

# **Anderson College of Business and Computing Faculty Practices and Procedures**



***Approved by Anderson College Faculty***

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**The Anderson College faculty can amend this document each year through the Faculty Handbook Committee. Submit any recommended changes to the Faculty Handbook Committee before November 15.**

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## Introduction

The intent of the *Practices and Procedures* document is to clarify and provide examples of items found in the *Regis University Four College Faculty Handbook* (“Faculty Handbook”) that best fit our college’s mission and unique faculty mix. The *Practices and Procedures* supplements and does not replace the definitions, policies, or information found in the *Faculty Handbook*, so please refer to the *Faculty Handbook* for any policies or items that are not fully addressed in this document.

## Faculty Types

According to the *Faculty Handbook* (Section 2) there are two types of faculty with a variety of titles. The two types are ranked and unranked faculty.

- Ranked Faculty
  - Tenure track and tenured faculty
  - One- or multi-year contract track faculty
- Unranked Faculty
  - Term professors (Lecturer, Senior Lecturer)
  - Affiliate faculty

In Section 2 of the *Faculty Handbook*, ranked faculty are given four performance expectations:

- Effective teaching
- Scholarship and/or practice
- Service to the university, college, and students
- Service to the community, discipline, and/or profession

In the same Section, it notes that unranked faculty have the expectation to perform, “Duties as defined in this Handbook and by the college.” In Anderson College, term professors are expected to meet the same teaching effectiveness and scholarship and/or practice expectations as ranked faculty. Term professors are expected to perform some service that demonstrates engagement with the university, college and/or students beyond teaching. (Refer to the Service section below and *Appendix B* for more details.)

## Anderson College Faculty Categories

*The Anderson College Practices and Procedures* document aligns our faculty expectations with the promotion schedule for both the academic and practitioner focus of our faculty and programs. In alignment with our pursuit of AACSB accreditation, faculty are expected to be qualified to both teach and demonstrate engagement in their discipline. The faculty model below identifies four faculty categories that are based on *academic qualifications* and *expectations in scholarship and/or professional practice*. Academic qualifications are determined by earned degrees and other academic credentials. Scholarship and professional practice are determined by a scholarly agenda or practice in a professional discipline. The four faculty categories are created by combining academic and professional qualifications with the expectation of sustained scholarly or professional engagement in one’s discipline.

	Engagement through Scholarship	Engagement through Practice
<b>Terminal Degree Earned</b>	<b>Scholarly Academic (SA)</b> <ul style="list-style-type: none"> <li>Research-based doctoral degree or terminal degree, AND</li> <li>Produce scholarship and intellectual contributions that focus on theory, teaching and/or practice</li> </ul>	<b>Practice Academic (PA)</b> <ul style="list-style-type: none"> <li>Research-based doctoral degree or terminal degree, AND</li> <li>Extensive experience and sustained engagement in practice and maintain currency in professional field.</li> </ul>
<b>Master's Degree Earned</b>	<b>Scholarly Practitioner (SP)</b> <ul style="list-style-type: none"> <li>Master's degree in discipline or master's with 18 credits appropriate for the discipline, AND</li> <li>Significant and sustained professional experience for at least five years and produce scholarship and intellectual contributions that focus on theory, teaching and/or practice</li> </ul>	<b>Instructional Practitioner (IP)</b> <ul style="list-style-type: none"> <li>Master's degree in discipline or master's with 18 credits appropriate for the discipline, AND</li> <li>Significant and sustained professional experience for at least five years and maintain currency in professional field.</li> </ul>

### Definition of Terms

- *Academic* indicates an earned research-based doctoral degree (PhD) or a terminal degree in their primary teaching discipline (JD, DBA, MS-Taxation). Faculty may have a degree in a field not directly related to their teaching discipline, but must produce intellectual contributions related to their teaching discipline.
- *Scholarly* indicates the faculty primarily produces intellectual contributions (defined in *Appendix A*) to stay current in their discipline.
- *Practitioner* indicates the faculty member has at least a master's degree in the discipline, extensive and sustained professional experience, and stays current in the discipline through professional practice activities.

Faculty members are initially appointed to one of the four faculty categories based on their qualifications. Faculty maintain their category status through *engagement activities* in their discipline. Engagement activities are divided into *Academic Engagement Activities* and *Professional Engagement Activities*. *Appendix A* clearly describes the quantity and quality of engagement activities expected for each category.

### Expectation Timeframes and Contracts

Each ranked full-time and term faculty member is required to meet their category expectations as defined in *Appendix A* within the preceding five-year period. "Within the preceding five-year period" is a rolling period that ends on July 31 of each year.

- Ranked faculty and term faculty with five or more years at Regis are expected to meet their category expectations within the preceding five years.
- Scholarly Academic (SA) and Scholarly Practitioner (SP) faculty are awarded course release time each year to pursue and complete their scholarly expectations.
- After August 1, 2023, journals and conference proceedings must meet the quality standards outlined in *Appendix A* to count toward category expectations.
- All faculty have until August 1, 2024 to meet their category expectations. This exception for category expectations should be considered when reviewing faculty for promotion.

### Hiring Faculty into Categories

- When a research-based doctoral degree or terminal degree was awarded more than five years prior to the date of hire, then the newly hired faculty member should have sufficient intellectual contributions and activities within the past five years that meet the expectations of their category. The dean can make exceptions.
- A faculty member who earned their research-based doctoral degree or terminal degree within the last five years will be considered to have met their category expectations within the preceding five years. After five years from the date the degree was awarded, the faculty member must meet their category expectations.
- When a faculty member whose highest degree is a master's degree is hired, then the newly hired faculty member must have sufficient professional experience and practice within the preceding five years to meet the expectations of their category, or they must meet these expectations within two years of their hire date.
- Unranked term professors (i.e. Lecturers, Senior Lecturers) are placed in a category, which is often the Instructional Practitioner (IP) category given their significant experience.

### Faculty Category Adjustments

- All requests for changes to a faculty member's category should be made through the faculty member's immediate academic supervisor and the Academic Dean. If a faculty member is not progressing toward fulfilling their expectations, they must meet with their academic supervisor to develop a plan to meet their expectations (see *Category Expectations* section below).
- Ranked faculty on gradual retirement must meet the expectations of their category, though these are removed when their teaching load is reduced to the equivalent of three, 3-credit hour courses per year. For more information, see the *Faculty Handbook* on responsibilities and duties for faculty on the gradual retirement program.

### Faculty with Significant Administrative Duties

Remaining academically and professionally qualified is important for all faculty. At the same time, Anderson College recognizes the importance of administrative duties to the ethical, effective, and efficient operation of the college. These duties are recognized as part of an individual's effort to remain academically or professionally qualified in their discipline.

Because of the time required to perform significant administrative duties, faculty who hold the position of department chair, program director and/or center director may reduce their category expectations by *one item* within the preceding five-year period. Faculty who hold more than one administrative position can only claim *one exemption* unless approved by the academic supervisor and the Academic Dean.

When a faculty member leaves one of the administrative positions listed above, they have two years starting in the next academic year to meet their category expectations. Faculty can request an additional exemption through their academic supervisor and the Academic Dean.

### Expectations for Administrators

Deans, Associate Deans, Assistant Deans and other senior administrators who also hold faculty appointments are not required to meet the category expectations while they hold these positions. If they leave an administrative position and return to a faculty position, they have the same number of academic years to meet the expectations of their category as the number of academic years they held the administrator position with a maximum of five years. For example, a faculty member who returns to full-time faculty status after three years as an Associate Dean has three academic years to meet their category expectations.

## Category Expectations – Support and Evaluation

Each faculty member is required to complete their category expectations as outlined in *Appendix A* within the preceding five-year period (i.e. looking back from August 1 in the new academic year).

*Anderson supports faculty scholarship in the following ways:*

- Ranked faculty in the SA and SP categories are awarded course release time each year with the expectation that faculty time will be dedicated to researching, developing and disseminating scholarship.
- Faculty can apply for financial assistance for conference presentations and research.
- Ranked faculty members who have served full-time for six years or more can apply for a sabbatical (see *Faculty Handbook* for specific details).
- All faculty are encouraged to take advantage of other sources of research funding from the Anderson College centers, Anderson College Summer Grants, Regis University, and outside foundations and institutions.

All faculty are expected to meet their performance expectations based on their categories (i.e. SA, SP, PA, IP) by August 1, 2024.

### *Instructions for Faculty Who Do Not Meet Category Expectations*

If a ranked faculty member or term faculty member with five or more years at Regis has not met their category expectations (e.g. peer-reviewed article, conference presentation, consulting project, not current with CPA) within the preceding five-year period, the faculty member must complete their yearly *Faculty Development Plan* or *Faculty Review Form* and outline a detailed one-year plan to meet their category expectations. The immediate academic supervisor will discuss their plan and offer support so that they can meet their expectations. Upon request, the Rank and Promotion Committee may also review the document and suggest support for the faculty member.

If a faculty member fails to meet their category expectations by the end of the one-year plan, the faculty member will receive a lower scholarship/practice performance review (e.g. unsatisfactory) and may be removed from the promotion track or not receive course releases until the expectations are met. These changes could also result in an increase in a faculty member's teaching load.

**NOTE:** See the exemptions outlined above for chairs, program directors, and center directors. Also, in rare cases a faculty member can petition their academic supervisor for additional support or time in the case of significant extenuating circumstances.

The process for managing faculty performance issues in teaching, service, and scholarship/practice are covered in the *Faculty Handbook*.

### Dean's Office Support

The Dean's office will track all ranked faculty years toward promotion and years after promotion. The Dean's office or its designee will send notifications each spring to notify faculty and immediate supervisors of the forms or applications required for the upcoming academic year.

The Dean's office will track faculty progress in meeting their category expectations. Immediate academic supervisors and/or faculty members are required to track scholarship and practice achievements using the college-provided software.

## Service Expectations for Ranked Faculty

For evaluation and promotion purposes, Regis University requires ranked full-time faculty members to perform service to the university and to the community, discipline, or profession, but to different degrees.

Anderson College takes a holistic view of service. While all faculty are expected to share committee work and use their skills and time to further the goals of the college and university, we recognize that some faculty primarily focus on service to the community. Others may provide significant service to both community and university, college and students.

To manage our service expectations, Anderson College ranked faculty must select a primary and a secondary service area from **service to the university, college and students** and **service to the community, discipline, and/or profession**. Faculty must then achieve a *Competent* rating in their secondary area of service and a *Noteworthy* or *Outstanding* rating in their primary area of service. Faculty should discuss their focus areas with their immediate academic supervisor each year.

Term faculty (Lectures, Senior Lecturers) are expected to be engaged in some service to students, college, and/or university, but are not required to do community service. Anderson term faculty are “participating faculty” under the AACSB definition: “*A participating faculty member actively and deeply engages in the activities of the school in matters beyond direct teaching responsibilities. (2020 Guiding Principles and Standards, pg. 30).* A list of engagement examples is found in *Appendix B*.

Examples of what these service levels require are provided in the *Faculty Service* section below.

## Anderson College Ranked Faculty Promotion Criteria

Anderson College ranked fulltime faculty must meet the criteria below for promotion in rank. See additional hiring and promotion criteria in the *Faculty Handbook*.

### Instructor

- Education:
  - Potential to obtain doctorate (completing degree), OR master’s degree in discipline or master’s degree with 18 graduate credits in the discipline.
  - Potential for excellent teaching.

### Assistant Professor

- Education:
  - Academic or professional doctoral degree or equivalent, OR
  - Master’s degree in discipline or master’s degree with 18 graduate credits in the discipline AND three years of full-time ranked faculty experience or equivalent faculty experience in an accredited institution of recognized standing.
- Either proven or presumptive potential for satisfactorily fulfilling the duties and responsibilities of a faculty member; and
- Potential for excellence in teaching; and
- Either proven or presumptive scholarship or experience in the subject matter field and competence in instruction; and
- Current demonstrated knowledge or practice in the discipline; and
- Evidence of involvement in scholarly or professional activities that align with the faculty member’s category (SA, PA, SP, IP); and
- Current licensure/registration appropriate to the discipline, if applicable.

## Associate Professor

- Education
  - Academic or professional doctoral degree or equivalent, OR
  - Master's degree in discipline or master's degree with 18 graduate credits in the discipline.
- A minimum of four (4) years of full-time faculty experience in a faculty role at the rank of Assistant Professor in an accredited institution of recognized standing; for existing faculty, two of which are at Regis University;
- Evidence of *sustained, noteworthy* teaching ability; and
- Evidence of *noteworthy* performance in scholarship or practice; and
- Current, demonstrated knowledge or practice in the discipline; and
- Evidence of *noteworthy* service in the University community and *competent* service in the external community OR evidence of *competent* service in the University community and *noteworthy* service in the external community; and
- Current licensure/registration appropriate to the discipline, if applicable.

## Full Professor

- Education: Academic or professional doctoral degree or equivalent
- A minimum of nine (9) years of full-time faculty experience in an accredited institution of recognized standing; and
- A minimum of five (5) years of full-time faculty experience at the rank of Associate Professor in an accredited institution of recognized standing, two of which are at Regis University; and
- Evidence of *sustained, noteworthy* teaching; and
- Evidence of *noteworthy* performance in scholarship; and
- Evidence of *noteworthy* service in the University community and *competent* service in the external community OR evidence of *competent* service in the University community and *noteworthy* service in the external community;
- Current, demonstrated knowledge or practice in the discipline;
- Evidence of sustained, noteworthy professional activities (if applicable); and
- Current licensure/registration appropriate to the discipline, if applicable.

## Requirements for Applying for Tenure

- Academic Dean provides tenure-track appointments subject to available tenure lines.
- Academic or professional doctoral degree or equivalent.
- Completed four or five years as a full-time ranked faculty member at the level of Assistant Professor or above at Regis, unless the Academic Dean credited years toward tenure as part of a hiring contract.
- Meets or exceeds the experience and performance requirements for Associate Professor which includes meeting the category expectations in the preceding five-year period. These performance requirements are outlined in the *Faculty Handbook*.
- Evidence of a scholarly research agenda for the coming years.
- Applicants understand that they are applying for tenure on an "up or out" basis. If tenure is denied then the faculty member may be given a one-year, non-renewable contract for the next year.
- If a tenure-track faculty member does not apply at the beginning of their fifth or sixth year as an Assistant Professor or above, they will revert to a non-tenure track contract if approved by the Academic Dean.

## Early Notification Required for Promotion to Full Professor

Associate Professors who intend to apply for the rank of Full Professor must notify their immediate academic supervisor, the Rank and Promotion Committee, and the Academic Dean in writing *one year* in advance of the application. This notification may occur in a regularly-scheduled or faculty-member requested review. The faculty member should discuss their preparation for promotion with their academic supervisor at this time and

may request an evaluation to prepare for the promotion review. If an application for promotion to the rank of Full Professor is denied, the faculty member may not reapply for a minimum of two years.

## Anderson College Unranked Faculty and Promotion Criteria

Anderson College unranked faculty are either affiliate faculty or term professors (Lecturer, Senior Lecturer).

### Affiliate Faculty

Affiliate faculty are unranked faculty who are employed to teach specific courses, but without expectation that they perform service, scholarship, or professional practice as part of their contract. Affiliate faculty are a valuable resource for bringing professional experience and insights into the classroom. Affiliate faculty qualifications must be consistent with Regis University and Anderson College policies on the qualifications for faculty. Affiliate faculty are supporting faculty who focus primarily on teaching.

### Term Professors – Lecturers and Senior Lecturers

These titles are assigned to individuals who meet the educational and experience qualifications of a faculty member (e.g. doctorate or terminal degree in their field, and/or master's degree in the discipline taught or 18 graduate credit hours in the discipline, and/or significant professional experience with potential for teaching excellence), and who are hired as pro-rated part-time (0.5 FTE or greater) or full-time unranked faculty members. They are hired to teach in an academic department, demonstrate their currency in their discipline by fulfilling the expectations of a category (SA, PA, IP, SP), and actively engage in the life of the college and university.

Lecturers and Senior Lecturers are also considered “participating faculty” as described by the AACSB. A participating Lecturer/Senior Lecturer ...

“actively and deeply engages in the activities of the school in matters beyond direct teaching responsibilities. Such matters might include policy decisions, advising, research, and service commitments ... Normally, the school considers participating faculty members to be long-term members of the faculty regardless of whether or not their appointments are of a full-time or part-time nature, whether or not their position with the school is considered the faculty member's principal employment, and whether or not the school has tenure policies” (*2020 Guiding Principles and Standards*, pg. 30).

### Lecturer or Lecturer in (discipline)

A Lecturer is a faculty member with specialized teaching and/or mentorship roles and is typically expected to be long term. They are expected to actively engage in the life of the department and college as described above. Lecturers are appointed by the Academic Dean upon the recommendation of the department chair or program director. Lecturers may be issued one-year or three-year contracts based on the needs of the college. Usually the first two contracts issued are one-year contracts before being eligible for a three-year contract. Lecturers have no expectation of reappointment at the end of a contract.

### Senior Lecturer or Senior Lecturer in (discipline)

A Lecturer can apply to become a Senior Lecturer after four-years of fulltime employment as a Lecturer. The Senior Lecturer is expected to continue the teaching, scholarship/practice, service, and other duties of a Lecturer. Senior Lecturers may be issued one-year or three-year contracts based on the needs of the college. Senior Lecturers have no expectation of reappointment at the end of a contract.

## Scholarship/Practice and Service Expectations

Lecturers and Senior Lecturers have category expectations for scholarship and/or practice in line with their discipline. Lecturers and Senior Lecturers are often placed in the Instructional Practitioner (IP) category and must complete their category expectations within the preceding five-year period. They must also maintain any professional certifications that require continuing education units, and maintaining these certifications count as one of their category expectations. See *Appendix A* for category descriptions and expectations.

Lecturers and Senior Lecturers often have fewer service expectations than ranked faculty members, but they are expected to actively engage with students, the college, and/or the university in ways that align with their expertise and interests. For example, they should assist students directly associated with the courses taught, actively participate in department and faculty meetings and events, demonstrate service in their profession or discipline, update their courses, and perform any service activities written into the positions' contract. Chairs can request that Lecturers and Senior Lecturers perform additional service to the college and department. See *Appendix B* for additional examples of service and engagement.

Full-time Lecturers and Senior Lecturers typically teach nine courses on a 12-month contract unless this is reduced via course releases for service responsibilities or other university commitments as approved by the Academic Dean and the immediate academic supervisor. Part-time Lecturers and Senior Lecturers typically teach five courses on a 12-month contract unless this is reduced by similar course releases as approved by the Academic Dean and their immediate academic supervisor.

Because of the substantial time commitment and the expectation of long-term involvement, Lecturers and Senior Lecturers may participate in deliberative processes regarding issues in department meetings, program meetings, and Faculty Forum meetings. Specific items on which ranked and unranked faculty can vote are outlined in the *Anderson College Faculty Forum Bylaws*. Fulltime Senior Lecturers can vote on the same items as ranked faculty members. Department chairs, program directors, or the Faculty Forum president(s) may determine that all term faculty members or a particular term faculty member may not attend certain sensitive meetings (e.g. those associated with hiring decisions).

## Application for Senior Lecturer

Lecturers who meet the criteria below can apply to become a Senior Lecturer. The applicant must be a .5 or 1.0 FTE Lecturer at Regis in the year they apply.

- Education: Academic or professional doctoral degree or equivalent OR master's degree in discipline or master's degree with 18 graduate credits in the discipline and/or significant professional experience in the discipline.
- A minimum of four (4) full years (4.0 FTE equivalent) as an FTE Lecturer at Regis University. An applicant can substitute up to 18 three-credit courses in place of *two* of the four FTE years required. The courses must have been taught at Regis or another regionally accredited institution of higher learning.
- Evidence of *sustained, noteworthy* teaching ability; and
- Evidence of *noteworthy* performance in scholarship or practice as measured by completing their category expectations in *Appendix A*; and
- Current, demonstrated knowledge or practice in the discipline; and
- Evidence of being a "participating faculty" by actively engaging in the life of the college as described above and in *Appendix B*; and
- Current licensure/registration appropriate to the discipline, if applicable.

The promotion application and review process is outlined below.

## Faculty Review and Development Forms, Goals, and Promotion Applications

The *Faculty Handbook* states:

“The Higher Learning Commission (HLC) Criteria for Accreditation Criterion 3, Core Component 3B and Subcomponent 3B3, requires that, “Instructors are evaluated regularly in accordance with established institutional policies and procedure.” The University grants the authority to the individual colleges for determining the schedule by which ranked faculty will be evaluated; however, each college must establish and follow a policy and regular schedule for faculty evaluations that complies with the HLC standard noted above. Signed copies of faculty evaluations should be scanned and kept on file in the office of each college’s academic dean.” (Section 3.13.2, p. 46)

The *Faculty Handbook* also states that, “Each college will define the specific performance requirements for the four faculty expectations/categories (E.g. ‘Noteworthy scholarship requires one peer-reviewed article every X years’).” The four performance requirements are: 1) teaching, 2) scholarship or practice, 3) service to students and the university, and 4) service to the community, discipline, or profession. Faculty are also required to set goals each academic year in these four areas (Section 3.13.1, p. 45)

### Completing Yearly Review or Development Forms

Each year all faculty who are *not* applying for promotion must complete the form appropriate to their years in place and their promotion track. This includes term faculty but not affiliates.

The forms and who should complete them are listed below:

Form Title and Purpose	Who Should Complete this Form
<p><u>Faculty Review Form</u> – The Faculty Review Form is for reviewing past accomplishments and setting goals for the future. It is also for evaluating performance. Your immediate academic supervisor will provide detailed feedback and rate your performance on teaching effectiveness, scholarship/practice, and service as preparation for promotion. The form is also used for faculty who must complete a fifth-year review.</p>	<ul style="list-style-type: none"> <li>• Instructors</li> <li>• Assistant Professors</li> <li>• Tenure-track faculty regardless of rank</li> <li>• Senior faculty being reviewed in their fifth-year</li> <li>• Lecturers</li> </ul>
<p><u>Faculty Development Form</u> – The Faculty Development Form is for reviewing past accomplishments and setting goals for the future. It is not for evaluating performance. Your immediate academic supervisor will provide feedback and comments.</p>	<ul style="list-style-type: none"> <li>• Associate Professors and Full Professors who are tenured or not on the tenure-track</li> <li>• Senior Lecturers</li> <li>• Senior faculty who are <i>not</i> being reviewed in their fifth year</li> </ul>

The process for completing a *Faculty Review Form* or *Faculty Development Form* is as follows:

- A. Submit the appropriate completed form to your immediate academic supervisor by **September 21**.
- B. The supervisor will review the form and prepare comments and discuss them with the faculty member by **November 1**.

- C. During the meeting the faculty member and immediate academic supervisor will sign the form to indicate that the meeting took place. The faculty member can respond to the comments with a response letter if they wish.
- D. The completed form and any additional documentation will be placed in a personnel file in the Academic Dean's office.

### Additional Reviews and Development Procedures

- In addition to academic supervisor feedback on the *Faculty Review Form*, the Rank and Promotion Committee will review **Instructors** after their **first year** and Assistant Professors after their **first and third years** as ranked faculty.
- All faculty members who have been in their rank for four consecutive years will be reviewed by their immediate academic supervisor after their fourth year in that position. **It is a fifth-year performance review.** Faculty members who are applying for promotion after their fourth year in their rank are exempt (e.g. Assistant Professors).
  - The fifth-year review allow faculty to demonstrate that they are fulfilling their performance expectations.
  - The faculty member should complete a *Faculty Review Form* and attach a CV that includes their teaching, scholarship/practice, and service accomplishments.
  - The supervisor will complete their portion of the *Faculty Review Form* and evaluate the faculty member's performance during this time.
  - The Rank and Promotion Committee will review the completed form and supervisor comments to ensure consistency across the college and can make additional comments if appropriate. A letter is not required.
- Faculty on the **tenure track**, regardless of rank must complete the *Faculty Review Form* each year except when applying for tenure. The form is due after the first full year as a ranked faculty member and the immediate academic supervisor will provide their evaluations and comments in the form. The form will also be reviewed by the Rank and Promotion Committee after their **first** and **third** years in their current rank unless they are applying for promotion. Adjustments may be made to the evaluation schedule depending on the number of years given toward the tenure application date. See the *Faculty Handbook* for more information.
- Additional evaluations, feedback, and mentoring may be given to faculty if appropriate.

### Applying for Promotion and Timelines for Submitting Forms

The process for applying for promotion in rank, to Senior Lecturer or for tenure is as follows:

- A. Ranked full-time faculty who have met the experience and performance requirements for a promotion must complete the *Anderson Promotion Application* form, provide all relevant materials, and submit it to their immediate academic supervisor by **September 21**. The same application form is used for promotion in rank and/or tenure. (See instructions on the promotion form for more guidance.)
- B. Lecturers who have met the experience and performance requirements for a promotion must complete the *Anderson Senior Lecturer Promotion Application* form, provide all relevant materials, and submit it to their immediate academic supervisor by **September 21**. (See instructions on the promotion form for more guidance.)
- C. For all promotion applications, the immediate academic supervisor will review the promotion application, provide detailed comments that support their ratings, and discuss the application with the candidate. Both parties should sign the recommendation page (see end of application) and email a copy of the signed application to the Academic Dean and the Rank and Promotion Committee by **October 13**.

## Chair/Immediate Academic Supervisor Review Expectations

The immediate academic supervisor (e.g. Chair) is expected to review all forms and applications, provide written feedback, and discuss accomplishments and goals with each faculty member. The immediate academic supervisor will also note the faculty member's scholarship or practice accomplishments, expectations, goals and any exemptions for administrative duties. Scholarship and practice accomplishments that meet the category expectations in *Appendix A* will be added into the Anderson tracking software.

Faculty may request additional support from their Chairs and the Academic Dean to achieve their goals.

## Schedule for Promotion Applications and Decisions

The Anderson College will use the schedule for promotions and tenure found in the *Faculty Handbook*. Below are key dates and responsibilities adapted from the *Faculty Handbook*.

<b>April 30</b>	<b>Dean's Office:</b> By April 30, the Dean's office will send each faculty member whom the Academic Dean has identified as approaching their promotion date a copy of the appropriate promotion and/or promotion and tenure application. An application for tenure also constitutes an application for promotion to the rank of Associate Professor if the faculty member has not already attained that rank.
<b>Summer 20XX</b>	<b>Supervisor:</b> During the information gathering process, the faculty member's supervisor will consult with members of the department or program concerning the performance of the applicant in addition to the information normally gathered for faculty review.
<b>September 21</b>	<b>Faculty Member:</b> Submit promotion application form to immediate academic supervisor and upload supporting materials to the promotion shell by Sept. 21. The form must provide complete data, reflections, and evidence covering the entire time leading up to promotion, including service at other institutions. The faculty member must upload all supporting materials to their promotion shell (see Promotion Application Form for instructions).  Faculty member must provide academic supervisor access to their promotion shell.
<b>By October 13</b>	<b>Supervisor and Faculty Member:</b> After receiving the faculty member's application and promotion shell, the immediate academic supervisor must provide an independent judgment about whether the faculty member should be granted promotion and/or tenure at the appropriate time and substantiate the recommendations using the applicable guidelines contained in the <i>Handbook</i> and <i>Anderson College Practices and Procedures</i> . The immediate academic supervisor will review their recommendation with the faculty member before its submission to the Rank and Promotion Committee.
<b>By October 13</b>	<b>Committee/ Supervisor/Faculty Member:</b> The promotion application, which includes the immediate academic supervisor's recommendation, must be uploaded to the promotion shell and access given to Rank and Promotion Committee members by Oct. 13.  The faculty member will have until Oct. 14 to submit any clarifying comments regarding the supervisor's recommendation to the committee, with a copy to the supervisor.
<b>By October 13</b>	<b>Academic Dean:</b> Also by Oct. 13, the Academic Dean will notify the Committee on Rank and Promotion of any material in a faculty member's personnel file that is

	appropriate and/or necessary for them to take into account in their deliberations on granting promotion and/or tenure.
<b>October 20</b>	<b>Committee:</b> By Oct. 20, the Committee on Rank and Promotion will develop a list of applicants for promotion and will provide a copy of this list to the academic dean.
<b>October 31</b>	<b>Committee:</b> Chair requests ID&T to remove the applicant’s instructor or administrator access in the promotion shell, but to still allow them to access the shell.
<b>Fall 20XX</b>	<b>Dean / Provost:</b> Pursuant to its deliberations, the Rank and Promotion Committee invites the academic dean early in the fall semester to join the committee in a discussion of specific candidates for promotion and/or tenure. In mid-December, the provost will be invited to join the committee for a discussion of their probable recommendations regarding those faculty applying for advancement. This meeting gives the provost an opportunity to discuss any particular cases before the committee is required to take formal action.  <b>Dean:</b> Write formal evaluation.
<b>By January 31, 20XX</b>	<b>Committee to Provost and Dean:</b> The Rank and Promotion Committee will render an independent judgment on whether the faculty member has met the criteria established for promotion and/or tenure in the <i>Handbook</i> and <i>Practices and Procedures</i> based upon the totality of the information it possesses. The committee's recommendation, together with that of the supervisor, the promotion application, and other supporting evidence will be forwarded to the provost, and the academic dean on or before Jan. 31.
<b>By February 15</b>	<b>Dean/Provost to President:</b> The independent recommendations of the provost and the academic dean, with appropriate documentation, will be forwarded to the president.

For more details, please see the *Faculty Handbook*.

## Examples of Performance Levels for Promotion

The goal of this section is to provide examples and descriptions of what activities a faculty member in each performance level may strive to achieve. These examples are offered to clarify the terms provided (but not defined) in the *Faculty Handbook* (Section 3.13) as it applies to Anderson College.

The following provides examples of activities that may be found in each performance level. *The table is not intended to be exhaustive but rather gives a flavor of the activities at each level.* It is a tool for providing ideas of what performance at these levels may look like. Faculty, chairs, the Rank and Promotion Committee, and other parties involved in promotion and evaluation decisions can use these examples as general guides for setting goals and evaluating performance.

### Teaching – Levels of Performance

Regis University is a teaching university and the Anderson College is a teaching college. Faculty are expected to achieve a high level of teaching skill and ability as they progress through their career. The different levels of teaching performance match the different requirements for each rank.

Teaching - Level of Performance	Examples
<b>Outstanding</b>	<p>Meeting criteria of the Noteworthy level and other activities that demonstrate expertise and excellent teaching. Examples that could be considered Outstanding may include:</p> <ul style="list-style-type: none"> <li>• Student and peer course evaluations demonstrate effective and engaging teaching;</li> <li>• Designing new courses that integrate the latest research and practice for students as opposed to recycling conventional methods and ideas.</li> <li>• Conducting trainings and workshops on teaching effectiveness for other faculty</li> <li>• Aiding other faculty with the development of assignments and course design</li> <li>• Actively seeking to teach through experience, such as conducting experimental learning or inviting students into research.</li> <li>• Being recognized as advancing in your discipline or teaching &amp; learning by conference, publication, and speaking invitations.</li> <li>• Guest lecturing in other courses at Regis or other universities because of your knowledge and expertise.</li> <li>• Demonstrating continuous improvement of courses and teaching methods.</li> <li>• Also works to improve degree programs to make them more relevant and rigorous to prepare students for their careers or advancement in their careers.</li> </ul>
<b>Noteworthy</b>	<p>Meeting the criteria of the Competent level and other activities that demonstrate excellent teaching. Examples that could be considered Noteworthy may include:</p> <ul style="list-style-type: none"> <li>• Student and peer course evaluations demonstrate effective and engaging teaching;</li> <li>• Creating assignments, cases, and projects that engage students in increased learning and student interactions.</li> <li>• Teaching through experiential exercises, simulations, or actual experiential learning outside of Regis</li> <li>• Mentoring of other faculty</li> <li>• Attending teaching effectiveness workshops to continually improve and demonstrating implementation of new techniques</li> <li>• Demonstrating a commitment to student learning and critical thinking by using a variety of teaching methods (e.g. written assignments, presentations, testing, case analysis, consulting projects).</li> <li>• Staying current in your field through continuing education, professional associations, conferences, reading and writing in your discipline, and other activities.</li> <li>• Demonstrates continuous improvement of courses and teaching methods.</li> <li>• Teaching an interdisciplinary course (e.g. RCC 400 level course).</li> </ul>
<b>Competent</b>	<p>Examples that could be considered Competent may include:</p>

	<ul style="list-style-type: none"> <li>• Developing syllabi;</li> <li>• Maintaining positive rapport with students;</li> <li>• Developing assignments and projects that challenge students to think critically and learn new skills;</li> <li>• Collaborating with other faculty to improve teaching;</li> <li>• Staying current in your field through continuing education, professional associations, conferences, reading and writing in your discipline, and other activities.</li> <li>• Student and peer course evaluations demonstrate improvement over time.</li> <li>• Demonstrate effort to increase learning, relevance and rigor by updating assignments, replacing lessons that do not produce learning, acting on student and peer feedback, and other activities to improve learning.</li> </ul>
<b>Unacceptable</b>	Failing to meet the standards of Competent teaching

### Scholarship or Practice – Levels of Performance

Regis University and the Anderson College seek to elevate the disciplines in which our faculty teach, research and practice. In the Jesuit tradition, faculty are encouraged to use scholarship and practice to investigate and solve problems that change the world for the better -- a central part of Regis' mission.

Faculty are required to conduct research and/or practice in order to stay engaged and current in their discipline. Scholarship seeks to interact with others in one's discipline and/or in the area of teaching and learning. Scholarship should deepen knowledge, share new ideas and findings, and increase innovation through peer reviewed venues. Practice seeks to develop greater engagement with one's discipline and profession while sharing expertise and insights with organizations. These can include doing significant discipline-related work for professional associations, consulting clients, non-profits, government agencies, etc. Additionally, while rankings and other metrics are provided as possible measures of quality, each paper, presentation, or project should be judged on its own quality and contribution to the discipline, to teaching and learning, and/or to mission.

Scholarship and Practice - Level of Performance	Examples
<b>Outstanding</b>	<p>Scholarship and practice examples that could be considered Outstanding are those that greatly exceed your category expectations through quality or quantity.</p> <p>Examples of greatly exceeding in quantity or amount could be:</p> <ul style="list-style-type: none"> <li>• Performing <i>two</i> additional items appropriate for your category expectations (e.g. present at two additional peer-reviewed conferences; publish two additional articles in a practitioner publication; serve as a senior leader in a discipline specific association)</li> </ul> <p><u>Scholarship Examples of Greatly Exceeding in Quality:</u></p>

	<ul style="list-style-type: none"> <li>• Publishing in low-level acceptance rate journals. Journals with low level of acceptance could be defined as: <ul style="list-style-type: none"> <li>○ Q1 or Q2 journals as ranked by SJR, or</li> <li>○ A* or A journals as ranked by Australian Business Dean's Council, or</li> <li>○ Journal with acceptance rates of 30% or less, or</li> <li>○ Other appropriate means for the field</li> </ul> </li> <li>• Other signs of outstanding scholarship could be: <ul style="list-style-type: none"> <li>○ Demonstrate significant time and effort in researching and co-publishing a peer-reviewed article or presentations with Regis or non-Regis faculty</li> <li>○ Article citations</li> <li>○ Number of downloads</li> </ul> </li> </ul> <p><u>Practice Examples of Greatly Exceeding Quality:</u></p> <ul style="list-style-type: none"> <li>• Recognized for significant contribution to leading a professional association in your discipline</li> <li>• Lead sessions at a national or international conference in your discipline</li> <li>• Complete significant and complex business, government, or non-profit project that required unique expertise and a significant commitment of time. Your contribution is recognized as an important accomplishment by experts in your profession.</li> </ul>
<p><b>Noteworthy</b></p>	<p>Examples of Noteworthy performance in scholarship and/or practice include:</p> <ul style="list-style-type: none"> <li>• Meeting the faculty member’s category expectations within the preceding five-year period (see <i>Appendix A</i> expectations);</li> <li>• A faculty member who has fewer than five-year’s experience at Regis who demonstrates significant engagement with their discipline in terms of scholarship and/or practice.</li> <li>• A legacy faculty member who was <i>not</i> under the Practices &amp; Procedures before the ACBC was formed can demonstrate that they meet the <i>Noteworthy</i> requirements outlined in the <i>Four College Faculty Handbook</i>. This exception from the <i>Practices and Procedures</i> category expectations expires on August 1, 2024.</li> </ul> <p>Chairs and Rank and Promotion must note any exceptions for faculty who perform qualifying administrative duties (see above) and consider all factors that may count as Noteworthy performance.</p>
<p><b>Competent</b></p>	<p>Faculty member is steadily progressing towards completing their category expectations within the preceding five-year period. Faculty member is improving the quality and impact of their work.</p>

<b>Unacceptable</b>	Failing to progress towards expectations associated with a faculty member's category.
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**Service – Levels of Performance**

The Anderson College takes a holistic view of service. While all faculty are expected to share committee work and use their skills and time to further the goals of the college and university, we recognize that some faculty may specialize in service to Regis while others may specialize in service to the community. Still other faculty may provide significant service to both community and college. In the context of service, the Anderson College values the whole person and recognizes that service to others is an important part of the Regis mission. However, the demands of work and life outside of Regis must be balanced for the health and welfare of our faculty and their family. Service opportunities can be as unique as each individual and are not limited to the examples listed.

For evaluation and promotion purposes, faculty members are encouraged to focus on becoming *Competent* in one area of service and *Noteworthy* or *Outstanding* in another area. Faculty should discuss their focus areas with their chairs each year.

**Service to University, College, and Students – Performance Levels**

Service to University, College and Students	Examples
<b>Outstanding</b>	<p>Meeting criteria of the Noteworthy level and additional activities that demonstrate excellent service. Examples that could be considered Outstanding service to the college may include:</p> <ul style="list-style-type: none"> <li>• Service on more than two college and/or university committees</li> <li>• Organizing a conference</li> <li>• Aiding in large assigned projects to further the college or university</li> <li>• Sponsoring a student club or organization which requires significant time and student support</li> </ul>
<b>Noteworthy</b>	<p>Meeting criteria of the Competent level and additional activities that demonstrate excellent service. Examples that could be considered Noteworthy may include:</p> <ul style="list-style-type: none"> <li>• Serving on two or more university and/or Anderson designated committees</li> <li>• Aiding in mid-sized assigned projects to further the college or university</li> <li>• Coordinating student competitions</li> <li>• Organizing a panel for a conference</li> <li>• Serving on Ad Hoc committees</li> <li>• Participate as a volunteer for a Regis event</li> <li>• Being active in or aiding a student club or organization</li> <li>• Teaching an RCC 200 level course</li> <li>• Teaching refugees through a Jesuit program</li> </ul>

	<ul style="list-style-type: none"> <li>• Advising student thesis projects that are not part of an independent study or class</li> </ul>
<b>Competent</b>	<p>An example of Competent service to the college would be:</p> <ul style="list-style-type: none"> <li>• Serving on a university and/or college designated committee</li> <li>• Serving on an Ad Hoc committee</li> <li>• Regularly attending faculty forum</li> <li>• Regularly taking part in faculty votes</li> </ul>
<b>Unacceptable</b>	<p>An example of “unacceptable” service to the college could be:</p> <ul style="list-style-type: none"> <li>• Failing to serve on committees</li> <li>• Rarely or not participating in faculty discussions and votes</li> <li>• Not serving on projects to further the college or university</li> </ul>

***Service to Community, Discipline and/or Profession – Performance Levels***

<b>Service to Community, Discipline and/or Profession</b>	<b>Examples</b>
<b>Outstanding</b>	<p>Meeting criteria of the Noteworthy level and additional activities that demonstrate excellent service. Examples that could be considered Outstanding service to the community may include:</p> <ul style="list-style-type: none"> <li>• Serving as a volunteer peer reviewer of multiple journals, conferences or texts</li> <li>• Serve on a journal’s editorial review board which requires reviewing multiple articles and meeting with other board members</li> <li>• Serving as a volunteer for multiple corporate or non-profit boards or committees</li> <li>• Actively serving a nonprofit, small business, or community event (averaging 52 hours a year)</li> <li>• Aiding in a large scale pro-bono project for a nonprofit or community focused organization</li> <li>• Participating in legislature or influencing legislature (local or national)</li> <li>• Organizing a conference</li> </ul>
<b>Noteworthy</b>	<p>Meeting criteria of the Competent level and additional activities that demonstrate excellent service to the community. Examples that could be considered Noteworthy may include:</p> <ul style="list-style-type: none"> <li>• Serving as a volunteer peer reviewer for a journal</li> <li>• Serving on a board or committee of an outside organization</li> <li>• Aiding in a mid-size project for a nonprofit or community business</li> <li>• Supporting a business or nonprofit with pro-bono consulting (averaging 8 hours or more during a semester)</li> </ul>

<b>Competent</b>	Examples of Competent service to the community could be: <ul style="list-style-type: none"> <li>• Occasional or one-time volunteering for a nonprofit</li> <li>• Supporting a business or non-profit with pro-bono consulting (averaging 1-4 hours per semester)</li> <li>• Participating in opportunities and Regis Events that serve the community</li> </ul>
<b>Unacceptable</b>	Examples of Unacceptable service to the community could be: <ul style="list-style-type: none"> <li>• Not completing any community service</li> <li>• Continually turning down opportunities to serve the community through Regis sponsored community events</li> </ul>

## Anderson College Rank and Promotion Committee

A profession is constituted by members who share in the same work, who set the standards by which to measure the quality of that work, and who themselves assess the quality of each other's work. As members of the academic profession, faculty members are responsible for assessing each other's work and for determining the criteria for such assessment. In the Anderson College, the Rank and Promotion Committee is the faculty governance body that is charged with doing this faculty assessment through the processes of review, dialogue, and making promotion and tenure recommendations.

The Anderson College Rank and Promotion Committee reviews the progress of the ranked and term faculty with regard to their professional growth and their fulfillment of the obligations of faculty appointments and makes recommendations to the Provost and to the Dean, concerning personnel actions such as advancement to tenure and promotion as set forth in Chapters 3 and 4 of the *Handbook* and using the additional descriptions in the *Anderson College Practices and Procedures*.

The Committee is composed of five members – three from Anderson College and two selected from other colleges. The *Handbook* requires colleges with fewer than 50 ranked faculty to have two non-Anderson College members on the committee.

Committee members are elected in the Spring semester and must meet the following criteria:

- a. Must be a ranked full-time Associate Professor or Full Professor in the Anderson College, AND
- b. A full-time ranked faculty member at Regis University for 3 years, AND
- c. Have been through an academic promotion process, AND
- d. At least one member must have tenure (SA) and at least one member must be in the IP, SP, or PA category.

This Committee is independent in its review and recommendations regarding individual faculty members and is not a subcommittee of the Faculty Forum. All eligible faculty members can be nominated for service on this committee but must agree to serve. The election is conducted by the president(s) of the Faculty Forum. A simple majority of the votes cast by the members of the faculty shall be necessary for election. Terms of office, which are for three years, expire in rotation. Terms begin the day after Spring Commencement. Vacancies are filled by special election; a person elected to fill a vacancy serves for the remainder of that term.

In addition to the items outlined in the *Handbook* chapters 3 and 4, the Rank and Promotion Committee will:

- a) consider and recommend on all applications for advancement in rank, promotion, and appointment to tenure;

- b) apply the criteria for rank and/or tenure decisions set forth in Chapter 3 and Chapter 4 of the *Handbook* and additional descriptions in the *Anderson College Practices and Procedures*;
- c) review the progress of all ranked faculty members as called for in Chapter 4 of the *Handbook* and the *Anderson College Practices and Procedures*;
- d) seek such information and assure that such records as are needed to fulfill its functions are reviewed, including confidential records of its deliberations as far as legally permitted;
- e) ensure adherence to filing dates as established by the Committee or as specified in Chapter 3 and Chapter 4 of the *Handbook* and/or the calendar in the *Anderson College Practices and Procedures*;
- f) determine that supervisory evaluations are sufficient for judgment and address the criteria established in the *Handbook* and the *Anderson College Practices and Procedures*;
- g) file such reports as needed to fulfill its functions;
- h) review and recommend to the Dean, the Provost, and the Faculty Forum desirable changes in the criteria for promotion and for advancement to tenure;
- i) prepare and revise the forms necessary to carry on its activities, or request revisions from the Faculty Handbook Committee;
- j) revise as necessary the informational guidelines for applicants which summarize the requirements for tenure and promotion, help guide applicants in how best to present their case concisely while covering the issues in which the Committee is most interested, reflect the Committee's recent experience with rank and tenure issues, and offer suggestions for limiting the volume of evidence in order to make the evidence more effective;
- k) initiate whatever action is necessary to fulfill its duties and responsibilities.

## Appendix A - Anderson Faculty Qualifications and Engagement Expectations

*Attribution: Some of the wording, structure and analysis in this Appendix comes from the Richard J. Wehle School of Business – Canisius College, Buffalo, NY*

This draft was written by the Anderson Research Committee and the Anderson Practice Faculty ad-hoc Committee between October 2022 and April 2023. Faculty input meetings were held on 4/11, 4/13 and 4/14/23.

### Introduction

Anderson College is adjusting computing and business faculty expectations as we pursue accreditation with the Association to Advance Collegiate Schools of Business (AACSB). The AACSB expects accredited colleges to demonstrate thought leadership, innovation, and positive societal impact in teaching, theory and practice. Faculty are expected to be qualified to teach in their discipline and to demonstrate engagement in their discipline through scholarship and/or practice. The policies outlined below describe faculty categories that are based on *academic qualifications and expectations in scholarship and/or professional practice*. Academic qualifications are determined by earned degrees and other academic credentials. Professional practice is determined by career experience in a discipline. Combining academic and professional qualifications with the expectation of sustained engagement in one’s discipline, four faculty categories are created.

	Engagement through Scholarship	Engagement through Practice
<b>Terminal Degree Earned</b>	<p><b>Scholarly Academic (SA)</b></p> <ul style="list-style-type: none"> <li>• Research-based doctoral degree or terminal degree, AND</li> <li>• Produce scholarship and intellectual contributions that focus on theory, teaching and/or practice</li> </ul>	<p><b>Practice Academic (PA)</b></p> <ul style="list-style-type: none"> <li>• Research-based doctoral degree or terminal degree, AND</li> <li>• Extensive experience and sustained engagement in practice and maintain currency in professional field.</li> </ul>
<b>Master’s Degree Earned</b>	<p><b>Scholarly Practitioner (SP)</b></p> <ul style="list-style-type: none"> <li>• Master’s degree in discipline or master’s with 18 credits appropriate for the discipline, AND</li> <li>• Significant and sustained professional experience for at least five years and produce scholarship and intellectual contributions that focus on theory, teaching and/or practice</li> </ul>	<p><b>Instructional Practitioner (SP)</b></p> <ul style="list-style-type: none"> <li>• Master’s degree in discipline or master’s with 18 credits appropriate for the discipline, AND</li> <li>• Significant and sustained professional experience for at least five years and maintain currency in professional field.</li> </ul>

### Definition of Terms

- *Academic* indicates an earned research-based doctoral degree (PhD) or a terminal degree in their primary teaching discipline (JD, DBA, MS-Taxation). Faculty may have a degree in a field not directly related to their teaching discipline, but must produce intellectual contributions related to their teaching discipline.
- *Scholarly* indicates the faculty primarily produces intellectual contributions to stay current in their discipline.

- *Practitioner* indicates the faculty member has at least a master’s degree in the discipline, extensive and sustained professional experience, and stays current in the discipline through professional practice activities.

Faculty members are initially appointed to one of the four faculty categories based on their qualifications. Faculty maintain their category status through *engagement activities* in their discipline. Engagement activities are divided into *Academic Engagement Activities* and *Professional Engagement Activities*.

## Academic Engagement and Professional Engagement

### Academic Engagement

The AACSB expects *scholarly* faculty to demonstrate academic engagement in their fields which is evidenced by producing *intellectual contributions* and completing *other academic engagement activities*.

### *Intellectual Contributions*

Intellectual contributions are ways that Anderson faculty share their expertise, create new insights, and knowledge to make a positive impact in the world. Our standards for intellectual contribution quality are measured in many ways, but particularly by contributions that involve experts in our disciplines discussing, reviewing, and sharing their work. An intellectual contribution is research based, validated by peers, and disseminated to appropriate audiences.

AACSB categorizes intellectual contributions as 1) basic or discovery scholarship that impacts theory and knowledge, 2) applied scholarship that impacts the practice of a discipline, and 3) teaching and/or learning scholarship which impacts how students learn. Scholarship in any of these three areas is encouraged.

With a focus on our mission and making a positive impact, faculty have a variety of well-regarded avenues to make an intellectual contribution. We recognize that creative and high impact intellectual contributions that fit our mission and build our reputation may not be accepted to a top ranked journal or a prestigious conference.

Intellectual contributions fall into the following two categories: Peer-reviewed Publications and Other Intellectual Contributions (the lists here are suggestive and not intended to be comprehensive):

### *Peer-reviewed Publications and Equivalents include:*

1. Peer-reviewed journal articles that meet Anderson research and publication quality standards (see below)
2. Research monographs
3. Other works deemed equivalent to a peer-reviewed journal
  - i. Present at a *selective* and *refereed* conference (e.g. IEEE, ACM, SAI) and publish in its conference proceedings
  - ii. Textbooks which are peer or editor reviewed through a major publisher
  - iii. Chapters in scholarly books which are peer or editorially reviewed
  - iv. Professional manuals or books which are subject to expert review

Note on Article Dates: Faculty can select either the date of an article’s acceptance for publication **or** the date of publication as the applicable date for meeting their expectations.

### *Other Intellectual Contributions include:*

4. Textbooks, but not through major publishers
5. Chapters in books or widely adopted textbooks
6. Published cases (not otherwise in journals)
7. Academic meeting proceedings or conference presentations if papers are refereed

### **Other Academic Engagement Activities**

These activities demonstrate academic engagement of a scholarly nature. The list also includes items that track the impact on scholars, practitioners, communities, professions, and educators. Some activities may be repeated. The following is a **non-exhaustive** list and additional activities are approved in writing by the department chair after considering a review by faculty peers.

1. Publish a peer-reviewed journal article that meet Anderson research and publication quality standards
2. Author a research monograph
3. Actively serve as an editor of an academic journal or other discipline-specific publication
4. Publish a non-peer-reviewed journal article
5. Publish a case study in a refereed outlet or book
6. Publish a book review in a peer-reviewed journal
7. Significant manuscript review activities
8. Leadership positions in academic associations
9. Research abstracts
10. Invited presentations
11. Author a textbook
12. Coordinate or conduct a conference related to your discipline.
13. Present a refereed paper or symposium at an international, national or regional conference\*\*
14. Publish a refereed paper in conference proceedings\*\*
15. Serve as a Special Edition editor for an academic journal
16. Design and launch an innovative scholarly website that positively impacts the profession
17. Be awarded a competitive external grant
18. Complete a community engaged scholarship project that is reviewed by peers and qualified community partners
19. Author a chapter or section of a scholarly edited research monograph or book.
20. Publish an article in a non-refereed national professional journal
21. Publish a non-refereed article in a significant regional or local publication
22. Publish an article in a non-refereed national magazine
23. Author an article in a student-edited review or journal\*

*\* Student edited law reviews and journals count toward peer-reviewed articles for a JD.*

*\*\*Only a single conference presentation or proceedings publication of the same paper may be counted.*

### **Professional Engagement Activities**

Faculty in the practitioner categories are expected to maintain currency in their professional field and complete a number of practice activities that matches their category. An activity may be repeated unless indicated otherwise. The following is a **non-exhaustive** list of practice activities. Additional activities are approved in writing by the department chair after considering a review by faculty peers.

1. Maintain a professional certification that requires continuing education units (e.g. CPA, PMP)
2. Documented continuing professional education experiences.
3. Obtain new professional certifications in the discipline in or related to the discipline that the faculty teaches.

4. Work on a significant business or computing consulting project or projects in their discipline. The inclusion of a significant consulting activity would be determined jointly by the department chair, program director, and faculty member.
5. Participation in activities that requires faculty to directly connect with business or other organizational leaders in a regular and focused capacity (documentation and justification needed and maximum of one per five-year period)
6. Consulting activities that are material in terms of time and substance
7. Sustained professional work supporting qualified status
8. Relevant, active service on boards of directors
9. Actively serve as an elected officer or in a leadership position of a professional organization, standard-setting body, or policy making body
10. Appear as an expert in the media (once per five-year period)
11. Serve as an accreditor or reviewer for an accrediting body that requires significant contribution (e.g. CAHIM or ABET or GAC reviewer)
12. Faculty internships
13. Organize, coordinate, and conduct a competition or conference related to your discipline
14. Present a paper or symposium at an international, national, or regional conference\*
15. Publish a paper in conference proceedings\*
16. Participate in a high quality, extended teaching workshop with pre-approval of department chair and dean (examples would be programs offered by Harvard for case teaching or the University of South Carolina for teaching international content)
17. Attend and participate in professional events that focus on the discipline specific activities and issues (e.g. regional or national conferences)
18. Publish an article in a practitioner publication/trade journal
19. Presentations to practitioner audiences
20. Significant participation (e.g. committee membership, board membership, ad-hoc committee participation, etc.) in business professional associations, professional standard-setting bodies, or policy-making bodies
21. Participate (such as organize, setup, and deliver) in professional events that focus on the discipline specific issues (maximum of two per five-year period)
22. Develop and present executive education programs
23. Practice-oriented intellectual, relevant, and substantive contributions, such as the creation and contribution to professional, regulatory or educational podcasts, blogs, online articles in their discipline which are not self-published. Examples may include: Financial Accounting Standards Board, Public Company Accounting Oversight Board, Association of Information Systems, ABET, ISACA, American Bar Association, etc.

*\*Only a single conference presentation or proceedings publication of the same paper may be counted.*

## Faculty Categories, Qualifications, and Expectations

### Scholarly Academic (SA)

A faculty member in the Scholarly Academic category must normally hold a Doctorate or equivalent (e.g. JD or Masters in Taxation) appropriate for the teaching field in which they were hired. Faculty who take on new teaching areas within Anderson will be expected to demonstrate competency through additional academic preparation or through scholarship in the new field. Faculty in the SA category are expected to meet *one* of the criteria below within the previous five-year period.

1. Two peer-reviewed journal articles (or equivalent) and two *Other Intellectual Contributions* (e.g. journal articles or other intellectual contributions)

2. Two peer-reviewed journal articles (or equivalent), one *Other Intellectual Contribution*, and one item from the *Other Academic Engagement Activities*
3. Two peer-reviewed journal articles (or equivalent) and two *Other Academic Engagement Activities*

### Scholarly Practitioner (SP)

A faculty member in the Scholarly Practitioner category must normally hold a master's degree in their discipline or 18 credits in their discipline. Faculty who take on new teaching areas within Anderson will be expected to demonstrate competency through additional academic preparation or through professional practice in the new field. Faculty members in the SP category are expected to meet the criteria below within the preceding five-year period.

1. Maintain currency in professional field, and
2. Complete two practice items from the *Professional Engagement Activities* and one scholarly activity (peer-reviewed journal or equivalent OR an item on the *Other Academic Engagement Activities* list)

### Practice Academic (PA)

A faculty member in the Practice Academic category must normally hold a Doctorate or equivalent (e.g. JD or Masters in Taxation) appropriate for the teaching field in which they were hired. Faculty who take on new teaching areas within Anderson will be expected to demonstrate competency through additional academic preparation or through scholarship in the new field. Faculty members in the PA category are expected to meet *one* of the criteria below within the preceding five-year period.

1. Three professional engagement activities from the *Professional Engagement Activities* list, OR
2. Two professional engagement activities on the *Professional Engagement Activities* list, plus one peer-reviewed journal article or one *Other Academic Engagement Activity*.

### Instructional Practitioner (IP)

A faculty member in the Instructional Practitioner category must normally hold a master's degree in their discipline or 18 graduate credits in their discipline. Faculty who take on new teaching areas within Anderson will be expected to demonstrate competency through additional academic preparation or through professional practice in the new field. Faculty members in the IP category are expected to meet the criteria below within the preceding five-year period.

1. Maintain currency in your professional field, and
2. Complete three *Professional Engagement Activities*.

### Administrative Duties Exceptions and Expectations for Administrators

See the allowed *exceptions* to the category expectations for chairs, program directors, and center directors in the main document above. Also see the expectations for Administrators.

### Anderson Publication Quality Guidelines

*After August 1, 2023, journals and conference proceedings must meet the quality standards outlined below to count towards category expectations.*

In accordance with AACSB standards for faculty qualifications and engagement, faculty are expected to produce contributions which are of high quality and consistent with the mission of the school. Journals and proceedings that do not meet Anderson's standards for quality will not be counted toward a faculty member's qualification status. In order to demonstrate that a publication is of acceptable quality, one of the following conditions must be met:

1. The journal title is included on the Australian Business Dean's Council Journal Index (ABDC Journal Index) which ranks over 3,000 business and related journals. <https://abdc.edu.au/research/abdc-journal-quality-list/>
2. The journal title is a publication associated with the American or International Jesuit community. Only *one* Jesuit journal article can count towards the peer-reviewed journal requirement within the preceding five-year period.
3. SJR rating of Q1, Q2, or Q3. See <https://www.scimagojr.com/>, OR, proceedings from selective conferences recognized in your discipline as contributing to scholarship, practice and/or teaching. (e.g. IEEE).
4. Support from the department Chair in writing *and* concurrence by the Research Committee using the process for proposing an unlisted journal or proceeding provided below (e.g. Q4 journal with strong peer-review process).

### *Seeking Pre-Approval for a Journal or Proceedings*

A faculty member may seek *pre-approval* for a journal or proceedings that is not in the approved indexes by following the "Proposing a Journal or Proceeding" guidelines below.

### Predatory Journals, Conferences, and Self-Publishing

Predatory journals and conferences do not count toward scholarly requirements. Predatory journals and publishers are defined as, "entities that prioritize self-interest at the expense of scholarship and are characterized by false or misleading information, deviation from best editorial and publication practices, a lack of transparency, and/or the use of aggressive and indiscriminate solicitation practices" ("Predatory Journals: No Definition, No Defense." *Nature* 2019, December 11, Retrieved from <https://www.nature.com/articles/d41586-019-03759-y>) One way to check if a journal, book publisher or conference is predatory, visit <https://beallslist.net/>.

Podcasts, blogposts, books and/or chapters or other items that are *self-published*, which means that there was no peer-review, do not count as intellectual contributions.

### Proposing a Journal or Proceeding not in the Approved Indexes

Faculty can propose that a peer-reviewed journal or proceedings not listed in the indexes above be accepted as a PRJ article or equivalent. The proposal should be submitted to their Chair/academic supervisor and the Research Committee. The list below describes types of evidence that should be included in the proposal as appropriate.

1. The appearance of the journal on other reputable journal quality lists, such as lists of quality journals in disciplines outside of business (see SJR ratings and other indications of quality). Also check:
  - a. SCOPUS Journal List to check on journal quality, citations scores, etc. <https://www.scopus.com/sources.uri?zone=TopNavBar&origin=searchbasic>
  - b. Ranked lists of journals in multiple disciplines: <https://research.com/>
2. The journal or journal publisher does not appear on any list of predatory journals or predatory publishers. (see above)
3. Although acceptance rates alone do not indicate journal quality; acceptance rates, if available, should be provided.
4. Evidence of substantive peer review of an article previously submitted to the journal or conference, such as an acceptance, revise and resubmit, or rejection that includes comments from peer reviewers.

5. Additional information or evidence supporting journal or proceedings quality. Note and submit the following evidence as appropriate (taken from the *Journal Evaluation Tool* provided by Loyola Marymount University):
- a. The editorial board is listed with their full names and institutional affiliation
  - b. The journal states whether it is peer reviewed/edited and has a review policy listed
  - c. The journal website is competently designed and functional. (examples: no broken links, easy navigation, no missing information)
  - d. The journal clearly states its business model. This includes any revenue sources, like author fees, subscriptions, advertising, reprints, institutional support, and organizational support
  - e. The journal website contains an archive of its past issues with links to full text articles.
  - f. The journal clearly states how often its issues will be published each year and this agrees with the archive.
  - g. The journal is indexed in more than one subject database. (examples: ERIC, Google Scholar, Web of Science, PsycINFO)
  - h. Information about the ownership/management of the journal and contact information about the publisher is clearly identified.
  - i. See other items on the rubric (pg. 3, the “Good” column) of the *Journal Evaluation Rubric*.  
[https://digitalcommons.lmu.edu/cgi/viewcontent.cgi?article=1041&context=librarian\\_pubs](https://digitalcommons.lmu.edu/cgi/viewcontent.cgi?article=1041&context=librarian_pubs)

## Appendix B – Term Faculty Service Examples

The list below provides examples that demonstrate deep engagement with students, college and/or the university. Additional activities may count toward engagement.

### AACSB Descriptions – Participating and Supporting Faculty

“A participating faculty member actively and deeply engages in the activities of the school in matters beyond direct teaching responsibilities. Normally, the school considers participating faculty members to be ongoing members of the faculty, regardless of whether their appointments are full-time or part-time, whether their positions with the school are considered their principal employment, and whether the school has tenure policies” (2020 Guiding Principles and Standards, pg. 30).

### Examples of Service to University, College, and Students

Meetings - All participating faculty are expected to participate in department and college meetings and Faculty Forum. Lecturers/Senior Lecturers are allowed to vote on most Faculty Forum surveys.

Career and Skills Seminars – Lecturers offer short seminars for programs and/or all students. For example.

- Careers opportunities in a particular field or discipline
- Leadership skills
- Interviewing for jobs
- Preparation for CPA or other credentials

Student Mentoring – Lecturers can mentor students during a semester, especially those who are going on the job market or are looking to change jobs. Also serve as internship faculty mentor or Innovation Challenge mentor.

Student Tutoring/Training - Providing tutoring for students or providing training sessions for students to learn topics such as MS Excel, basic data analytic tools, etc. This can be formal or informal tutoring outside of class.

Serve on a College Committee - For example, Academic Council, task forces, ad hoc committees, faculty search committees, Research Committee, Academic Integrity, etc.

Work as a Program Director – Work beyond the course release(s) given.

Course Development and Revisions - Course(s) developed or revised for the benefit and use of an entire program, as determined by the program director and/or chair. Revising one’s own courses is considered part of normal faculty expectations and not service.

Faculty Club Advisor – Support a student-led club.

Coordinate Students Attending Professional Events - Organize student groups to attend professional associations, conferences, or other educational events that are not part of a course.

Community Service as a Representative of Regis – For example, tax preparation, business competitions (FBLA, DECA), other service that represents Regis.

Representing Regis/Anderson at Admission Events – Speaker, panelist, judge, representatives.

Attending University and College Events – Commencement, alumni events, student presentations, sporting events.

Anderson – Regis Community of Resource Experts (R-CORE) – Interested term faculty can join this committee that advises student teams which are working with a client. Typically, committee members meet with student teams in the third and seventh week of their course. Members ask students questions about the client needs and also review the final project presentation. Each meeting lasts about an hour. Check with your Chair about joining this committee.

**Appendix C – Anderson College Faculty Guide to Reviews, Development Plans, and Promotion Applications**

The table below indicates timelines for promotion and what forms faculty should complete. All years begin on August 1 of the academic year. All faculty in a position for four-years must complete a fifth-year review unless they are applying for promotion. Faculty granted years toward promotion/tenure or who are on a legacy promotion path must work with the Dean’s office and their Chair to determine their timeline and which forms to complete. ***Talk to your chair before completing a form if you have questions.***

Ranked Faculty

<b>Year(s) in Position</b>	<b>Instructor</b>	<b>Assistant Professor</b>	<b>Associate Professor</b>	<b>Full Professor</b>
Year 1 (first year in position)	N/A	<ul style="list-style-type: none"> <li>• If new hire, no form required.</li> <li>• If promoted from Instructor, Complete Faculty Review Form</li> </ul>	Complete Faculty Development Form	Complete Faculty Development Form
Year 2	Complete Faculty Review Form	Complete Faculty Review Form	Complete Faculty Development Form	Complete Faculty Development Form
Year 3	Complete Faculty Review Form	Complete Faculty Review Form	Complete Faculty Development Form	Complete Faculty Development Form
Year 4	Apply for Promotion to Assistant (if approved by Chair and Dean)	Complete Faculty Review Form	Complete Faculty Development Form	Complete Faculty Development Form
Year 5		Apply for Promotion to Associate Professor and/or Tenure	Complete Faculty Review Form for Fifth-Year Review	Complete Faculty Review Form for Fifth-Year Review
Year 6			Apply for Promotion to Full Professor if you have a terminal degree, OR Repeat Year 1 – Year 5 schedule	Repeat Year 1- Year 5 schedule

Term Faculty – Lecturer and Senior Lecturer

<b>Year in Position</b>	<b>Lecturer</b>	<b>Senior Lecturer</b>
Year 1 (first year in position)	N/A	Complete Faculty Development Form
Year 2	Complete Faculty Review Form	Complete Faculty Development Form
Year 3	Complete Faculty Review Form	Complete Faculty Development Form
Year 4	After completing four X 1.0 FTE contracts (or equivalent), apply for Promotion to Senior Lecturer (if approved by Chair and Dean). See Practices and Procedures for criteria.	Complete Faculty Development Form
Year 5		Complete Faculty Review Form for Fifth-Year Review
Year 6		Repeat Year 1- Year 5 schedule

**Faculty, Chair, and Rank and Promotion Committee Actions by Year in Position**

**Note:** Faculty who are granted years toward promotion/tenure or are on a legacy promotion path must work with the Dean’s office and their Chair to determine their promotion timeline and which forms they should complete each year. All faculty in a position for four-years must complete a fifth-year review in their fifth-year.

Instructor

<b>Year in Position</b>	<b>Instructor</b>	<b>Chair</b>	<b>Rank and Promotion Committee</b>
Year 1 (first year in position)	N/A	N/A	
Year 2	Complete Faculty Review Form	Evaluate performance in Review Form	
Year 3	Complete Faculty Review Form	Evaluate performance in Review Form	
Year 4	Apply for Promotion to Assistant (if approved by Chair and Dean)	Complete Chair sections of Promotion Application after reviewing evidence and make recommendation	Review promotion application, Chair recommendation, and provide committee recommendation

Assistant Professor

<b>Year in Position</b>	<b>Assistant Professor</b>	<b>Chair</b>	<b>Rank and Promotion Committee</b>
Year 1 (first year in position)	If new hire, no form required.  If promoted from Instructor, complete Faculty Review Form	If new hire, no form required.  If faculty promoted from Instructor, evaluate performance in Review Form	
Year 2	Complete Faculty Review Form	Evaluate performance in Review Form	Review Faculty Review Form, Chair evaluation, and write letter on performance
Year 3	Complete Faculty Review Form	Evaluate performance in Review Form	
Year 4	Complete Faculty Review Form	Evaluate performance in Review Form	Review Faculty Review Form, Chair evaluation, and write letter on performance
Year 5	Apply for Promotion to Associate Professor and/or Tenure	Complete Chair sections of Promotion Application after reviewing evidence and make recommendation	Review promotion application, Chair recommendation, and provide committee recommendation

Associate Professor

<b>Year in Position</b>	<b>Associate Professor</b>	<b>Chair</b>	<b>Rank and Promotion Committee</b>
Year 1 (first year in position)	Complete Faculty Development Form	Review and comment in Development Form	
Year 2	Complete Faculty Development Form	Review and comment in Development Form	
Year 3	Complete Faculty Development Form	Review and comment in Development Form	
Year 4	Complete Faculty Development Form	Review and comment in Development Form	
Year 5	Complete Faculty Review Form for Fifth-Year Review	Evaluate performance on Review Form	Review Fifth-Year Review form and Chair comments for consistency across departments. Do not need to write a letter, but can comment on performance to help prepare for promotion application.
Year 6	Apply for Promotion to Full Professor if you have a terminal degree OR Repeat Year 1 – Year 5	Complete Chair sections of Promotion Application after reviewing evidence and make recommendation	Review promotion application, Chair recommendation, and provide committee recommendation

Full Professor

<b>Year in Position</b>	<b>Full Professor</b>	<b>Chair</b>	<b>Rank and Promotion Committee</b>
Year 1 (first year in position)	Complete Faculty Development Form	Review and comment in Development Form	
Year 2	Complete Faculty Development Form	Review and comment in Development Form	
Year 3	Complete Faculty Development Form	Review and comment in Development Form	
Year 4	Complete Faculty Development Form	Review and comment in Development Form	
Year 5	Complete Faculty Review Form for Fifth-Year Review	Evaluate performance on Review Form	Review Fifth-Year Review form and Chair comments for consistency across departments. Do not need to write a letter, but can comment on performance if inconsistent with college expectations.
Year 6	(Repeat Year 1- Year 5)	(Repeat Year 1- Year 5)	(Repeat Year 1- Year 5)

Lecturer

<b>Year in Position</b>	<b>Lecturer</b>	<b>Chair</b>	<b>Rank and Promotion Committee</b>
Year 1 (first year in position)	N/A	N/A	
Year 2	Complete Faculty Review Form	Evaluate performance in Review Form	
Year 3	Complete Faculty Review Form	Evaluate performance in Review Form	
Year 4 and beyond	Complete Faculty Review Form, OR  After completing four X 1.0 FTE contracts (or equivalent), you can apply for Promotion to Senior Lecturer (if approved by Chair and Dean). See Practices and Procedures for criteria.	Complete Chair sections of Promotion Application after reviewing evidence and make recommendation	Review promotion application, Chair recommendation, and provide committee recommendation

Senior Lecturer

<b>Year in Position</b>	<b>Senior Lecturer</b>	<b>Chair</b>	<b>Rank and Promotion Committee</b>
Year 1 (first year in position)	Complete Faculty Development Form	Review and comment in Development Form	
Year 2	Complete Faculty Development Form	Review and comment in Development Form	
Year 3	Complete Faculty Development Form	Review and comment in Development Form	
Year 4	Complete Faculty Development Form	Review and comment in Development Form	
Year 5	Complete Faculty Review Form for Fifth-Year Review	Evaluate performance on Review Form	Review Fifth-Year Review form and Chair comments for consistency across departments. Do not need to write a letter, but can comment on performance to help prepare for promotion application.
Year 6	Repeat Year 1 – Year 5 schedule		