

Department of Finance
Departmental Tenure Document
Policy Passed 4/26/02, revised (11/15/02, 1/24/03)

The Department of Finance is committed to providing the candidate with as much helpful information and guidance as is practicable and these Guidelines are offered as part of that commitment. Candidates are required to meet the criteria enumerated in the Miami University Policy and Information Manual (MUPIM) in order to garner a positive recommendation for tenure.

MUPIM 7.4.E provides:

In order to secure and retain the most qualified faculty available the following all-University criteria, as demonstrated by suitable evidence, shall be used to make tenure judgments:

- 1. continuing achievement in high quality teaching and professional fulfillment of academic advising responsibilities;*
- 2. research, scholarly and/or creative achievement of high quality and its prospective continuation;*
- 3. continuing productive service as a professional to the department, the division, their respective campuses, the University, the professions, or society; and,*
- 4. professional collegiality within the department, regional campus, division, and University community. Collegiality is not congeniality, but rather a quality manifested by behaviors such as willingness to serve on committees and perform work necessary to departmental operation, willingness to provide guidance and help to colleagues in their professional duties, respect for the ideas of others, and the conduct of one's professional life without prejudice toward others. The criterion of collegiality is evaluated only at the departmental level. Concerns respecting collegiality should be shared as promptly as possible with the individual whose behavior is questioned. Notice of uncollegiality must be given in writing no later than the next annual evaluation of the staff member's performance prepared after occurrence of the behavior considered uncollegial.*

It is difficult, if not impossible, to suggest quantitative guidelines for what is a qualitative assessment. Nonetheless, we have endeavored to do so. These Guidelines are aids rather than substitutes for the professional judgment of the candidate's colleagues. Thus, legalistic or formalistic interpretation or application of these Guidelines must be avoided. Achievement of the quantitative standards set forth in these Guidelines does not ensure a positive recommendation for tenure, as tenure is primarily a qualitative assessment. Similarly, there may be cases that do not meet the quantitative standards set forth in the Guidelines, which merit a positive recommendation for tenure.

This document is intended to be consistent with information provided in the Department of Finance's Governance Document in which this is a part. In cases where this consistency is brought to question, the criteria enumerated in this section supercedes statements found in the other sections.

I. Teaching

The promotion of learning and teaching is the central function of faculty members of the Richard T. Farmer School of Business, as reflected in the RTFSBA Values Statement on Teaching. To satisfy the criterion of *continuing achievement in high quality teaching and professional fulfillment of academic advising responsibilities*, candidates should present multiple measures that provide a portfolio of teaching and advising effectiveness, including evidence of the following:

1. proficiency in classroom instruction:
 - a. through the discharge of such responsibilities as:
 - i. meeting scheduled classes on time or making otherwise acceptable arrangements according to University regulations;
 - ii. being prepared for each class;
 - iii. being able to present material clearly;
 - iv. being alert to new developments in the field, new technologies and new methods of instruction and adopting them as appropriate;
 - b. through continuing evidence of favorable evaluation of classroom teaching by:
 - i. student evaluations that are required in all classes taught in the fall and spring semesters; student evaluation scores over several years are more meaningful when put in the context of the number of students in the class, the type or level of the course, the grade point average, and the relationship between the candidate's scores and the departmental average for comparable courses.
 - ii. peer evaluations using a pre-approved departmental process; this process may include peer evaluation of content of courses (e.g., syllabi, assignments, and examinations, and quality of student products such as honors theses or undergraduate or graduate research supervised by the candidate) and/or summary evaluation of class visitations; the departmental processes should be approved by the Dean; processes should include multiple year evaluation and focus on summative, rather than formative, evaluations. If external review of course content and materials is to be included, the external review process should be pre-approved by the department tenure committee and chair, and the Dean.
 - iii. receipt of distinguished teaching awards or other recognition.
2. real interest in students as individuals indicated by availability for regular office hours and participation in the advising process.
3. contribution to the teaching mission of the department, division, and university
 - (i) normally, candidates would be expected to teach multiple preparations during a five-year probationary period;

- (ii) teaching in programs beyond the SBA (e.g., university honors seminars) are valued as contributions to the broader university teaching mission

3. commitment to high quality teaching and maintenance of a continuing effort to improve teaching outcomes; this may include participation in scholarly discussion on teaching problems, or initiative and skill in the development and implementation of new pedagogy, new topics, new courses and/or new programs.

4. supervision of independent studies, undergraduate and graduate research.

II. Scholarship and Intellectual Contributions

All tenured and tenure-track faculty within the RTFSBA are expected to be involved in scholarship that impacts the theory, practice, or teaching of business or economics, as reflected in the RTFSBA Values Statement on Research. To satisfy the criterion of *research, scholarly and/or creative achievement of high quality and its prospective continuation*, candidates should present multiple measures that provide evidence of the following:

1. The impact of a candidate's scholarship will be determined on the basis of quality and quantity of publications in refereed journals and scholarly books, as well as the receipt of external research grants, presentations of research, and the publication of cases or textbooks. The evaluation of impact will be both by peer review by the department tenure committee and department chair, and by consideration of external reviews of scholarship.
2. Divisional tenure standards ordinarily require a significant record of accomplishment in basic or applied research for the award of tenure. A record of accomplishment in pedagogical research alone would be sufficient for tenure only in extraordinary circumstances.¹

¹ Basic scholarship is the discovery of new knowledge written primarily for an academic audience. Outputs from these activities are made available for public scrutiny by academic peers and practitioners through such means as publication in refereed journals, research monographs, scholarly books, chapters in scholarly books, proceedings from scholarly meetings, publicly available research working papers, and papers presented at faculty research seminars and professional conferences.

Applied scholarship is the application, transfer and interpretation of knowledge to improve business practice and teaching. The intended audience for applied scholarship is primarily professionals or practitioners, although it may be provided for academic audiences as well. Output from these activities are made available for public scrutiny by academic peers and practitioners through such means as publication in professional, public, trade or in-house journals; the publication of field researched case studies; faculty workshops; or presentations at professional or academic conferences.

Pedagogical scholarship is designed to enhance the instructional efforts of an academic discipline. Outputs from these activities are made available for public scrutiny by academic peers and practitioners through such means as textbooks, publications in pedagogical journals, written cases with instructional materials, instructional software, publicly available materials describing the design and implementation of new courses, materials developed for continuing professional education activities and professional conferences.

3. It is not possible to specify a numerical value for the quantity because of the importance of quality and impact. Quality and impact are defined in terms of the importance of the work toward progress of the discipline or improvement of practitioner performance and of the creativity of the thought processes and methods behind it. Although a continuous record of publications in refereed journals is expected, there is no specific quantitative expectation. However, in order to meet the MUPIM expectation of high quality research and “its prospective continuation,” a candidate should, while at Miami University, develop appropriate research topics and publish results a sufficient number of times to provide evidence of the capability of being a productive scholar over an entire career. Rather, evidence of the quality and impact of one's scholarly contributions may include:

- (1) a list of citations of one's published or unpublished work;
- (2) rankings of journals published in;
- (3) an indication of whether published work was refereed; this is especially important in the case of conference proceedings or publications in electronic journals;
- (4) letters from objective outside reviewers speaking to the impact of a candidate's work;
- (5) the relative contribution of individuals in the case of co-authored work, including their role in the research project;
- (6) journal acceptance rates;
- (7) journal circulation;
- (8) the quality of the editorial review board;
- (9) extramural funding achieved through a peer review process.

4. While scholarship completed prior to employment at Miami University forms part of the record of impact of a candidate's accomplishments, it is important that a candidate provide evidence of successful research undertaken while employed at Miami University.

5. It is the policy of the RTFSBA that the scholarship of candidates for tenure be reviewed by at least three reviewers from outside Miami University. External reviews are to be used by the departmental tenure committee in evaluating a candidate's scholarly achievement. All letters are to be forwarded from the department to the RTFSBA Promotion & Tenure Committee, to the Dean, and to the University Promotion and Tenure Committee.

- (i) Reviewers shall be sent appropriate materials for consideration. A full record of scholarship shall be submitted to all reviewers. This shall consist of published articles, reports, and books; work accepted for publication but not yet published; refereed conference papers; and other materials deemed appropriate to its

discipline. Working papers may be included at the request of the candidate.

- (ii) Reviewers must be respected scholars in the candidate's field.
- (iii) External reviewers shall be asked to render a professional judgment on the quality of a candidate's scholarship or creative endeavor, its originality and importance, and the reputation of the journals and presses that have published the work.
- (iv) Individual departments may specify procedures in departmental governance documents. Normally, letters of evaluation will be solicited by the department chair in the spring of the academic year prior to the one in which a faculty member is likely to be considered for tenure. A list of no fewer than five potential reviewers will be compiled by the candidate in consultation with the Chair and the departmental tenure committee (according to departmental governance) and will be composed of scholars who can serve without favoritism or hostility to the candidate. The Chair and the departmental tenure committee will select the reviewers from this list. Where one of the would-be reviewers declines the request, another nominee will be selected from the list.

III. Professional Service

Faculty are expected to be involved in professional service activities, as reflected in the RTFSBA Values Statement on Service. However, a probationary faculty member is normally expected to provide service to the department with only limited service in other areas. To satisfy the criterion of *continuing productive service as a professional to the department, the division, their respective campuses, the University, the professions, or society*, candidates should present multiple measures that provide evidence of one or more of the following:

1. service to the Department on committees or in other assigned duties;
2. service to the RTFSBA and university through committees and participation in activities that enhance campus life or promote the mission of the division or university (e.g., acting as an advisor to students and student organizations, and serving on student-faculty committees).
3. service to academic/professional organizations including: (1) serving as appointed or elected officer or as a chair or member of a committee of an academic or professional organization; (2) serving as an editor for an academic or professional journal; (3) serving as a reviewer/ referee (ad hoc or on an editorial board) for an academic or professional journal; (4) serving as an organizer, leader of workshops or panels, (5) serving as a manuscript reviewer for academic or professional conferences; (6) serving as a referee for grant proposals; and (7) interacting with members of the professional/business community.
4. service to the community including: (1) serving as a professional consultant to a public or private organization and (2) serving as a leader or a member of a task force, committee, board, or commission providing service to local, state, regional, national, or international organizations.
5. The relative value of contributions in the area of service shall be determined, *ceteris paribus*, on the basis of a combination of the activity's prestige, effort (including time, creativity, and leadership), and

significance relative to the missions of the faculty member's department, the RTFSBA, and the University, and the quality of the faculty member's performance of that activity.

IV. Collegiality

As defined above in criteria (4), collegiality is not congeniality, but rather a quality manifested by behaviors such as willingness to serve on committees and perform work necessary to departmental operation, willingness to provide guidance and help to colleagues in their professional duties, respect for the ideas of others, and the conduct of one's professional life without prejudice toward others. The criterion of collegiality is evaluated only at the departmental level.