

**Department of Computer Information Systems &
Supply Chain Management
Supplemental Faculty Personnel Guidelines**

**Approved by the Department of CIS & SCM
Faculty
DATE September 15, 2017**

Department of Computer Information Systems & Supply Chain Management
Supplemental Faculty Personnel Guidelines

The Department of Computer Information Systems & Supply Chain Management (CIS & SCM) follows the Walker College of Business Faculty Personnel Guidelines. Department faculty should consult the college guidelines for specific information about the full range of activities for instruction, intellectual contribution and service and other specifics about tenure, promotion and annual review. This Supplemental Faculty Personnel Guidelines document clarifies and makes explicit some issues for the Department of Computer Information Systems & Supply Chain Management.

Tenure –

Intellectual Contribution

Section I.B.2 (page 9) of the Walker College of Business guidelines states:

“Recognized accomplishment in intellectual contributions means a strong record of publications in refereed journals. Quality and quantity both matter. Other scholarly contributions (e.g., conference presentations and proceedings, book chapters, works in progress, awards of funded research grants, etc.) may provide support for the candidate’s commitment to research or potential for further contributions, but the primary focus in the tenure review is on the record of refereed journal articles. In addition to the record of publications, candidates bear the burden of clearly demonstrating that there is a reasonable expectation they:

- will maintain an on-going commitment to intellectual contributions,
- will produce a record of continuing refereed journal publications, and
- will maintain the appropriate faculty qualification (e.g., Scholarly Academic) throughout their career.”

The CIS & SCM Department supplements this by stating:

For the Department of CIS & SCM, “quality” publications are those as defined in the Scholarly Academic section of the college’s document Standards for Faculty Sufficiency & Faculty Qualifications. Further, the Department of CIS & SCM recognizes and adheres to the guidelines established by the Walker College of Business Faculty Personnel Guidelines in the area of intellectual contribution for those faculty applying for tenure as the minimum level to meet and to be granted tenure in the Department.

Teaching and Service

Section I.B.2 (page 8 and 9) of the Walker College of Business Faculty Personnel Guidelines establish criteria for recognized skill in teaching and recognized accomplishment in service for candidates attempting to qualify for tenure. These Guidelines state:

“Recognized skill in teaching means the candidate has attained teaching effectiveness. To earn the recommendation for tenure, candidates must demonstrate that they:

- have attained teaching effectiveness, with evidence provided by meeting numerous *Examples of Performance Criteria in Instruction* as outlined in Section I.A.1,
- are committed to, and can reasonably be expected to, sustain teaching effectiveness.”

“Recognized accomplishment in service means the candidate has engaged in sufficient service activities to the institution, the profession, or the public to demonstrate his or her professional citizenship, and has demonstrated a willingness to participate in the affairs of the department, the college, the university, and the profession. Since junior faculty are expected to focus principally on

attaining teaching excellence and a strong record of publications, the qualitative and quantitative aspects of the service record are less important than the inference it supports regarding the potential for future service as a senior colleague.”

The Department of CIS & SCM supplements this by stating:

The Department of CIS & SCM recognizes and adheres to the guidelines established by the Walker College of Business Faculty Personnel Guidelines in the areas of teaching and service for those faculty applying for tenure as the minimum level to meet and to be granted tenure in the Department.

Instruction – Faculty Workload

Faculty workloads should meet the expectations for promotion and tenure as specified in the ASU Faculty Handbook, the WCOB Faculty Personnel Guidelines, and the respective departmental guidelines.

Section I.D.1 (page 12) of the Walker College of Business guidelines state:

“In accordance with the ASU Policy on Faculty Workload (Policy 219), the standard faculty teaching load for tenure-track faculty members in the College of Business is 9 credit hours of classroom instruction per semester, **with the expectation of demonstrable productivity in scholarship, activity, and service**. Ideally, such a nine hour teaching load will consist of no more than two preparations per semester (three preparations per academic year).”

“The teaching load for full-time non-tenure track faculty is 12 credit hours per semester. Further, tenured and tenure-track faculty who are not producing intellectual contributions at a sufficient level to maintain their “scholarly academic” or “practice academic” status, is 12 hours per semester. In some cases, a department chair, in consultation with the Dean, may assign differential instructional responsibilities resulting from administrative duties, externally funded research, and special assignments including additional institutional obligations. In evaluating faculty performance in instruction, consideration will be given when the faculty member's course load deviates substantially from the norm.”

The CIS & SCM Department supplements this by stating:

Reassigned time may be granted for certain specific duties/activities at the discretion of the Department Chair and approved by the Dean. To be granted reassigned time, a faculty member must remain “scholarly academic.” A faculty member who meets the original academic preparation guidelines for being scholarly academic will maintain scholarly academic qualified status as described in Walker College of Business guidelines.

When it is determined that a faculty member does not meet the standards for “scholarly academic” status as defined in the college guidelines, the faculty member will be notified at the annual review that the faculty member does not meet “scholarly academic” status. The faculty member will be assigned a teaching load of 12 hours per semester. If the faculty member regains “scholarly academic” status and is engaged in producing intellectual contributions at a level to maintain “scholarly academic” status, three hours of reassigned time per semester would be available to the faculty member according to the college guidelines.

Annual Performance Standards for Faculty

Instruction

Sections I.D (page 12) of the Walker College of Business guidelines state:

“In accordance with the ASU Policy on Faculty Workload (Policy 219), the standard faculty teaching load for tenure-track faculty members in the College of Business is 9 credit hours of classroom instruction per semester, with the expectation of demonstrable productivity in scholarship, activity, and service. Ideally, such a nine hour teaching load will consist of no more than two preparations per semester (three preparations per academic year).”

“The teaching load for full-time non-tenure track faculty and tenure-track faculty who are not producing intellectual contributions at a sufficient level to maintain their “scholarly academic” or “practice academic” status, is 12 hours per semester. In some cases, a department chair, in consultation with the Dean, may assign differential instructional responsibilities resulting from administrative duties, externally funded research, and special assignments including additional institutional obligations. In evaluating faculty performance in instruction, consideration will be given when the faculty member's course load deviates substantially from the norm.”

Minimum Expectations

Sections I.D (page 13) of the Walker College of Business guidelines state:

“All faculty members, full-time and part-time, will be evaluated against the following basic standard containing these elements:

- 1) Receive positive quantitative and qualitative feedback from students through course evaluations¹ and other means that demonstrate a pattern of quality instruction;
- 2) As mandated by the ASU Faculty Handbook, hold a minimum of 1.5 office hours per week for every three (3) student credit or instructional workload hours during the academic year, and be generally available to students outside of class contact periods. Part-time faculty must be available to meet with students for appropriate periods based on teaching load;
- 3) Provide course instruction which conforms to the catalog description, and which includes current knowledge of the subject;
- 4) Hold all classes as scheduled, including the final exam period, except for infrequent incidents of sickness, personal emergencies, or other professional obligations where substitute learning experiences are provided;
- 5) Provide a syllabus that details objectives, a course outline, work expected of students, and instructor policies for each course taught;
- 6) Provide evidence of rigorous and equitable grading.

Faculty who satisfy the basic standard will have met expectations on this performance dimension. Faculty who fail to meet any element of the basic standard will have failed to meet expectations on this performance dimension. Meeting minimum expectations in instruction is a necessary, but not sufficient, component in merit compensation, promotion and tenure decisions.

Faculty must hold and maintain the appropriate faculty qualification (Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), or Instructional Practitioner (IP)) as defined in the AACSB standards and college guidelines to teach graduate level courses. “

Performance Above Expectations

In order to achieve a performance rating higher than “meets expectations”, the faculty member must first demonstrate a consistent pattern of high quality teaching. While not an exhaustive list, the following

items and other pertinent considerations should then be used to determine if a faculty member has “exceeded” the basic standard:

- Develop innovative course materials or instructional methods during the year under review;
- Develop a new course;
- Work with external constituencies (businesses, agencies, etc.) to develop and carry-out class-related projects;
- Create and carry out a team-taught course;
- Chair a thesis or direct significant independent student work;
- Organize and lead other significant off-campus class learning experiences such as class field trips;
- Receive a teaching award;
- Attain the basic standard while undertaking instructional efforts above the minimum. For example, carrying an unusually heavy teaching load, teaching graduate coursework, teaching in off-campus programs, or undertaking three preparations in the same semester.

The CIS & SCM Department supplements this by stating:

The CIS & SCM Department standard for “meeting minimum expectation” for instruction as defined in the College’s Standards for Faculty Sufficiency & Faculty Qualifications.

Intellectual Contribution

Sections I.D.2 (page 14) of the Walker College of Business guidelines state:

Faculty members should make intellectual contributions on a continuing basis appropriate to the College’s mission. The components of intellectual contribution are:

- **Basic or Discovery (discipline-based) Scholarship:** Contributions that add to the theory or knowledge base of a discipline.
- **Applied or Integration/Application Scholarship (Contributions to Practice):** Contributions that influence professional practice in a faculty member’s field.
- **Teaching and Learning (Pedagogical) Research:** Contributions that influence the teaching-learning activities of the school.

Faculty members who are granted non-administrative reassigned time for intellectual contribution activities are expected to meet minimum performance standards to retain the reassigned time.

Minimum Expectations

To meet minimum expectations, performance evaluation in the area of intellectual contribution will be based on a faculty member’s tangible output **in the most recent five-year period**. Subject to these college guidelines, each department will set standards with regard to quality and quantity of intellectual contribution needed to meet minimum expectations. Department standards must be sufficiently rigorous to assure that a faculty member maintains his/her appropriate qualification status as defined in AACSB standards and college guidelines. Meeting annual minimum expectations in intellectual contribution is a necessary, but not sufficient, component in merit compensation, promotion, and tenure decisions.

Performance Above Expectations

Performance above expectations requires more than meeting the minimum effort expectations described above. Each department will determine the appropriate qualitative and quantitative standards for tangible

output for achieving performance above expectations. Some items that may contribute to performance above expectations include:

- Manuscript published in a leading journal
- Multiple articles published during the relevant evaluation period
- Winning a “best paper” award
- Invited paper to a professional society
- Completion of a research report from a significant funded grant proposal through ASU
- Textbook or other peer-reviewed teaching materials
- Scholarly book or chapter in a scholarly book
- Receiving a research award

The CIS & SCM Department supplements this by stating:

The CIS & SCM Department standard for “meeting minimum expectations” in the annual performance review is “scholarly academic” or “practice academic” status for tenured and tenure-track faculty as defined in the college’s Standards for Faculty Sufficiency & Faculty Qualifications.

Service

Section I.D.3 (page 15) of the Walker College of Business guidelines state:

All faculty members must demonstrate a cooperative willingness to support the University’s purposes and to share the responsibility for evaluating its policies and programs, which implies an active participation in University affairs. The service component of the faculty member’s workload consists of service to various internal constituencies as well as to various external constituencies. All faculty members are expected to allocate at least 5% of their total effort toward service activities.

Minimum Expectations

Each faculty member in the College of Business is expected to participate in the affairs and activities of the department, college, and university. Some examples of basic opportunities for participation include: (1) attending and participating constructively in the deliberations of departmental and general faculty meetings, (2) attending commencement and convocation ceremonies, (3) attending CEO Lecture Series activities, and (4) participating on an as-needed basis in other activities (i.e., Open House, Parents Weekend).

In addition to the above expectations, each faculty member must engage in service activities to one or more of the University constituencies. The constituencies to which faculty provide service can be categorized as internal and external. Internal constituencies include the University, College, Department, and students. External constituencies include the academic profession, the business community and the social/civic community. Examples of the types of service activities possible are provided below:

Internal Service

- Formal and informal academic advising
- Advising student organizations
- Chair or serve on University, College or department committees/councils
- Participate in institutional affairs
- Fund-raising activities
- Organizational role in departmental seminars

External Service

- Develop professional relationships with business leaders and organizations
- Serve as track or session chair, discussant or reviewer for a professional conference
- Serve as an editor or reviewer for a journal
- Participate in faculty internship opportunities
- Serve on government commissions, task forces, or boards
- Serve as volunteer for charitable, civic or special-interest organizations
- Apply professional/ business expertise through constructive public service that benefits the university, and/ or this region, state, and/ or nation.

The CIS &SCM Department supplements this by stating:

CIS & SCM Department faculty are expected to attend and fully participate in at least four of the following opportunities in any academic year: (1) commencement, (2) convocation, (3) CEO Lecture (4) CIS or SCM Advisory Board Meetings, (5) AITP or ASCC Student Club Meetings, or (6) other visible activities on an as-needed basis (i.e., Open House, etc.). CIS & SCM faculty who do not attend and fully participate in at least four opportunities are not meeting minimum service expectations.