Department of Computer Information Systems and Business Analytics

Promotion and Tenure Evaluation Guidelines

Approved: 2022
Procedures and Criteria for Faculty Evaluation: Department of Computer Information Systems and Business Analytics Personnel Advisory Committee

College of Business
James Madison University

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DEPARTMENT OF CIS&BSAN PERSONNEL ADVISORY COMMITTEE:
PROCEDURES AND CRITERIA FOR FACULTY EVALUATION

PART I: RESPONSIBILITIES

A. Responsibilities of the Candidate

Tenure-track faculty members are evaluated by the Personnel Advisory Committee (PAC) during their first and third years (or as specified in their contracts) and when they apply for promotion and/or tenure (P&T). Revolving-term appointment (RTA) faculty are evaluated during their first and third year (mandatory), the sixth year if requested by the PAC, and when they apply for promotion to senior and/or principal lecturer.

All members of the faculty are expected to contribute to the achievement of the University’s mission through their teaching, research and scholarly achievement, professional development; and service, consistent with their AACSB qualifications classification. Faculty members who are candidates for review or promotion and/or tenure are expected to document these contributions by compiling and submitting a dossier according to the guidelines specified in Part III of this document to the Computer Information Systems and Business Analytic (CIS & BSAN) Academic Unit Head (AUH) and to the PAC.

Candidates for promotion and/or tenure are expected to submit the dossier by October 1 or other date as specified by the James Madison University (JMU) Faculty Handbook. Deadlines for all other types of review are given in Part IV of this document. All candidates are expected to read and understand the latest Association to Advance Collegiate Schools of Business (AACSB) accreditation requirements for corresponding faculty classifications (e.g., Scholarly Academics, Scholarly Practitioners). These requirements are listed in the JMU College of Business (COB) Guidelines for Faculty Qualifications document available on the Departmental Canvas Page.

B. Responsibilities of the Personnel Advisory Committee

The PAC shall be involved in the evaluation of a faculty member for tenure track promotion and/or tenure, interim evaluation of untenured and RTA faculty, RTA promotion to senior lecturer and principal lecturer, and an appeal of the AUH’s annual evaluation of a faculty member.

The PAC is expected to provide the Dean with a written evaluation of the candidate’s teaching, research and/or professional activities, and service performance over the evaluation period. This evaluation should include a discussion of trends in performance (if any); a recommendation as to whether the candidate’s performance in each of these areas should be rated excellent, satisfactory, or unsatisfactory; and statements supporting each rating. Adhering to the criteria described in Part II and the procedures described in Part IV, the PAC carefully considers each candidate for tenure and/or promotion and render a recommendation, by November 15 to the Dean of the COB as to whether that candidate should be tenured and/or promoted. A copy of the letter must be provided to the candidate at that time. For all other reviews, a letter from the...
PAC will be provided to the candidate and a copy will be given to the AUH, and, as appropriate, provided to the Dean’s office for inclusion in the faculty member’s CoB personnel file. Annual evaluations of faculty performance will be conducted by the AUH and do not fall under the purview of the PAC except in the case of appeals of the AUH’s annual evaluation of the faculty member.

C. Responsibilities of the CIS & BSAN AUH

The CIS & BSAN AUH will contact the Associate Dean of Human Resources before the end of the spring semester to identify individuals who will be evaluated during the next academic year. This Associate Dean will then inform individuals concerned and the chair of the Personnel Advisory Committee (PAC) before the end of the spring semester.

The CIS & BSAN AUH will also provide new faculty with a copy of this document and inform them of the requirement to be evaluated in the second semester of their first year. The PAC and the CIS & BSAN AUH will both conduct separate promotion and tenure evaluations of tenure-track faculty, submitting their decisions independently to the Dean of the CoB. Annual evaluations of faculty performance are conducted by the CIS & BSAN AUH.

PART II: CRITERIA FOR EVALUATION, PROMOTION AND TENURE

A. Overview

The purpose of evaluation of faculty members at James Madison University is to promote professionalism, encourage performance at the highest levels, and indicate areas in which improvement is needed. Evaluations are also used in making personnel decisions, including allocation of merit pay increases, continuation of employment, and initiation of post-tenure review. The department values activities that support the mission and strategic goals of the university.

A.1 Tenure-track & RTA Promotion

The current James Madison University Faculty Handbook states that promotion to Associate Professor requires that a candidate’s performance be evaluated as excellent in at least one of the three functional areas (i.e., teaching, research, or service) and at least satisfactory in the other two areas. The Handbook also states that promotion to Professor requires that a candidate’s performance be evaluated as excellent in at least two of the functional areas and at least satisfactory in the third area. At a minimum, a candidate must meet the responsibilities of a faculty as defined by the JMU Faculty Handbook section on “Faculty Employment Policies and Procedures.”

The Faculty Handbook states that the promotion from Lecturer to Senior Lecturer requires the candidate’s performance to be evaluated as excellent in teaching and at least satisfactory in scholarly activities, practitioner activities, and service. Further, the promotion from Senior
Lecturer to Principal Lecturer requires the candidate’s performance to be evaluated as excellent in teaching, excellent in one of the other areas, and at least satisfactory in all remaining areas. The review window for RTA promotion should be at least the prior three years at the time of promotion application, but may be longer at the discretion of the PAC. The candidate must have worked for at least five years in their current classification prior to promotion.

In addition, the Faculty Handbook states “Normally, a faculty member should have completed five years in rank at James Madison University before being reviewed for promotion.” Unless otherwise specified in a faculty member’s Instructional Faculty Contract, any faculty member applying for promotion prior to completion of the five years in rank at JMU will be considered as applying for early promotion. Early promotion to the rank of Associate Professor requires that the candidate’s performance be evaluated as excellent in at least two of the functional areas (i.e., teaching, research, and service) and at least satisfactory in the third area. Early promotion to the rank of Professor requires that the candidate’s performance is evaluated as excellent in all three functional areas.

A.2 Statement of Scholarship

For the purposes of PAC evaluation, research scholarship can be divided into two categories. These are discipline-related research and pedagogical research. Doctoral faculty of JMU’s CIS & BSAN department should be able to demonstrate proficiency in scholarly research.

Discipline-related scholarship includes a wide variety of possibilities, encompassing both basic and applied research. This can include articles involving empirical analysis, literature reviews and/or surveys, conceptual/theoretical pieces, design science, and other forms commonly recognized as discipline research.

Pedagogical research involves publications pertaining to research in teaching, curriculum, assessment, accreditation, and other educational concerns related to the discipline. JMU values pedagogical research and considers it to be a legitimate scholarly activity as part of a faculty member’s scholarly portfolio.

The discipline in the case of CIS & BSAN refers to the area of expertise stemming from the faculty member’s doctoral training and/or professional experience. For our department, this means anything related to information systems and technologies, analytics, operations and/or quantitative methods. Whether writing a basic/applied paper or a pedagogical paper, this should relate to the discipline. Discipline-related research in outlets that are not directly related to information systems (IS) or business analytics (BSAN) is acceptable, so long as these are quality journals (as judged by the PAC), and that the faculty member’s contribution is related to the discipline.

A faculty member’s scholarly portfolio will ideally include a balance of both discipline and pedagogical research publications in quality peer-reviewed journals. The precise distribution of this balance should be up to the faculty member. It is not up to the PAC to prescribe or dictate the balance. However, an assistant professor applying for tenure should have a minimum of one B-level discipline-related publication in their portfolio.
B. Teaching Criteria

Teaching is a multifaceted activity that includes course design and delivery, curriculum development, and interaction with students. Therefore, the evaluation process should be characterized by multiple sources of information and a broad view of the activities that constitute effective teaching.

B.1 Satisfactory Teaching

Satisfactory teaching is defined as effectively performing the following activities:

- Learning/value added, evidenced by:
  - Providing instruction at a rigorous and challenging level.
  - Stimulating learning and interest in the subject matter.
- Organization, evidenced by:
  - Being well prepared for class.
  - Informing students of course objectives, assignments, and examination procedures.
  - Conducting the class in a well-organized manner.
  - Communicating the subject matter clearly.
- Interaction with students, evidenced by:
  - Maintaining scheduled office hours.
  - Treating students with courtesy and respect.
  - Providing career advising to students.
- Evaluation, evidenced by:
  - Maintaining fair and impartial grading standards.
  - Providing timely feedback on progress.
  - Assessing students’ mastery of subject matter with appropriate tools.
- Curriculum and course content, evidenced by:
  - Staying current with the subject matter.
  - Participating in department activities to assess and update the curriculum.

These activities are considered essential to good teaching, and thus are necessary for a rating of satisfactory in the area of teaching.

B.2 Excellent Teaching

Fulfillment of the criteria for satisfactory teaching performance in an exemplary manner is required for an excellent rating in teaching. In addition, evidence of a strong, sustained commitment to teaching is expected. Additional examples of possible indicators of excellent teaching include:

- Publication of widely-adopted and/or acclaimed instructional materials.
- Development of innovative pedagogical methods and materials.
- Development of new courses or major revision of existing courses.
- Teaching awards.
- Outstanding student evaluations.
• Sharing of instructional materials and development of instructional materials with colleagues.

There are many paths to the achievement of an excellent rating in teaching. None of these indicators, in and of itself, is either necessary or sufficient evidence of excellent teaching performance. It is the responsibility of the faculty member to provide information that documents and demonstrates the individual’s excellent teaching.

B.3 Examples of Satisfactory & Excellent Teaching

In all cases, failure to reach the Satisfactory level results in an Unsatisfactory rating. The PAC considers the six areas described in Exhibit 1 when evaluating teaching, weighting the various areas as it sees fit.
### Exhibit 1  Examples of Satisfactory and Excellent Teaching

<table>
<thead>
<tr>
<th>Teaching dimension</th>
<th>Examples of Satisfactory Teaching</th>
<th>Examples of Excellent Teaching</th>
</tr>
</thead>
</table>
| **Teaching improvement through interaction with other people (includes recognitions)** | • Usually listens to constructive criticism on classes when it is offered from colleagues and students.  
  • Usually responds to it in some timely and positive way.  
  • When aware of a course problem but unable to identify a good solution, seeks help/advice from more experienced colleagues and/or the AUH. | Meets Satisfactory standards and:  
  • Often seeks out or welcomes constructive criticism, both from colleagues and students.  
  • Evaluates such criticism and sensibly decides how it should be responded to.  
  • Uses resources involving other people to grow as an effective teacher (e.g., mentorship, CFI, TAP, workshops). This may include inviting classroom visitations or attending sessions of other teachers' classes.  
  • More experienced teachers should clearly communicate a willingness to help/advise/support colleagues less experienced in the course.  
  • Completion of workshops, relevant coursework, certifications, awards, and education grants are also indicators in this area. |
| **Classroom essentials**                                | • Holds each class at the scheduled time and location unless a sufficiently strong reason for not doing so exists (e.g., sickness, plant tour, professional conference attendance).  
  • Communicates clearly course policies and expectations (classroom behavior, assignment policies, due dates, etc.) and enforces them in a clear an impartial manner.  
  • Grades and returns graded assignments in a timely manner. Schedules office hours consistent with departmental policy and is ready to assist students who come to them, including discussion of previously completed/returned assignments. | Meets Satisfactory standards, and:  
  • Gives sufficient and clearly stated lead time on submitted assignments or tests.  
  • Provides additional resources when students are struggling with mastering the material (e.g., write-ups, practice assignments or tests, examples of excellent work, review sessions).  
  • Creates an environment in which students are active participants in their learning, using a presentation that develops the material in a way that is clear, structured, and engaging. |
<table>
<thead>
<tr>
<th>Exercises control over the classroom to create a courteous and productive environment. Provides a syllabus consistent with university requirements.</th>
<th>Encourages and carefully listens to questions in class and is courteous to those who ask them. Asks if they answered the question.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom flow</strong></td>
<td><strong>Course documents and other teaching-related materials</strong></td>
</tr>
</tbody>
</table>
| • Presentations/lectures/exercises almost always prepared ahead of class.  
• Presentation is organized and clear, with more complicated topics building on simpler ones.  
• In-class examples are common and include numerous items higher on Bloom's Taxonomy than "memorize/remember".  
• Student questions are welcome. Practical applications are discussed and used as motivation.  
• Use of the tools that students are expected to use (Excel, programming language, etc.) demonstrated in class.  
• Substantive errors in a presentation are addressed and corrected by the next class.  
• For courses with a common syllabus, the entire course content is covered and tested. | • Students have timely access to course materials and are aware of what they are responsible for, and when.  
• Materials are not haphazard and with the exception of some small errors, are substantively correct.  
• Tests should thoroughly cover the topics they are supposed to test and not require specialized knowledge outside of course material to answer.  
• Questions should be at a variety of difficulties and conceptual levels and be relatively free of errors or ambiguities. | • Signposting is used (where we were, where we are, where we’re going).  
• In-class examples/exercises are crafted carefully to advance student understanding of the material and are varied with a range of difficulties.  
• Most work involves something more than the "remember/memorize" level of Bloom's Taxonomy, and connections among various techniques/concepts are explored.  
• Teacher finds ways to keep class engaging and appropriately challenging, helping students to develop both confidence and competence with the material.  
• Students feel the class and the time spent with it are worthwhile. | • High quality and relevant supplementary materials provided to the students (e.g., write-ups, class or homework exercises, current event articles, excellent examples/applications, practice exams or exercises, journal articles).  
• Creation of one's own high-quality materials is appreciated especially because it indicates the teacher is actively and creatively engaging with the course content and its effective presentation. This includes textbooks or video presentations published by a respected publishing firm, invited teaching presentations at national professional meetings, other colleges or universities, businesses. |
<table>
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<tr>
<th>Success with (and of) students</th>
<th>Contributions to curriculum/course development and delivery</th>
</tr>
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<tbody>
<tr>
<td>Newer faculty members should assure the difficulty and coverage of their exams is comparable to those of more experienced teachers.</td>
<td>For newer hires, this contribution is likely to be primarily the preparation of presentations and materials for the courses they teach. As time passes, it also includes a willingness to teach other courses which their training qualifies them for, especially when it fills a departmental need.</td>
</tr>
<tr>
<td>Learning materials may include supplements to the actual course text.</td>
<td>Taking part in departmental or college discussions concerning the direction of the program(s) and how to effectively improve them.</td>
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<tr>
<td>To a lesser extent, having JMU colleagues use your materials is also notable.</td>
<td>Meets Satisfactory standards along with a substantive commitment to keeping up with developments in the field and developing and effecting improvements to course delivery, course development, or curriculum content.</td>
</tr>
<tr>
<td>Most students find the class to be at least satisfactory, as indicated in long-term student evaluations.</td>
<td>Meets Satisfactory standard and obtain additional evidence, such as:</td>
</tr>
<tr>
<td>Problems identified in one or more semesters should be objectively considered and subsequently addressed.</td>
<td>• Evidence of exceptional student success: standardized exams, course-based competitions, graduate admissions, success in later courses or jobs using your course, etc.</td>
</tr>
<tr>
<td>Most students are reasonably comfortable engaging with you in class and in office hours.</td>
<td>• Exceptional rapport with students: exceptional student evaluations, unsolicited notes or solicited letters of praise, etc.</td>
</tr>
<tr>
<td>It is not true that most students find the course to be extremely easy.</td>
<td>• Activities that highlight exceptional dedication to student learning: being a thesis advisor/reader, coaching a professional competition team in the discipline, etc.</td>
</tr>
</tbody>
</table>
C. Research, Scholarly Activity, and/or Practitioner Activity Criteria

C.1. Definition by Association to Advance Collegiate Schools of Business (AACSB)

The following paragraphs reflect the broad dimensions of research/scholarly accomplishments and intellectual contributions as defined by the AACSB.

1. Basic or Discovery Scholarship: The creation of new knowledge.

Outputs from basic scholarship activities may include publication in refereed journals, research monographs, scholarly books, chapters in scholarly books, proceedings from scholarly meetings, papers presented at academic meetings, publicly available research working papers, and papers presented at faculty research seminars.

2. Applied or Integrated/Application Scholarship: The application, transfer, and interpretation of knowledge to improve management practice.

Outputs from applied scholarship activities may include publication in professional journals, public/trade journals, in-house journals, professional presentations, book reviews, and papers presented at faculty workshops.

3. Teaching and Learning Scholarship: The enhancement of the educational value of instructional efforts of the institution or discipline.

Outputs from instructional development activities may include textbooks, publications in pedagogical journals, published cases with instructional materials, instructional software, and publicly available materials describing the design and implementation of new courses.

NOTE: There are additional activities and accomplishment that do not fall neatly into one of the three categories listed above. These include, but are not limited to research grants, professional certification, and other professional awards. In addition, these three areas of contribution are not synonymous with the publications categories designated Premier, A, or B or B equivalency by the department (e.g., it is possible to have a Level B achievement in basic research, applied research, or instructional development).

C.2. Criteria for Tenure Track Promotion and Tenure

Faculty members advancing from the rank of Associate Professor to Professor are evaluated on the basis of their research/scholarly accomplishments since their prior promotion to the rank of Associate Professor as well as their overall record of research/scholarly accomplishments.

Only articles in Premier, A, or B level journals presently on the CIS & BSAN Department or another COB Department’s journal level lists will be considered toward tenure and/or promotion. In counting articles for promotion and evaluation, the article count is expressed in B-level articles:

- An article published in a journal ranked as a Premier journal is worth three B-level articles;
- An article published in a journal ranked as an A category journal is worth two B-level articles; and
• An article published in a journal ranked as an B category journal is worth one B-level article.

More information about the definitions and examples of journal publication levels is available in Appendix A. Procedures for adding a journal to the Premier, A or B lists are also described in Appendix A.

Candidates for promotion or tenure who publish in journals not rated by the CIS & BSAN Department or another COB Department must request the CIS & BSAN PAC to make a journal level determination, as described in Exhibit 1, prior to the application for promotion or tenure. The candidate must provide justification for the rating of the journal and follow the CIS & BSAN Department’s journal level determination process outlined in Exhibit 1.

A journal under consideration by the PAC must be approved by the majority of voting PAC members who have cast their vote in order to be added to the CIS & BSAN publication level list.

**C.2.a Satisfactory Research**

The **minimum** requirement for a satisfactory evaluation in the area of research/scholarly accomplishments for promotion to the rank of Associate Professor and/or the granting of tenure in the CIS & BSAN Department is a minimum of four peer-reviewed B-level journal articles or equivalent, as described in Appendix A, plus evidence of sustained and ongoing scholarly effort that meets the AACSB Scholarly Academic (SA) requirements.

Each candidate seeking promotion to the rank of Associate Professor and/or the granting of tenure may substitute one item qualifying as B equivalency for one of the four peer-reviewed B-level journal articles.

The **minimum** requirement for a satisfactory evaluation in the area of research/scholarly accomplishments for promotion to the rank of Professor is a minimum of seven peer-reviewed B-level journal articles or equivalent, as described in Appendix A, plus evidence of a sustained record of accomplishment while holding the position of Associate Professor and ongoing scholarly effort that meets the AACSB Scholarly Academic (SA) requirements.

Each candidate seeking promotion to rank of Professor may substitute two B equivalency items for two of the seven peer-reviewed journal articles. In addition, at least three of these peer-reviewed B-level journal articles must have been accepted or published since the application for Associate Professor.

**C.2.b Excellent Research**

The **minimum** requirement for an excellent evaluation in the area of research/scholarly accomplishments for promotion to the rank of Associate Professor and/or the granting of tenure in the CIS & BSAN Department is the following:

A minimum of six peer-reviewed B-level journal articles or equivalent, as described in Appendix A, plus evidence of sustained and ongoing scholarly effort that meets the AACSB Scholarly Academic (SA) requirements.

Each candidate seeking promotion to the rank of associate professor and/or tenure may substitute one B equivalency item for one of the six peer-reviewed B-level journal articles.
The minimum requirement for an excellent evaluation in the area of research/scholarly accomplishments for promotion to the rank of Professor is the following:

A minimum of eleven peer-reviewed B-level journal articles or equivalent, as described in Appendix A, plus evidence of a sustained record of accomplishment while holding the position of Associate Professor and ongoing scholarly effort that meets the AACSB Scholarly Academic (SA) requirements.

Each candidate seeking promotion to the rank of Professor may substitute two B equivalency items for two of the eleven peer-reviewed B-level journal articles. In addition, at least four of these peer-reviewed journal articles must have been accepted or published since the application for Associate Professor.

C.3. Criteria for RTA Promotion

There are two upper ranks in RTA promotion: Senior Lecturer and Principal Lecturer. Each lecturer candidate seeking promotion to Senior Lecturer or Principal Lecturer must meet the minimum standards for maintaining AACSB qualifications to be considered for promotion. AACSB accreditation standards classify faculty members as Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP) or Instructional Practitioner (IP), and the requirements for each are outlined in the JMU CoB Guidelines for Faculty Qualifications.

The rank of Lecturer is for individuals within the academic unit whose primary responsibility is teaching. Lecturers are expected to be effective teachers, participate in professional service activities, and be engaged in activities that support professional development.

In addition to the requirements for Lecturer, appointment at the rank of Senior Lecturer is contingent upon substantial professional achievements, evidenced by excellence in teaching, with an appropriate combination of service and scholarship achievement/professional qualifications, and normally a graduate degree in a relevant discipline. Lecturers may apply for promotion to Senior Lecturer after five years as a Lecturer.

In addition to the requirements for Senior Lecturer, appointment at the rank of Principal Lecturer is contingent upon recognition of outstanding professional accomplishment, evidenced by excellence in teaching, with appropriate combination of service and scholarship achievement/professional qualifications, and normally a graduate degree in a relevant discipline. Senior Lecturers may apply for Principal Lecturer after five years as a Senior Lecturer.

Only articles in Premier, A, B, C, or PAC approved journals presently on the CIS & BSAN Department or another COB Department’s journal level lists (in Appendix A) will be counted toward RTA promotion. Procedures for adding a journal to the Premier, A, or B lists are described in Appendix A.

RTA candidates for promotion who publish in journals not rated by the CIS & BSAN Department or another COB Department may ask the CIS & BSAN PAC to make a journal level determination, as described in Appendix A, prior to application for promotion. The candidate must provide justification for the rating of the journal and follow the CIS & BSAN Department’s journal level determination process outlined in Appendix A. A journal under consideration by the PAC must be approved by the majority of voting PAC members.

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The RTA faculty member must maintain AACSB qualifications consistent with the latest requirements set forth in the JMU CoB Guidelines for Faculty Qualifications.

C.3.a Satisfactory Scholarly Activities for SA or SP RTA Faculty Members

The minimum requirement for a satisfactory evaluation in the area of scholarly activities for promotion to the rank of Senior Lecturer is the following:

- The candidate must meet the scholarly activity requirements according to the JMU CoB Guidelines for Faculty Qualifications while holding the position of Lecturer.

The minimum requirement for a satisfactory evaluation in the area of scholarly activities for promotion to the rank of Principal Lecturer is the following:

- The candidate must meet the scholarly activity requirements according to the JMU CoB Guidelines for Faculty Qualifications while holding the position of Senior Lecturer.

C.3.b Excellent Scholarly Activities for SA or SP RTA Faculty Members

The minimum requirement for an excellent evaluation in the area of scholarly activities for promotion to the rank of Senior Lecturer is the following:

- A minimum of two scholarly activities and one peer reviewed journal article published in journal(s) appearing on current PAC journal lists, plus evidence of continued scholarly effort that meets the JMU CoB Guidelines for Faculty Qualifications requirements while holding the position of Lecturer.

The minimum requirement for an excellent evaluation in the area of scholarly activities for promotion to the rank of Principal Lecturer is the following:

- A minimum of three scholarly activities and two peer-reviewed journal articles published in journals appearing on current PAC journal lists plus evidence of continued scholarly effort that meets the JMU CoB Guidelines for Faculty Qualifications requirements while holding the position of Senior Lecturer.

C.3.c Satisfactory Practitioner Activities for SP RTA Faculty Members

The minimum requirement for a satisfactory evaluation in the area of practitioner activities for promotion to the rank of Senior Lecturer is the following:

- The candidate must meet the practitioner activity requirements according to the JMU CoB Guidelines for Faculty Qualifications while holding the position of Lecturer.

The minimum requirement for a satisfactory evaluation in the area of practitioner activities for promotion to the rank of Principal Lecturer is the following:

- The candidate must meet the practitioner activity requirements according to the JMU CoB Guidelines for Faculty Qualifications while holding the position of Senior Lecturer.

C.3.d Excellent Practitioner Activities for SP RTA Faculty Members

The minimum requirement for an excellent evaluation in the area of practitioner activities for promotion to the rank of Senior Lecturer is the following:
A minimum of two practitioner activities plus evidence of continued practitioner effort that meets the JMU COB Guidelines for Faculty Qualifications requirements while holding the position of Lecturer.

The minimum requirement for an excellent evaluation in the area of practitioner activities for promotion to the rank of Principal Lecturer is the following:

A minimum of three practitioner activities plus evidence of continued practitioner effort that meets the JMU COB Guidelines for Faculty Qualifications requirements while holding the position of Senior Lecturer.

C.3.e Satisfactory Practitioner Activities for IP or PA RTA Faculty Members

The minimum requirement for a satisfactory evaluation in the area of practitioner activities for promotion to the rank of Senior Lecturer is the following:

For IP, the candidate must meet the practitioner activity requirements according to the JMU COB Guidelines for Faculty Qualifications while holding the position of Lecturer.

For PA, the candidate must meet the practitioner activity requirements according to the JMU COB Guidelines for Faculty Qualifications and have at least one quality peer-reviewed journal article while holding the position of Lecturer.

The minimum requirement for a satisfactory evaluation in the area of practitioner activities for promotion to the rank of Principal Lecturer is the following:

For IP, the candidate must meet the practitioner activity requirements according to the JMU COB Guidelines for Faculty Qualifications while holding the position of Senior Lecturer.

For PA, the candidate must meet the practitioner activity requirements according to the JMU COB Guidelines for Faculty Qualifications and have at least one quality peer-reviewed journal article while holding the position of Senior Lecturer.

C.3.f Excellent Practitioner Activities for IP or PA RTA Faculty Members

The minimum requirement for an excellent evaluation in the area of practitioner activities for promotion to the rank of Senior Lecturer is the following:

For IP, the candidate must have a minimum of four practitioner activities that meet the JMU COB Guidelines for Faculty Qualifications requirements while holding the position of Lecturer.

For PA, the candidate must have a minimum of three practitioner activities that meet the JMU COB Guidelines for Faculty Qualifications requirements and at least one quality peer-reviewed journal article while holding the position of Lecturer.

The minimum requirement for an excellent evaluation in the area of practitioner activities for promotion to the rank of Principal Lecturer is the following:
For IP, the candidate must have a minimum of seven practitioner activities that meet the JMU COB Guidelines for Faculty Qualifications requirements while holding the position of Senior Lecture. In addition, three out of seven practitioner activities must have occurred after the Senior Lecturer promotion.

For PA, the candidate must have a minimum of five practitioner activities that meet the JMU COB Guidelines for Faculty Qualifications requirements and at least two quality peer-reviewed journal articles while holding the position of Senior Lecturer. In addition, two out of five practitioner activities and one out of two journal articles must have occurred after the Senior Lecturer promotion.

D. Service Criteria

Service is evaluated as three levels: Level 1, Level 2, and Level 3, with Level 1 service to be the most significant.

D.1 Level 3 Service

Level 3 service is defined as participation in department, college, and university events for which faculty visibility is important. Generally, such participation does not require additional efforts either before or afterwards.

Some examples of Level 3 service activities:

- Having lunch with potential employers of COB students or first-year parents.
- Attending COB Open House, Choices, or department seminars.
- Participating in faculty recruiting (that is, meeting with candidates, attending candidate seminars)

D.2 Level 2 Service

Level 2 service consists of important activities in support of one’s department, the college, the university, the profession and/or the external community in a role that uses one’s professional knowledge, skills, and talents. Such activities involve a moderate to significant time commitment. It is anticipated that the bulk of one’s service activities will fall into this category.

Some examples of Level 2 service activities:

- Member of department, college, or university committees, or Faculty Senate.
- Proceedings editor for a regional conference, book review editor for a journal.
- Program/track chair for a regional conference.
- Active participation in curriculum development.
- Discussion of papers at academic conference.
- Session chair at an academic conference.
- Faculty representative to Honor Council proceedings.
- Participation in university-sponsored programs, such as the minority mentor program.

D.3 Level 1 Service

Level 1 service consists of activities that involve a significant time commitment. Secondary indicators of Level 1 service are:
• An elevated level of personal responsibility;
• Involvement in activities that are critical to the mission of the department, college, university, or professional organization;
• Distinguishing oneself in a leadership role, whether elected or appointed;
• Serving, with distinction, one’s profession and/or the external community in a role that uses one’s professional knowledge, skills, and talents;
• Making a difference in those areas in which one has chosen to serve;
• Being widely recognized as one who has an exemplary attitude towards service commitments and who serves as a role model for other faculty; and
• Receiving a professional service award.

Level 1 service should not be interpreted as requiring the presence of each and every secondary indicator of excellent performance. In particular, Level 1 service does not require a leadership role (e.g., chair of a major committee). However, in all cases there should be evidence of a substantial contribution and an active role.

Some examples of Level 1 service activities:

• Chair of a recruiting committee.
• Major responsibility for significant curriculum reform.
• Speaker of Faculty Senate.
• Major contributor to AACSB or SACS re-accreditation efforts or other important university committee.
• Faculty advisor to an active, successful student organization.
• High level office in a prestigious regional or national organization involving a significant time commitment.
• Servicing as a First-Year Advisor

D.4 Satisfactory Service

A necessary, but not sufficient, condition for an evaluation of satisfactory in the area of service is participation in activities that are basic to the responsibilities of a faculty member. These are defined as activities in which faculty members are expected to participate without having been specifically assigned or designated, to do so. Satisfactory service is service beyond the required obligations of a faculty member that include attending department meetings and attending graduation. There are many, equally acceptable paths to the achievement of a satisfactory evaluation in the area of service.

In general, satisfactory service is defined as professionally, effectively, and reliably assuming one’s “fair share” of the tasks required to support the operation of a large university and, where appropriate, contributing to one’s profession and/or the external community. A “fair share” is defined as a reasonably steady stream of service activity, such as

• A yearly average of one Level 1 activity plus a representative mixture of Level 3 activities
• A yearly average of three Level 2 activities plus a representative mixture of Level 3 activities.

At least one of these Level 2 activities must be service that is internal to the university. Service that is external to the university is not required.
Service for which a faculty member is compensated, either by dollar payment or reduced teaching load, should be at least partially discounted. In cases of significant compensation, such activities may be fully discounted.

In all cases it is expected that a faculty member will 1) seek out opportunities to serve rather than expect others to identify those opportunities; 2) take an active role in committees and departmental efforts, participate in college and university events where faculty visibility is important, support one’s profession in various ways, and provide timely delivery of required commitments; 3) demonstrate an attitude that encourages others to seek one’s assistance on important projects; and 4) describe and document one’s efforts and contributions (as opposed to simply listing the committees on which one has served). It is also to be expected that the mix of activities will vary from year to year and over one’s career.

D.5 Excellent Service

There are many, equally acceptable paths to the achievement of an excellent evaluation in the area of service. In general, excellent service is defined as professionally, effectively, and reliably assuming, over a sustained period of time, “significantly more than one’s fair share” of the tasks required to support the operation of a large university and, where appropriate, making a sustained and significant contribution to one’s profession and/or the external community. “Significantly more than one’s fair share” of service activities is defined as a reasonably steady stream of service activity. Some examples of excellent service are:

- A yearly average of one Level 1 activity plus two Level 2 activities plus a representative mixture of Level 3 activities
- A yearly average of five Level 2 activities plus a representative mixture of Level 3 activities

At least two of these activities must be service that is internal to the university. Service that is external to the university is required. Service for which a faculty member is compensated, either by dollar payment or reduced teaching load, should be at least partially discounted. In cases of significant compensation, such activities may be fully discounted.

In addition, excellent performance requires evidence of a significant contribution over and above satisfying the numerical quota of service activities at the various levels. One way to demonstrate a significant contribution would be to provide evidence that one’s service activities incorporate one or more of the secondary indicators that define Level 1 service. Finally, it is to be expected that the mix of activities will vary from year to year and over one’s career.

There are many paths to the achievement of an excellent rating in service. None of these indicators, in and of itself, is either necessary or sufficient evidence of excellent service performance. It is the responsibility of the faculty member to provide information that document and demonstrates the individual’s excellent service.

PART III: GUIDELINES FOR PREPARING THE EVALUATION DOSSIER

A. Overview

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The candidate should prepare a summary document, not to exceed 25 pages, describing the individual’s accomplishments in each of the three functional areas over the evaluation period. Two copies of this summary document should be provided by October 1 or other date as specified by the JMU Faculty Handbook, one to the AUH and one to the PAC chair. In addition to this summary document, supplementary materials as requested in Sections B, C, and D of Part III (e.g., student evaluations, copies of publications, course materials, letters from committee chairs describing service performance, etc.) should be provided separately. The supplementary material should have a table of contents. Two copies of all supplementary materials need to be provided.

B. Teaching

The Promotion and Tenure dossier should provide a comprehensive self-evaluation of the faculty member’s effectiveness as a teacher in any course taught by a faculty member as part of their regular teaching load, regardless of the department or college within JMU. Courses taught on overload, for extra pay, or other benefits will not be included for evaluation by the PAC. The summary document must include the following information:

1. A brief statement describing the candidate’s teaching philosophy. This statement should include a description of teaching philosophy and its underlying assumptions regarding what students need to know and how they learn, and how this philosophy is translated into specific course objectives and the methods used to achieve these objectives. State the philosophy and methodology used to measure a student’s success at mastering the objectives of the course. Identify the contributions made to education (e.g., curriculum changes, new course development, teaching innovation award), assess effectiveness as a teacher, describe what is being done to improve teaching performance, and include a discussion of overall student evaluations.

2. For each semester of the evaluation period, provide a completed table with the headings:

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Course Number/Section Number</th>
<th>New prep Y/N</th>
<th>Ending Enrollment</th>
<th>Class Grade Distribution (%)</th>
<th>Teaching Evaluation Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td>1</td>
</tr>
</tbody>
</table>

The teaching evaluation scores refers to questions 1 through 6 in the student evaluation that students fill out to evaluate an instructor’s teaching performance. These evaluation scores are not compared to those of other faculty. The PAC does not use evaluation scores as a sole indicator of a candidate’s instructional efficacy, but to generally inform about student’s perceptions.

Supplementary material must include:

1. For each course taught during the evaluation period, submit a complete set of the following from a most recent semester:

- Syllabus
- Examinations, tests, and quizzes
- Assignments
- In-class exercises
- Handouts

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• Other items specific to the course such as list of outside readings

The material provided should be organized by course (only one set per course) and identified by semester and year.

2. Student evaluations
   a. Provide a copy of the student evaluation form used.
   b. For all sections of all courses in the last two academic years (excluding summers), provide the following:
      • Copy of the summary sheet for numerical student evaluations
      • Grade distribution
      • Original handwritten comments on all student evaluations

   The material provided should be organized and tabbed by course, section, semester and year in the same order as presented in the summary document.

3. Optionally, other evidential information may be included, as appropriate. Examples of additional evidence might include the following:
   • New courses developed
   • Development of instructional materials
   • Interdisciplinary and team-teaching projects
   • Publications in teaching journals
   • Active participation in conference presentations and workshops devoted to the enhancement of teaching
   • Involvement in teaching continuing education courses
   • Reviews of textbook chapters
   • Independent studies and/or honor theses supervised/read
   • Other documentation to support teaching effectiveness

C. Research and Scholarly Activity

Provide an overview of research and scholarly activity. Explain what has been done and why it is significant. List all research and scholarly activity by category or type in the summary document in the following order:

1. Refereed journal articles
2. Refereed book chapters/books/cases
3. Refereed journal articles under review
4. Refereed proceedings articles
5. Refereed proceedings articles under review
6. Presentations of papers at professional meetings not included in proceedings
7. Presentations of abstracts at professional meetings not included in proceedings
8. Non-refereed publications
9. Working papers
10. Competitive grants received
11. Honors and awards
12. Professional contributions
13. Professional development activities

14. Consulting, indicating whether paid or unpaid

For items 1 through 8, provide (where applicable), the names of authors (in order on publication), title, name of journal/publisher/organization, volume/number, year, page numbers.

For items 9 and 10, provide (where applicable), the names of authors (in order), title, name of awarding agency, year, grant amount.

For item 11, provide the type of contribution (such as reviewer, discussant, etc.), number of papers reviewed/discussed, organization, location, and year.

For item 12, provide a description of activity, sponsoring organization, length of activity, date(s), certification/training program/other (specify).

For item 13, provide a description of activity, organization, approximate beginning and ending dates, estimate of time spent (total hours).

Supplementary material must be in the same order as items listed in the summary document and include the following:

1. Copies of

   • articles published in refereed journals
   • chapters in books or research volumes
   • books published (scholarly, textbook)
   • published cases
   • research monographs
   • instructional software development
   • ancillaries (e.g., instructor’s guides) published
   • articles published in refereed proceedings
   • articles published in non-refereed journals
   • drafts of work in progress

2. Supporting documentation such as letters of acceptance, contract letters, etc. for

   • articles accepted for publication
   • books under contract
   • research grants received
   • research grants applied but not received
   • professional honors or awards
   • membership on editorial board of a journal
   • ad hoc reviewer for professional journals
   • books reviewer
   • reviewer of manuscripts/submissions for professional meetings
   • participation as discussant at professional meetings
   • external reviews of professional presentations
   • professional development activities

D. Service
Provide the following information in the summary document:

1. An overview of the various service activities. Give an assessment of both the quantity and quality of efforts and describe plans for continuing service contributions.

2. For each academic year, list of service activities in each of the following areas:
   a. JMU service, grouped by
      • University
      • College of Business
      • Department(s)
      • Student organizations
   b. Service to professional organizations
   c. Community service (if applicable)

For each activity, indicate role or position, the dates of service, and indicate if the service was compensated by reduced teaching load or other compensation. Briefly outline the scope and purpose of each service activity and give a description of specific responsibilities or contributions.

Supplementary materials should include supporting documentation (if available) of the service activities listed in the summary document. The supporting documents should be in the same order as in summary document. Examples of supporting documentation include thank you notes, appointment memos, letters of acknowledgement, copies of citations/awards, and excerpts from written reports.

PART IV: PAC PROCEDURES

A. Composition of the PAC

The PAC will consist of all full-time CIS & BSAN Department faculty tenured at JMU. Each untenured faculty will be invited to observe the PAC’s deliberations on a promotion and/or tenure decision, providing an opportunity exists. Faculty cannot discuss or vote on applications for promotion to rank higher than the one they hold. Whereas the PAC may consult with the AUH or the Dean, the PAC and the AUH will make independent evaluations and submit independent recommendations. An extended PAC will consist of all tenured full-time faculty plus Senior Lecturer and Principal Lecturer faculty to conduct RTA (SP & IP) promotion evaluations.

All PAC promotion and tenure recommendations and all other issues will be decided by majority vote (except as noted below). The PAC chairperson is a voting member.

A member of the PAC will be elected to chair the committee for the academic year. If the PAC chair is not a full professor, a full professor will serve as the chair for the review of candidates for promotion to full. The role of the chairperson will be to:

1. Invite untenured faculty to observe when appropriate
2. Convene PAC meetings
3. Prepare an agenda for each meeting
4. Conduct each meeting in a professional manner
• Capture the salient features of discussions
• Write letters that include the salient points and, for P&T matters,
  o Circulate the letters to voting members of the PAC for feedback in a timely manner
  o If necessary, convene additional meetings
• Deliver the letters to the appropriate individuals in person
• Draft changes to this document.

Senior or Principal Lecturers may participate in and vote on Senior Lecturer promotion
evaluations. Only Principal Lecturers and tenured faculty can conduct and vote on Principal
Lecturer promotion evaluations.

B. First Year Evaluations

All new tenure-track and RTA faculty will submit their complete dossiers for consideration by the
PAC by the first Monday of their second academic semester at JMU. These dossiers must be
compiled according to the guidelines described in Part III of this document. No later than the
third week of the faculty’s second semester, the PAC will provide him/her with an evaluation, in
writing, of their first year’s performance based on the criteria described in Part II. The evaluation
will be limited to feedback regarding teaching, research, and service. A copy of the letter will be
given to the AUH.

C. Interim Evaluations

All tenure-track faculty will submit their complete dossiers by March 15 of their third academic
year for consideration by the PAC. These dossiers must be compiled according to the guidelines
described in Part III of this document. No later than April 25, the PAC will provide each faculty in
the third year of the candidate’s evaluation period with an evaluation, in writing, of their
progress, or lack thereof, towards promotion and tenure based on the criteria described in
Part II. The evaluation will include suggestions for improvement. A copy of the letter will be
given to the AUH, and, as appropriate, provided to the Dean’s office for inclusion in the faculty
member’s CoB personnel file.

All RTA faculty will submit their complete dossiers by March 15 of their third year. The PAC may
also conduct a sixth-year review; if so, the candidate will be informed upon completion of the
third-year review. These dossiers must be compiled according to the guidelines described in Part
III of this document. No later than April 25, the PAC will provide each faculty with an evaluation,
in writing, of their teaching, research, and service. The evaluation will include suggestions for
improvement. A copy of the letter will be given to the AUH, and, as appropriate, provided to the
Dean’s office for inclusion in the faculty member’s CoB personnel file.

If the PAC requests additional materials from candidates after the dossier submission deadline,
the request should go to the PAC chair first, who will then ask the PAC to determine if the request
should proceed.

D. Non-Renewal of Appointment

Untenured faculty members have no right to renewal of their appointments. Non-renewal of
tenure-track faculty before undergoing tenure or of RTA faculty may be initiated by the PAC or

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AUH and conducted per Section III.F.3 of the Faculty Handbook. The PAC will review pertinent facts and make independent recommendations with justification. These written recommendations will be submitted to the Dean within 30 days of receiving notice that nonrenewal is to be considered except in the case of a first-year faculty member, in which case the letter will be submitted within 7 days. After the Dean has received both recommendations, a copy of the PAC’s letter will be provided to the AUH.

E. Tenure and/or Promotion Decisions:

The policies and procedures in Section III.E.7.f of the Faculty Handbook must be followed when applying for promotion and tenure, and the standards of Section III.E.6.a must be met. Applications for early tenure, before the end of faculty’s probationary period, must meet the standard in Section III.E.7.b of the Handbook and Part II, Section A of the Procedures and Criteria for Faculty Evaluation document.

A candidate will be able to choose the guidelines under which the application for promotion and tenure should be evaluated. A candidate who has not yet been promoted may choose to be evaluated for tenure and promotion by the guidelines in place at the time of the candidate’s hiring, or any later guidelines. A candidate who has been promoted may choose to be evaluated for future promotions by the guidelines in place at the time of the individual’s most recent promotion or any later guidelines. The cover letter submitted by the candidate must indicate the guidelines chosen by the individual.

The members of the PAC will discuss a candidate’s performance, as defined by the guidelines chosen by the candidate. Points raised during this discussion should be noted for use as justification for the candidate’s overall evaluation and should also be included in the evaluation letter.

PAC members will vote by secret ballot on the candidate’s performance in the areas of teaching, research, and service. A PAC member unable to attend the meeting is expected to provide a ballot to the PAC chair prior to the voting.

The ballot will be in three separate sheets - for teaching, research, and service, respectively. On each sheet, PAC members will be able to indicate their evaluations of the candidate in terms of Excellent, Satisfactory, Unsatisfactory or Abstention.

When all the ballots have been received, the ballots will be counted by the chairperson and one other member of the PAC in the presence of the other members. For each area, the majority vote is determined and the resulting rating will be incorporated into the letter by the PAC chairperson, along with the appropriate justification.

In case of the absence of a majority vote in any area, a PAC member can ask for a second discussion and a second ballot, which will include all three areas. The same process will apply as before. There can be no more than two discussions or two ballots.

If there is no majority and the number of Satisfactory or higher ratings matches or outnumber the number of Unsatisfactory ratings, the candidate will receive a Satisfactory rating.

Certain special cases are noted for the second ballot:

- 44% votes for Excellent, 44% votes for Satisfactory, and 12% for Unsatisfactory will be
F. Timeline and communication

It is the responsibility of the faculty member to be considered for promotion and/or tenure in a given academic year to declare the individual’s intention in writing to the PAC chair, and AUH by September 1. They must submit their dossier, with supporting documentation, to the PAC chair and AUH by October 1 or other date as specified by the JMU Faculty Handbook. These dossiers must be compiled according to the guidelines described in Part III. The PAC and AUH will carefully examine the record of each candidate according to the criteria described in Part II and will make a recommendation to the Dean no later than November 15. A copy of the letter must be provided to the candidate by the same date.

The letter of recommendation will rate the candidate as excellent, satisfactory, or unsatisfactory in each of the three evaluation areas (teaching, research, and service) and will include justification for each rating. The letter will also include an overall recommendation, whether positive or negative. A positive recommendation for tenure and/or promotion to Associate Professor requires an evaluation of excellent in at least one area and evaluations of satisfactory in the remaining areas. A positive recommendation for promotion to Professor requires an evaluation of excellent in at least two areas and an evaluation of at least satisfactory in the remaining area.

Revisions to this document, including changes in the criteria for promotion and/or tenure, may be made at any time if approved by majority of the full-time tenured, tenure-track, or RTA CIS & BSAN faculty. All proposed revisions must first be distributed to faculty and AUH, and three full weeks of the regular academic year must be allowed for discussions and suggestions. The amended document must be distributed to all faculty and two full weeks must be allowed before the full-time faculty vote on the proposal. Once approved by the faculty and the AUH, the proposal will be sent to the Dean. All approved revisions are to be effective as of the beginning of the next academic year. The current PAC document will be available electronically and a copy will be provided to new faculty by the AUH.

PART V: ANNUAL EVALUATION PROCESS

All annual evaluations should be on a scale of 1-9 (1-3 for unsatisfactory, 4-6 for satisfactory, and 7-9 for excellent) and include three sections. The first section provides the evaluation and the justification for that evaluation in the area of teaching. The second section addresses research and/or practice, and the third service. When performance in an area is less than excellent, suggestions for improvement should be given.

The annual evaluations are conducted by the AUH and the AUH will send a signed copy of the evaluation to the Dean, according to the specifications of the Faculty Handbook. A well-designed and well-administered annual evaluation process should result in promotion, tenure, and/or
contract renewal decisions that are reasonably well anticipated by the candidate. While one cannot expect to completely eliminate the element of surprise from P&T and contract renewal processes, the objective should be to keep this element as small as practicable. To achieve this, annual faculty evaluations will be based on the criteria described in Part II of this document, and these criteria will be applied consistently and uniformly across ranks and from year to year.

In addition, a string of annual evaluations specifying a certain performance level should, if the annual evaluation process is conducted in a manner consistent with this document, be consistent for purposes of the P&T and other academic decisions. Disagreements between the PAC and the AUH in evaluating a faculty member may arise due to some element of judgement in the criteria.

Research necessarily involves a substantial and highly unpredictable time lag between the inputs to the research process (e.g., drafts of working papers, submissions to journals, conference presentations) and the outputs of the research process (e.g., papers accepted for publication in ranked journals). For this reason, the annual evaluation of scholarly activity will be based on the current year and the previous two years. It is quite possible, therefore, that a faculty member who has a sufficient number of research inputs may be rated satisfactory (or, in some cases, excellent) on an annual basis. However, a positive recommendation for tenure and/or promotion requires demonstrated research output as defined in the research criteria.

As a result of considering three years in annual evaluations, Premier and A-level Journal publications carry more weight than B-level publications in annual evaluations. As an example, a faculty member with one premier publication will be evaluated as excellent for three years in the faculty’s annual evaluation.

Regarding AACSB classifications, the annual evaluation will be based on the JMU COB Guidelines for Faculty Qualifications. The Department of CIS & BSAN seeks to have all faculty meet the College of Business AACSB criteria for faculty qualifications and engagement. Regardless of category (Scholarly Practitioners, Scholarly Academics, Instructional Practitioners, or Practice Academics) each faculty member is expected to maintain these qualifications. Failing to do so will affect the outcome of the annual review.

If the AUH recommends that a faculty member undergo remediation due to unsatisfactory annual evaluations, the PAC will follow the procedure detailed in Section III.E.8 in the Faculty Handbook.

**PART VI: DETERMINING MERIT PAY**

If merit pay has not been received continuously for one or more years, merit pay is then determined by an average of annual evaluations over the number of years since the last merit pay period (if less than 5 years) or five years since the last merit pay period (if 5 or more years).

**APPENDIX A: PUBLICATION LEVELS**

The journals listed below are examples of journals in each classification. All journals in the

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Premier, A, and B lists must be peer-reviewed and relevant to the faculty members' professional activities. The lists are not intended to be exhaustive but illustrative. Abstracts in conference proceedings do not count toward publication credits for RTA and tenure track faculty promotion; however, they can be evidence of ongoing scholarly effort or activities. All the lists of journals in this document are subject to review every two academic years (starting in Fall 2022) by the PAC to ensure their rigor, accuracy, and relevance.

**Premier Journal Criteria**

Premier journals are universally recognized in the discipline as having the highest level of recognition and impact. These journals are characterized by exceptionally competitive acceptance rate, high visibility, and strong reputation around the world. One premier level publication is equivalent to three B-level publications. In addition, one premier publication affects a faculty's annual evaluation for three years as excellent.

In most cases, to count a premier publication toward promotion and/or tenure, the publication must be research oriented and peer-reviewed. The candidate may request that the CIS & BSAN PAC determine the specific publication's credit. The candidate must submit appropriate documentation to the PAC chair at least six weeks before submitting the application dossier for corresponding promotion.

PAC will review only the publications appeared in peer-reviewed outlets that are not in the list provided in this P&T document. Irrespective of type of work (e.g., discipline based including literature review, pedagogical, etc.), peer-reviewed publications appearing in journals that are listed in this P&T document will accrue research point accordingly to the journal level as defined there.

**Premier Journals**

Based on the above criteria, the following are alphabetical lists of premier level journals in the CIS & BSAN Department.

**CIS Premier Journal**

- European Journal of Information Systems (Taylor & Francis)
- Information Systems Journal (Wiley)
- Information Systems Research (INFORMS)
- Journal of the Association for Information Systems (Association of Information Systems)
- Journal of Information Technology (Palgrave)
- Journal of Management Information Systems (M.E. Sharpe)
- Journal of Strategic Information Systems (Elsevier)
- MIS Quarterly (Management Information Systems Research Center)

**BSAN Premier Level Journals**

- Decision Sciences (Wiley-Blackwell)
- European Journal of Operational Research (Elsevier)
- Journal of the American Statistical Association (Taylor & Francis)
- Journal of Operations Management (Wiley)
- Manufacturing & Service Operations Management (INFORMS PubsOnLine)
A-Level Journal Criteria

A-level journals have well-established national or international reputation. These journals are among the top journals in their field and/or otherwise significantly enhance the prestige of the department or college. One A-level publication is equivalent to two B-level publications. In addition, one A-level publication locks Research EXCELLENT for two years in the faculty’s annual evaluation.

In most cases, to count an A-level publication toward promotion and/or tenure, the publication must be research oriented and peer-reviewed. The candidate may request that the CIS & BSAN PAC determine the specific publication’s credit. The candidate must submit appropriate documentation to the PAC chair at least six weeks before submitting the application dossier for corresponding promotion.

The PAC will review only the publications appeared in peer-reviewed outlets that are not in the list provided in this P&T document. Irrespective of type of work (e.g., discipline based including literature review, pedagogical), peer-reviewed publications appearing in journals that are listed in this P&T document will accrue research point accordingly to the journal level as defined there.

A-Level Journals

Based on the above criteria, the following are alphabetical lists of A-level journals in the CIS & BSAN Department.

CIS A-Level Journals (include but are not limited to the following)

ACM Transactions (all) (ACM)
Communications of the ACM (ACM)
Communications of the Association for Information Systems (AIS eLibrary)
Electronic Commerce Research and Applications (Elsevier)
Expert Systems with Applications (Elsevier)
Information and Management (Elsevier)
International Journal of Electronic Commerce (Taylor & Francis online)
The Data Base for Advances in Information Systems (SIG MIS)
BSAN A-Level Journals (include but are not limited to the following)

- Decision Support Systems (Elsevier)
- IEEE Transactions (case by case, depending on areas) (IEEE)
- INFORMS Journal on Computing (INFORMS PubsOnLine)
- International Journal of Operations and Production Management (Emerald)
- International Journal of Production Economics (Elsevier)
- International Journal of Production Research (Taylor & Francis Online)
- Journal of Business Logistics (Wiley)
- Manufacturing & Service Operations Management (INFORMS PubsOnLine)
- Mathematics of Operations Research (INFORMS PubsOnLine)
- Logistics and Transportation Review (ScienceDirect)
- Journal of Supply Chain Management (Wiley)
- Naval Research Logistics (Wiley)
- OMEGA (Elsevier)
- Sloan Management Review (MIT)
- Transportation Research – Parts A, B, C, and E (Elsevier)

B-Level Journal Criteria

B-level journals publish peer-reviewed articles that contribute to the evolving body of knowledge. These journals have moderately low acceptance rates and moderately high citation rates.

The PAC will review only the publications appeared in peer-reviewed outlets that are not in the list provided in this P&T document. Irrespective of type of work (e.g., discipline based including literature review, pedagogical, etc.), peer-reviewed publications appearing in journals that are listed in this P&T document will accrue research point accordingly to the journal level as defined there.

B-Level Journals

Based on the above criteria, the following are alphabetical lists of B-level journals in the CIS & BSAN Department.

CIS B-Level Journals (include but are not limited to the following)

- Behavior & Information Technology (Taylor & Francis Online)
- CIN: Computers, Informatics, Nursing (Wolters Kluwer)
- Computers in Human Behavior (Elsevier)
- Human-Computer Interaction (ScienceDirect)
- Information and Computer Security (Emerald)
- Information and Software Technology (Elsevier)
- Information Resource Management Journal (IGI Global)
- Information Systems Frontiers (Springer)
- International Journal of Healthcare Information Systems and Informatics (IGI Global)
| 870 | International Journal of Human-Computer Interaction (Taylor & Francis Online) |
| 871 | International Journal of Information and Communication Technology Education (IGI Global) |
| 872 | International Journal of Healthcare Information Systems and Informatics (IGI Global) |
| 873 | International Journal of Human-Computer Studies (Elsevier) |
| 874 | International Journal of Innovation and Learning (InderScience) |
| 875 | International Journal of Mobile Communications (Inderscience) |
| 876 | Journal of Computer Information Systems (Taylor & Francis) |
| 877 | Journal of Database Management (IGI Global) |
| 878 | International Journal of Healthcare Information Systems and Informatics (IGI Global) |
| 879 | International Journal of Human-Computer Studies (Elsevier) |
| 880 | International Journal of Innovation and Learning (InderScience) |
| 881 | Journal of Computer Information Systems (Taylor & Francis) |
| 882 | Journal of Database Management (IGI Global) |
| 883 | International Journal of Mobile Communications (Inderscience) |
| 884 | Journal of Organizational Computing and Electronic Commerce (Taylor & Francis Online) |
| 885 | Journal of Organizational and End User Computing (IGI Global) |
| 886 | Journal of Systems and Software (Elsevier) |
| 887 | **BSAN B-Level Journals (include but are not limited to the following)** |
| 888 | Annals of Operations Research (Springer) |
| 889 | Central European Journal of Operations Research (Springer) |
| 890 | Computers and Industrial Engineering (Elsevier) |
| 891 | Computers and Operations Research (Elsevier) |
| 892 | Decision Sciences Journal of Innovative Education (Wiley) |
| 893 | INFORMS Journal on Applied Analytics (Interfaces) |
| 894 | INFORMS Transactions on Education (Informs PubsOnLine) |
| 895 | International Journal of Information Technology and Decision Making (World Scientific) |
| 896 | International Journal of Productivity and Quality Management (Inderscience) |
| 897 | Journal of Combinatorial Optimization (Springer) |
| 898 | Journal of Global Optimization (Springer) |
| 899 | Journal of Heuristics (Springer) |
| 900 | Journal of Scheduling (Springer) |
| 901 | Journal of the Operational Research Society (Taylor & Francis Online) |
| 902 | Journal of Transportation Engineering (ASCE Library) |
| 903 | Operations Management Research (Springer) |
| 904 | Operations Research Letters (Elsevier) |
| 905 | Production and Inventory Management Journal (APICS Supply Chain Council) |
| 906 | Production, Planning & Control (Taylor & Francis Online) |
| 907 | Production Engineering (Springer) |
| 908 | SIAM Journal of Optimization (Society for Industrial and Applied Mathematics) |
| 909 | Socio-Economic Planning Sciences (Elsevier) |
B-Equivalent Publication Criteria

Some publications that do not meet the criteria for B-level journals may be considered as B-equivalent publications and may substitute for a B-level journal article. A limited number of such substitutions are allowed, as outlined in our promotion and tenure document. The following publications may be considered as B-equivalent:

1. A refereed book chapter or monograph published by a reputable publisher.
2. At least 3 peer-reviewed international or national conference proceedings papers. Note: Publishing an abstract in a proceedings publication is not considered a publication but is considered continuing research activity. Conference proceedings that are peer-reviewed and constitute substantial scholarly achievement may be considered as scholarly research for promotion purposes.
3. At least 5 peer reviewed regional conference proceedings papers. Abstracts are not considered.
4. A textbook that goes through the editorial process, is published by a reputable publisher, and is adopted by other schools.
5. At least 3 published cases.
6. Three or more C-level publications can count as a B-equivalent.
7. A publication that makes a significant contribution to education in our field may be considered a B-equivalent. Evidence of significant contribution to education may include:
   i. the teaching material is published and is used at several universities;
   ii. the publication is cited in major textbooks; and
   iii. the publication is assigned reading at several universities.

C-Level Publications

Criteria

Publications that are not counted as Premier, A, or B-level journals are counted as C-level publications.

C-Level Publications

The following are examples of CIS and BSAN C-level publications.

C-Level Publications (include but are not limited to the following)

- Coastal Business Journal
- Computerworld
- Datamation
- Decision Line
- Information Week
- Issues in Information Systems
- OR/MS Today
Determining Publication Level for Journals Not Currently on List

For a journal not currently on the CIS & BSAN or another COB Department’s lists, a candidate for tenure and/or promotion may request that the CIS & BSAN PAC make a determination of the specific journal’s classification and the candidate must submit appropriate documentation to the PAC chair at least six weeks prior to submitting application for tenure and/or promotion.

A faculty member must provide evidence that the journal meets standards comparable to those given herein. In particular, if widely accepted, discipline specific, published journal rankings based on journal quality, reputation, and/or visibility exist in another discipline, they must be provided. Some of the well-known journal quality metrics may include (but are not limited to) SCImago SJR score, H Index, Journal Citation Report score (Clarivate Analytics), and inclusion/ranking in reputable lists (e.g., FT-50, UTD-24, ABDC journal quality list, etc.).

Publications Categorization Process

The lists of Premier-, A-, and B- level journals may change over time. For purposes of evaluating the level of an article by a faculty member, the journal’s level will be accepted as either the level at the time of submission of the article or the journal’s level at the present time, whichever is higher. An article’s level may be adjusted upward with sufficient supportive evidence of impact (e.g., citation ratings), even if the journal did not experience a change in ranking.