).

This is the same standard as that required for faculty data sheets.

SECTION TWO

COLLEGE OF BUSINESS & TECHNOLOGY GUIDELINES CONCERNING THE CONTINUOUS APPOINTMENT (TENURE) PROCESS

Acquiring continuous appointment (tenure) is a special recognition that the university confers. Normally, continuous appointment (tenure) will be granted only to those faculty holding the rank of Associate Professor or Professor. Continuous appointment is not a guarantee of lifetime employment. Faculty members are still subject to satisfactory performance of assigned duties, acceptable professional conduct, and the appointment also obligates them to continue performance at a high level of professional competency. Each faculty member at the rank of assistant professor or above must hold an appropriate terminal degree by the time they apply for continuous appointment (tenure).

The College of Business and Technology Faculty Affairs Committee will serve as the College of Business and Technology Promotion and Tenure Review Committee.

Although evaluations are based on the same standards and criteria, separate decisions are required for promotion and continuous appointment. This means that a decision in one area is not necessarily tied to a decision in another.

Regular reappointment does not guarantee continuous appointment (tenure), continuous appointment does not guarantee promotion, and promotion does not guarantee continuous appointment.

The rigorous standards for continuous appointment should be demonstrated in the documents supporting all continuous appointment recommendations.

Continuous appointment is the most significant form of recognition the university offers; therefore, the continuous appointment system should operate independently of salary and promotion systems.

Decisions concerning continuous appointment are largely determined on professional judgments. These judgments are made through the use of qualitative and quantitative standards. Because decisions are largely based on professional judgments, it is incumbent upon the applicant to thoroughly document the activities in the areas he/she has selected.

The Criteria for Tenure:

- A. Teaching, scholarship, and service, both in and outside the University, are the general areas to be used by reviewers in determining faculty performance. The terms "adequate," "good," "superior," and "outstanding" are used to describe degrees of accomplishment in each of these areas.
- B. Consistent with the UNK mission, performance in teaching is paramount. Therefore, all faculty applying for tenure must provide, as a minimum, evidence of "good" teaching.
- C. Scholarship, which includes the advancement, the integration, the application, and the representation of knowledge, is inherent in effective teaching. Scholarship, in this enlarged view, results in

publications of many types (See Section One, Figure Three), includes artistic performance equivalents and is an expectation of all faculty. However, such publications (and artistic performance equivalents) may be associated with teaching and/or service. Research leading to the advancement of knowledge resulting in publication in refereed academic journals (or its performance equivalent) may be an expectation of faculty in particular assignments.

- D. Faculty members may elect one of the following three standards to guide them in providing documentation and to guide reviewers in making their recommendations. Such choices, however, must be consistent with the needs and policies of the department and the faculty member's role in the department as defined in letters of appointment and reappointment and in annual reviews of faculty performance.
1. Faculty may elect to document "good" performance in all three areas: teaching, scholarship, and service.
 2. Faculty may elect to document "superior" performance in teaching and one of the other two areas.
 3. Faculty may elect to document "outstanding" performance in either teaching or scholarship. If documenting "outstanding" scholarship, the faculty member must document at least "good" teaching and "adequate" service.

The documentation of the faculty member may include the following:

I. Teaching Activities

- A. List of courses taught and enrollments by semester, including summer.

Include location of off-campus courses. Indicate overloads for each semester, if any. Include any special significance or uniqueness in the courses you teach or the location in which the courses are delivered. If special or different aspects are involved within your teaching assignment, please note these in summary, but specific form.

- B. Review efforts to improve teaching and summarize techniques used.

Include example(s) of active learning situations. Active learning by students may include: student presentations, summarizing techniques by students, outside events for students, research findings, challenging activities, real life situations, simulations, team approaches, individual projects, field trips, faculty presentations, and faculty interaction within classroom.

- C. Summarize results of any evaluations of classroom instruction (student, peer, alumni, etc).

Indicate how evaluations were conducted. Raw data upon which the summary is based should be provided to the department chairperson. Summarize or outline information from student evaluation forms, quizzes, homework, exercises, summary of student progress, student evaluation of classroom activities, the evaluation instruments used, grade records, use of pre-and post-tests, informal evaluations, evaluation of specific teaching techniques or projects, letters or evaluations from students, peers, or other professionals.

D. Self-Evaluation. Include teaching/related awards.

Include specified areas of concern which you are addressing, faculty goals and activities for improvement in any of the areas under **Teaching Effectiveness**, the high performance areas as well as the areas needing improvement. Include plans for improvement of specified areas.

E. New courses developed, classroom design, and varied learning activities and materials.

Cooperation among students within classroom, student involvement in class discussion, learning communities within the classroom, study groups, project teams, performance criteria, (including knowledge, application, analysis and synthesis activities), variety of print/non-print materials. Courses developed (includes outlines, content, strategies, and evaluation components).

F. Task orientation, time scheduling, general, classroom/teaching management by faculty member.

Examples of completion deadlines, time projections, time deadlines, regular work, self-pacing and schedule techniques used by students, attendance requirements techniques used by faculty member, completion by faculty of various reports and materials such as grade reports, references, student inquiries, graduation requirements, registrar requests, department requests, college/university requests, etc.

G. Other teaching activities

H. Criteria

Good: Performance in this area is satisfactory and does not indicate any significant deficiencies influencing overall teaching effectiveness. Evaluations are positive and meet the expectations for the department/program.

Superior: Quality of teaching is very high, but not exceptional. Evaluations are positive and exceed the expectations for the department/program. Growing competencies are demonstrated in his/her field.

Outstanding: Unusually high quality of work and almost always or always exceptional. Demonstrates leadership in the teaching area and extends beyond the classroom and university. Evaluations are consistently positive and are among the best in the department/program.

II. Scholarly Activities

A. Bibliographical list of publications (note refereed publications)

Articles that have been published in academic or professional journals. Refereed journals or publications must be noted. Formally judged materials by a professional peer group should be listed showing the date, type of publication and professional peer group used. Typical examples of other publications include: books, textbooks, published manuscripts, educational booklets, monographs, software, etc.

B. Scholarly papers presented (what, where, when)

Include papers or other presentations at local, state, regional, national or international conferences. Note those papers that are the result of scholarly research.

C. Professional conferences, meetings, seminars, workshops attended.

List all local, state, regional, national, or international conferences attended.

D. Titles, sources, and amounts of research grants.

Include activities involved in the acquisition of grant(s). Title, source, description, and amount funded should be included in the documentation.

E. Nature and current state of research or scholarly activities in progress.

Full description and nature of research or scholarly activity. Include the stage of completion, projected date of completion, and remaining steps in the process to completion. The length of time already spent on the activity should be noted.

F. Students' names and titles of research or theses currently being directed or completed during the reporting year.

G. Honors and awards received for the current year (what, where, when)

List the honor(s) or award(s), when awarded and a brief description. Other information which distinguishes the honor(s) or award(s) should be included in the documentation.

H. Creative activity

Any other type of activity that has contributed or enhanced the academic or professional area can be included under creative activity. Include description, nature of the activity, or other pertinent information that addresses the significance of the activity.

I. Other scholarly activities

May include activities such as: editorships, certain journals/books instructional materials, handbooks, expert testimony, workshops conducted, etc.

J. Criteria

Adequate: The faculty member's scholarly activity and/or research is marginal.

Good: Performance in this area is satisfactory. Evidence of such activity

would include, but not be limited to the following:

- research work completed and published
- proposals completed and grant applications
- other publications
- presentations

Superior: Performance is very high but not exceptional. Indication of superior scholarly activity includes, but is not limited to:

- history of publications
- history of research
- history of presentations

Outstanding: Performance is unusually high and almost always or always exceptional. Examples of such performance includes, but is not limited to:

- history of publications
- history of research
- history of presentations
- refereed journal articles
- textbooks published and adopted by other colleges/universities

III. Professional Service

- A. List of department, college, university and/or system-wide committee memberships.

Indicate scope and frequency of meetings, and note any leadership roles within the designated committees.

Briefly describe purpose of the committee and indicate offices held. Note whether elected or appointed.

- B. Names of UNK organizations sponsored.

Documentation includes the name of the organization, the primary purpose and a brief description. Indicate nature of your leadership or sponsorship role, the length of time involved, and the significance of your role as sponsor.

- C. Specify special or assigned administrative duties, if any.

Description or nature of the administrative duty.

- D. List of professional consulting activity (what, where, when)
Consulting activity that directly improves, benefits, or adds knowledge to the professional area.
- E. List current memberships in professional organizations.
Documentation includes the professional organization, its purpose or significance, your commitment, length of membership and leadership role.
- F. List service on professionally related boards or committees (includes community activities, committees or boards that involve a broader professional or educational arena). This service includes government, business and public institutions. List professional committees that are local, state, regional or national. Include chamber activities, service club activities, church activities, youth organizations, endowment activities, fund drive activities and any other specific activities that show significant contributions to broader community, regional, and/or national segments of the population. Identify your role/responsibility in each committee.
- G. List thesis committees on which you served.
- H. List nature and scope of student advising activities, student interaction within and outside the classroom.

Student/faculty interaction includes advising contact, office visits, sponsor activities, attendance at student events, availability of faculty member, informal advising, including and involving students in professional activities, general involvement with students and student groups.
- I. List course development and program development activities. These may include explaining the need for the course or program, giving an account of the development process, and describing the content of the course or program. Evaluations of the course or program by knowledgeable colleagues from this other institutions may be submitted.
- J. Other service activities
- K. Criteria

Adequate: The faculty member is involved in little service activity. They are members of few university, campus or college committees. Membership on committees, etc., minimally meet expectations within the department.

Good: Professional service to the university is satisfactory and does not indicate any deficiency. There is evidence of committee membership, organizations sponsored, professional memberships, board memberships and/or other specific assignments.

Superior: The quality of professional service is very high and normally extends beyond the university to the state and region. There is a history of professional service.

Outstanding: Universally high quality of service that normally extends beyond the state and regional levels. There is a history of professional service and leadership that is positive and among the best in the department and program.

SECTION THREE

COLLEGE OF BUSINESS & TECHNOLOGY GUIDELINES CONCERNING THE PROMOTION PROCESS

Promotion is recognition of outstanding contributions to the department, college, and university. It is important that each department or program and the college exercise discretion in evaluating faculty for promotion purposes. Documented evidence must be included to substantiate that the faculty member's capabilities and potentialities are commensurate with the recommended rank.

The College of Business and Technology Faculty Affairs Committee will serve as the College of Business and Technology Promotion and Tenure Review Committee.

Although evaluations are based on the same standards and criteria, separate decisions are required for promotion and continuous appointment. This means that a decision in one area is not necessarily tied to a decision in another.

Regular reappointment does not guarantee continuous appointment (tenure), continuous appointment does not guarantee promotion, and promotion does not guarantee continuous appointment.

Decisions concerning promotion are largely determined on professional judgments. These judgments are made through the use of qualitative and quantitative standards. Because decisions are largely based on professional judgments, it is incumbent upon the applicant to thoroughly document the activities in the areas he/she has selected.

The Criteria for Promotion:

- A. Teaching, scholarship, and service, both in and outside the University, are the general areas to be used by reviewers in determining faculty performance. The terms "adequate," "good," "superior," and "outstanding" are used to describe degrees of accomplishment in each of these areas.
- B. Consistent with the UNK mission, performance in teaching is paramount. Therefore, all faculty applying for promotion must provide, as a minimum, evidence of "good" teaching.
- C. Scholarship, which includes the advancement, the integration, the application, and the representation of knowledge, is inherent in effective teaching. Scholarship, in this enlarged view, results in publications of many types (See Section One, Figure Three), includes artistic performance equivalents and is an expectation of all faculty. However, such publications (and artistic performance equivalents) may be associated with teaching and/or service. Research leading to the advancement of knowledge resulting in publication in refereed academic journals (or its performance equivalent) may be an expectation of faculty in particular assignments.
- D. Faculty members may elect one of the following three standards to guide them in providing documentation and to guide reviewers in making their recommendations. Such choices, however, must be consistent with the needs and policies of the department and the faculty member's role in the department as defined in letters of appointment and reappointment and in annual reviews of faculty performance.
 - 1. Faculty may elect to document "good" performance in all three areas: teaching, scholarship, and service.
 - 2. Faculty may elect to document "superior" performance in teaching and one of the other two areas.
 - 3. Faculty may elect to document "outstanding" performance in either teaching or scholarship. (If documenting "outstanding" scholarship, the faculty member must document at least "good" teaching.)

The documentation of the faculty member may include the following:

I. Teaching Activities

- A. List of courses taught and enrollments by semester, including summer.

Include location of off-campus courses. Indicate overloads for each semester, if any. Include any special significance or uniqueness in the courses you teach or the location in which the courses are delivered. If special or different aspects are involved within your teaching assignment, please note in summary, but specific form.

- B. Review efforts to improve teaching and summarize techniques used.

Include example(s) of active learning situations. Active learning by students may include: student presentations, summarizing techniques by students, outside events for students, research findings, challenging activities, real life situations, simulations, team approaches individual projects, field trips, faculty presentations, and faculty interaction within classroom.

- C. Summarize results of any evaluations of classroom instruction (student, peer, alumni, etc).

Indicate how evaluations were conducted. Raw data upon which the summary is based should be provided to the department chairperson. Summarize or outline information from student evaluation forms, quizzes, homework, exercises, summary of student progress, student evaluation of classroom activities, the evaluation instruments used, grade records, use of pre- and post-tests, informal evaluations, evaluation of specific teaching techniques or projects, letters or evaluations from students, peers, or other professionals.

- D. Self-Evaluation. Include teaching awards or related awards.

Include specified areas of concern which you are addressing, faculty goals and activities for improvement in any of the areas under **Teaching Effectiveness**, the high performance areas as well as the areas needing improvement. Include plan for improvement of specified areas.

- E. New courses developed, classroom design, and varied learning activities and materials.

Cooperation among students within classroom, student involvement in class discussion, learning communities within the classroom, study groups, project teams, performance criteria, (including knowledge, application, analysis and synthesis activities), variety of print/non-print materials. Courses developed (includes outlines, content, strategies, and evaluation components).

- F. Task orientation, time scheduling, general classroom/teaching management by faculty member.

Examples of completion deadlines, time projections, time deadlines, regular work, self-pacing and schedule techniques used by students, attendance requirements techniques used by faculty member, completion by faculty of various reports and materials such as grade reports, references, student inquiries, graduation requirements, registrar requests, department requests, college/university requests, etc.

- G. Other teaching activities

- H. Criteria

Good: Performance in this area is satisfactory and does not indicate any significant deficiencies influencing overall teaching effectiveness. Evaluations are positive and meet the expectations for the department/program.

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Include activities involved in the acquisition of grant(s). Title, source, description, and amount funded should be included in the documentation.

E. Nature and current state of research or scholarly activities in progress.

Full description and nature of research or scholarly activity. Include the stage of completion, projected date of completion, and remaining steps in the process to completion. The length of time already spent on the activity should be noted.

F. Students' names and titles of research or theses currently being directed or completed during the reporting year.

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Adequate: The faculty member's scholarly activity and/or research is marginal.

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Briefly describe purpose of the committee and indicate offices held. Note whether elected or appointed.

- B. Names of UNK organizations sponsored.

Documentation includes the names of the organization, the primary purpose and a brief description. Indicate nature of your leadership or sponsorship role, the length of time involved, and the significance of your role as sponsor.

- C. Specify special or assigned administrative duties, if any.

Description or nature of the administrative duty.

- D. List of professional consulting activity (what, where, when)

Consulting activity that directly improves, benefits, or adds knowledge to the professional area.

- E. List current memberships in professional organizations.

Documentation includes the professional organization, its purpose or significance, your commitment, length of membership and leadership role.

- F. List service on professionally related boards or committees (includes community activities, committees or boards that involve a broader professional or educational arena). This service includes government, business and public institutions.

List professional committees that are local, state, regional or national. Include chamber activities, service club activities, church activities, youth organizations, endowment activities, fund drive activities and any other specific activities that show significant contributions to a broader community, regional, and/or national segments of the population. Identify your role/responsibility in each committee.

- G. List thesis committee on which you served.

- H. List nature and scope of student advising activities, student interaction within and outside the classroom.

Student/faculty interaction includes advising contacts, office visits, sponsor activities, attendance at student events, availability of faculty member, informal advising, including

and involving students in professional activities, general involvement with students and student groups.

I. List course development and program development activities.

These may include explaining the need for the course or program, giving an account of the development process, and describing the content of the course or program. Evaluations of the course or program by knowledgeable colleagues from this or other institutions may be submitted.

J. Other service activities

K. Criteria

Adequate: The faculty member is involved in little service activity. They are members of few university, campus or college committees. Membership on committees, etc., minimally meet expectations within the department.

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