

Lutgers College of Business

Criteria and Standards for Performance Evaluation and Promotion

Approval by the Lutgers College of Business Faculty

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Approved by the Lutgers College of Business Dean

Christopher Whistler

5/14/2021 Date

Approved by the FGCU President or President's representative

[Signature]

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Note: This document supersedes and replaces the "Lutgers College of Business (LCOB) Framework and Standards for Annual Review and Promotion" (last amended August 2016); and the "Promotion Standards for Instructors (approved by COB Faculty in 8/07)."

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Criteria and Standards for Performance Evaluation and Promotion

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I. Preamble

This document provides criteria and standards for the Lutgert College of Business (LCOB) faculty performance reviews and promotions, which are consistent with the Collective Bargaining Agreement (CBA) and the Faculty Performance Evaluation Document (FPED). In the event of a conflict with the FPED or CBA, the CBA then FPED shall prevail as to meaning, effect, and implementation.

LCOB has used the document “**College of Business Framework and Standards for Contract Renewal and Promotion**” for annual evaluations, contract renewals, and promotion. The document was amended in 2000, 2001, 2003, 2004, 2006 and 2010. The Annual Evaluation portion of the document was amended in 2016, with the understanding that the PRC will work with the College Leadership to complete the amendment and/or revision of the full document.

The LCOB in-unit faculty voted on this revised document and the results showed that it was overwhelmingly approved by the faculty. The vote was carried out via a Qualtrics survey and voting was open from May 3, 7:00 AM to May 6, 11:59 PM. 42 of the 70 in-unit faculty members voted, with 36 faculty members agreeing with the changes, three (3) disagreeing and three (3) abstaining.

This new evaluation document replaces the “College of Business Framework and Standards for Contractual Renewal and Promotion” and has been renamed “Criteria and Standards for Performance Evaluation and Promotion”.

This document followed the process outlined in the Collective Bargaining Agreement (CBA) and the Faculty Performance Evaluation Document (FPED) regarding the development of criteria and standards for faculty performance reviews.

II. Annual Evaluation

Criteria and Standards. A faculty member’s performance will be assessed using the criteria and standards defined below for “meets” and “exceeds” expectations in the categories of Teaching, Scholarship, and Service. Faculty members who do not “meet” or “exceed” in a category will receive “does not meet” expectations in that category.

Overall Evaluation. A faculty member who “meets” or “exceeds” expectations in at least two categories will earn an “overall satisfactory” evaluation. To receive an “overall satisfactory” evaluation a faculty member must at least meet expectations in teaching and one other category. A faculty member who earns “does not meet” expectations in two or more categories will earn an “overall unsatisfactory” evaluation. However, if a faculty member who receives a “does not

meet” expectations in one category subsequently receives a “does not meet” expectations in the following year in any category, that faculty member will receive an “overall unsatisfactory” evaluation.

A. Criteria and Definitions for Annual Evaluation of Teaching (for Ranked Faculty and Instructors)

Because student learning is at the forefront of all educational activities, excellence in Teaching is expected of all faculty members. Evaluation of Teaching will be in accordance with the CBA. Refer to **Appendix A** for examples of Teaching Activities.

Meets. To earn “meets” expectations in Teaching, the faculty member must:

1. Demonstrate teaching effectiveness.
2. Perform ongoing reviews of course syllabi and course materials with the objective of continuous improvement.
3. Perform and submit assurance of learning outcome assessments in the scheduled timeframe, including documentation of changes made and assessment of their effectiveness as applicable, with the objective of continuous improvement.
4. Demonstrate continuous improvement in courses based on feedback measures such as assessment data, exit interviews, written comments from students and alumni, etc.
5. Demonstrate rigor in student assignments.
6. Demonstrate rigor in grading.
7. Perform the required professional activities of teaching, including but not limited to teaching class as scheduled, holding office hours, and communicating with students in a timely and professional fashion.

Exceeds. To earn “exceeds” expectations in Teaching, the faculty member must, in addition to meeting the requirements under “meets,” demonstrate exceptional performance through a combination of activities such as:

1. Teaching observation and review.
2. Teaching innovations (e.g., creative approaches, new pedagogies, etc.).
3. Teaching awards and other internal and external recognition.
4. Structured student mentorship and student research activities.
5. New skills acquired, certifications acquired or maintained, training courses/seminars attended or delivered, etc.
6. Program or course development.
7. Development of course-related learning activities.
8. Impactful course-related community engagement.
9. Other impactful teaching related activities.

B. Criteria and Definitions for Annual Evaluation of Scholarship (for Ranked Faculty)

Acceptable Scholarship. Theoretical, applied, and pedagogical scholarship are acceptable for annual evaluation purposes.

The order of authors' names on scholarship shall not be considered for annual evaluation purposes. Publications with more than four authors will be recognized for annual evaluation purposes only with proof of substantial contribution by the faculty member. Refer to **Appendix B** for the definition of Peer-Reviewed Journal Article (PRJA) and examples of scholarly contributions.

Meets criteria: The Lutgert College of Business recognizes that, by its very nature, scholarship cannot be divided into discrete annual units. To earn “meets” expectations in scholarship, a ranked faculty member must achieve:

Faculty Rank/Role	Objectives
Assistant Professors, Associate Professors and Professors	One scholarly contribution each year, including 1 PRJA in 3 years AND 2 PRJAs in 5 years. OR 3 PRJAs in 5 years.
Endowed Professors	One scholarly contribution each year, including 2 PRJAs in 3 years AND 3 PRJAs in 5 years.
Eminent Scholars	One scholarly contribution each year, including 2 PRJAs in 3 years AND 4 PRJAs in 5 years.

*Please note that the three-year and five-year windows are retrospective and not prospective.

Exceeds criteria. To earn “exceeds” expectations in scholarship, the faculty member must, in addition to meeting the requirements under “meets,” demonstrate exceptional achievement in scope, quality, or impact, for example, a top-ranking journal publication, publications garnering recognition or awards, invited work, or innovation.

C. Criteria and Definitions for Annual Evaluation of Professional Development (for Instructors)

A “Professional Development activity” is an activity that maintains the currency and relevance of the area of instruction.

Meets criteria: To earn “meets” expectations in Professional Development, the faculty must achieve:

Faculty Rank/Role	Objectives
Instructors	Two Professional Development (PD) activities in 3 years AND 4 PD activities in 5 years. Refer to Appendix C for Professional Development Activities.

Exceeds criteria. To earn “exceeds” expectations in PD, the faculty member must, in addition to meeting the requirements under “meets,” demonstrate exceptional achievement in scope, quality, or impact, for example, leading roles, national and/or international arena, wide impact, award winning, invited work and innovation.

D. Criteria and Definitions for Annual Evaluation of Service (for All Faculty)

Demonstrated Service is measured by meaningful contributions to the university, college, department, professional organization, and/or community within the single year preceding the evaluation. External service must be discipline-related. Internal service must be beyond attendance at Department (or School) and College meetings. Refer to **Appendix D** for Examples of Service Activities.

Meets. A “meets” expectations for Service for any faculty member for annual evaluation purposes requires substantive service activities.

Exceeds. To earn “exceeds” expectations in service, the faculty member must, in addition to meeting the requirements under “meets,” demonstrate exceptional performance through quality service such as chairing or directing at least one college or university committee, or exceptional public or professional service.

E. Criteria for Eminent Scholars & Endowed Chairs

Evaluation of in-unit Eminent Scholars and Endowed Chairs will follow the criteria and standards defined for their rank, with additional consideration of duties and responsibilities as defined by their contract.

III. Criteria and Standards for Promotion

Promotion recommendations are made according to the Criteria and Standards in this document. A record of strong annual evaluations is not by itself sufficient to earn a recommendation for promotion. Faculty currently on a Performance Improvement Plan (PIP) are not eligible to apply for promotion.

A. Teaching (for Ranked Faculty and Instructors)

Since teaching is the primary mission of FGCU, all faculty applying for promotion must demonstrate effective teaching for the courses assigned to them. The effort, quality, and rigor of teaching will be evaluated. Refer to **Appendix A** for examples of teaching activities which may demonstrate teaching effectiveness.

i. From Assistant Professor to Associate Professor

In order to qualify for promotion to Associate Professor, candidates should have demonstrated effective teaching as measured by effort, quality, and rigor.

ii. From Associate Professor to Professor

In order to qualify for promotion to Professor, candidates should have an established reputation as a highly effective teacher and demonstrate evidence of this effectiveness as measured by effort, quality, and rigor since promotion to Associate Professor. Candidates should demonstrate leadership in curriculum development and course development in their field; an ongoing commitment to staying current in the field; and dissemination of teaching experience and skills to others in their academic field.

iii. Instructor I to Instructor II

In order to qualify for promotion to Instructor II, candidates should have demonstrated effective teaching as measured by effort, quality, and rigor.

iv. Instructor II to Instructor III

In order to qualify for promotion to Instructor III, candidates should have an established reputation as a highly effective teacher and demonstrate evidence of this effectiveness as measured by effort, quality, and rigor since promotion to Instructor II. This includes demonstration of effective teaching and commitment to staying current in the field.

B. Scholarship (for Ranked Faculty)

While the issue of the quantity of scholarship is important as a demonstration of commitment to the culture of inquiry, the quality of scholarship is also of vital concern. Although most publications are expected to be related to one's discipline, or in business disciplines consistent with the LCOB mission, interdisciplinary research is encouraged. The burden of proof for establishing the quality of one's publications clearly rests with the promotion candidate. In addition, the candidate should demonstrate a continuing research program with, for example, works-in-progress and/or peer-reviewed journal submissions that evidence high potential for future PRJAs.

External Reviews

The College recommends that faculty members applying for promotion to the Associate Professor rank get at least one external review (outside FGCU but within discipline). And, the College recommends that faculty members applying for Professor rank are required to have their research portfolios reviewed by at least two external reviewers. External reviewers will be selected from a list of reviewers mutually agreed upon by the candidate and the chair/director. The candidate's promotion portfolio will advance without penalty if a reviewer does not complete the review on time. Reviews should focus on the quality and impact of the candidate's body of research as well as the candidate's potential for future research success.

i. From Assistant Professor to Associate Professor

Faculty seeking promotion from Assistant Professor to Associate Professor should have at least six (6) peer reviewed journal articles (PRJAs) as defined in **Appendix B**. The entire body of scholarship of a faculty member seeking promotion to Associate Professor will be considered, including PRJAs published while the promotion applicant was a doctoral candidate, in an instructor rank, in a ranked or an unranked faculty position such as clinical or visiting professor at FGCU or at another university. However, at least two (2) PRJAs must have been published while on the faculty at FGCU. For the purpose of establishing a numerical count only, not more than one PRJA may be substituted by published peer reviewed cases, textbook chapters, or academic books.

ii. From Associate Professor to Professor

Faculty seeking promotion to Professor should have nine (9) PRJAs as defined in **Appendix B** since promotion to Associate Professor. The entire body of scholarship of a faculty member seeking promotion to Professor will also be considered, including PRJAs published prior to attaining the rank of Associate Professor. However, at least three (3) PRJAs must have been published while on the faculty at FGCU.

Additionally, the candidate for Professor must have a career total of at least 15 PRJAs, of which no more than two (one since promotion to Associate Professor) may be substituted by published peer-reviewed cases, textbook chapters, or academic books.

iii. Suggestions for Making Your Case

The establishment of scholarship quality and impact could encompass the following:

- The journal's ranking in published studies of rigor
- The journal's acceptance rate
- The stature of the members of the journal's editorial review board
- Number of citations of one's publications
- Commentary on the rigor of one's work from external reviewers
- Scholarly recognition
- Indications of how one's research supports the College's mission
- Indications of how one's research relates to one's teaching

C. Service (for all Faculty)

Demonstrated service is measured by evidence of contributions to the department/college/university, community, and/or the profession through service. This includes service such as active, contributing committee memberships, leadership in professional organizations and service to the community. Examples of measures that will be considered in the evaluation of service are listed in **Appendix D**. Evaluation of a service activity may vary by individual contribution.

i. From Assistant Professor to Associate Professor

A successful candidate shall demonstrate meaningful contributions to service-related activities throughout the review period. This includes a combination of service internal to the university, to the Academy, to the candidate's profession, and/or to the community.

ii. From Associate Professor to Professor

In addition to demonstrating meaningful contributions to service-related activities throughout the review period, those seeking promotion from Associate Professor to Professor must also demonstrate that they have taken on leadership roles. Examples of leadership roles include serving as committee chairs, being officers in national organizations, being a general chair or program chair for conferences, achieving national or international recognition, or serving as an editor of a journal.

iii. From Instructor I to Instructor II

A successful candidate shall demonstrate meaningful contributions to service-related activities throughout the review period. This includes a combination of services internal to the university, to the Academy, to the candidate's profession, and/or to the community.

iv. From Instructor II to Instructor III

A successful candidate shall demonstrate meaningful contributions to service-related activities throughout the review period. This may include a combination of service internal to the university, to the Academy, to the candidate's profession, and/or to the community. Beyond the level of service required for promotion to Instructor II, the faculty member must demonstrate an increased level of service. In addition to the demonstration of a meaningful contribution to service-related activities, the candidate for promotion must develop a progressive leadership role in a combination of departmental, college, university, and/or community service activities.

D. Professional Development (for Instructors)

The nature of professional development and the emphasis placed on individual contributions may vary by discipline. It is therefore incumbent upon the instructor to provide a narrative, with supporting evidence, documenting his/her professional development activity. Examples of Professional Development Activities can be found in **Appendix C**.

i. From Instructor I to Instructor II

The candidate for promotion should display a commitment to professional development in his/her respective discipline through active participation in various professional conferences and on-going educational opportunities.

ii. From Instructor II to Instructor III

The candidate for promotion must display a commitment to professional development in his/her respective discipline. A candidate for promotion must demonstrate knowledge and expertise through a range of presentations to the academic community at professional meetings, conferences, workshops, or in appropriate publications.

Appendix A: Examples of Teaching Activities

Leadership in Teaching

- Curriculum development committees
- Serving as course coordinator
- Mentoring of faculty
- Internship and senior project/thesis supervision
- Development and sharing of course material and teaching practices
- Other teaching leadership activities

Teaching Effort

- Level of courses (Undergraduate, Graduate)
- Number of preparations
- New preparations
- Course development
- Ongoing reviews of course syllabi and course materials with the objective of continuous improvement
- Continuous improvement in courses based on feedback measures such as assessment data, exit interviews, written comments from students and alumni, etc.
- Distance teaching
- Faculty accessibility
- Internship supervision
- Structured student mentorship and student research activities
- Publication of teaching notes, textbooks, textbook chapters
- Teaching innovations (e.g., creative approaches, new pedagogies, etc.)
- Number and type of new skills acquired, certifications acquired and/or maintained, training courses/seminars delivered and/or attended
- Program development
- Outside classroom development activities
- Collaborative teaching
- Interdisciplinary development
- Performance of required professional activities related to teaching, including but not limited to teaching class as scheduled, holding office hours, and communicating with students in a timely fashion
- Development of extracurricular learning activities for students
- Impactful community development related to teaching
- Demonstrated adaptability in teaching assignments to meet coverage needs of department and/or College
- Other teaching-related activities

Teaching Quality

- Student Perception of Instruction (SPoI)
- Peer observations and review of teaching
- Review of course materials, including syllabus and assessment materials

- Review of lecturing and classroom management skills
- Assessment of learning outcomes in the scheduled timeframe, if applicable, with the objective of continuous improvement
- Alumni interviews
- Exit interviews
- Teaching awards and other internal or external recognition

Teaching Rigor

- Grade distributions
- Number and type of assignments
- Number and type of exams given
- Scope and size of course projects and papers

Appendix B: Scholarship Activities

Peer Reviewed Journal Article (PRJA). *Peer-reviewed journal articles* are scholarly publications that were submitted for critique and evaluation by one or more academics who have expertise in the discipline and/or methodology of the subject matter. * Publications in law reviews may be included in this category. * To qualify as a peer reviewed journal article, an article must be accepted/published in a credible journal that provides rigorous review. Publications are expected to be in journals ranked at least “C” or equivalent. The faculty member MUST demonstrate the journal’s credibility using a publicly available, objective, and widely recognized index; OR by demonstrating the rigor of the review process; OR by other credible means. Examples of publicly available, objective, and widely recognized indices, include but are not limited to: Cabell’s Journalytics (formerly Cabell’s Whitelist), the Australian Business Deans’ Journal Quality List, Journal Citation Reports, Association of Business Schools Journal Quality List, the Washington and Lee University Law Journal Rankings, and SCImago. Scholarship published in journals on any of these lists, or similar ones, are considered credible PRJAs. Additionally, a journal that is discipline-recognized is considered a credible PRJA. For journals not ranked in the above lists, faculty may use the LCOB Scholarship Task Force (STF) process (or previous precedent approved by the STF) to validate the journal as acceptable and equivalent to a “C” or higher ranking. An article that is published in a “predatory/pay-to-publish” journal that is not on a publicly available, objective, and widely recognized index, but is on Cabell’s Predatory Journal Report (formerly Cabell’s Blacklist), is NOT acceptable.

* AACSB Standard 8, p. 51 (2020).

Examples of scholarly contributions:

- Peer reviewed journal article (theoretical, applied, or pedagogical)
- Scholarly book (first edition or revised edition)
- Chapter in scholarly book
- Textbook (first edition or revised edition)
- Peer-reviewed proceedings from scholarly meeting
- Peer-reviewed scholarly presentation at a conference
- Scholarship presented at academic or professional meeting
- Publication in non-peer reviewed trade journal in the faculty member’s field
- Published book review of a book in the faculty member’s field
- Published case with instructional material
- Report related to funded research project
- Editorial/comment published in peer reviewed journal
- Paper submitted for review at a credible journal with a rigorous review process (Each paper submission may only be counted once in any annual evaluation.)
- Submitted grant application
- Other intellectual contribution for which the faculty member can provide substantive support for quality

Appendix C: Examples of Professional Development Activities for Instructors

- Any item from Appendix B Scholarship Activities
- Participating in activities that promote professional development and skills advancement
- Consulting in faculty member's field that is material in terms of time and substance (compensated or pro bono)
- Technical report
- Presentation at a trade meeting
- Development and/or presentation of executive education program
- Sustained professional work in faculty member's field that is material in terms of time and substance
- Documented continuing professional education experience
- Relevant, active service on board of directors
- Participation in professional event that focuses on the practice of business, management, and related issues
- Editorial or review board of a journal
- Initial certification or recertification in field through a recognized professional organization
- Initial or renewed licensure or certification in field by government agency
- Other substantive professional development activity

Appendix D: Service Activities

Categories of Service Activities

- Internal examples would include serving on department, college, or university level committees or special task forces.
- Academic service examples include reviewing papers for journals and conferences, editing academic or professional newsletters, acting as session chairs at conferences, or other roles.
- Professional service could include consulting, employee training or conducting seminars for profit as well as non-profit organizations.
- Community service could include serving on advisory boards or holding other leadership roles in an organization.

Additional Examples of Service Activities

- Involvement in professional organization beyond membership
- Student organization advisor
- Service on University, College, or Department (or School) committee, task force, or other work group
- Editorial board participation
- Officer in professional organization
- Substantive and sustained mentoring of other faculty
- Involvement in an external board
- Presentation to community or professional group
- Organizing professional or academic symposium, workshop, seminar, or meeting
- Paid or unpaid consulting
- Service award or other internal or external recognition
- Contributing to accrediting or licensing board or agency
- Involvement with an FGCU institute
- Discussant or session chair at conference
- Reviewing article
- Reviewing book for publisher
- Media appearance
- Professional or discipline-related fundraising activities