



College of Business

Professional Record Guidelines & Faculty Performance Standards for Reappointment, Tenure, Promotion, and Post Tenure Review

Approved by CB Faculty and CB Dean

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College of Business
Faculty Performance Standards
For Reappointment, Tenure, Promotion, and Post-Tenure Review

The College of Business Faculty Standard acknowledges the inherent interdependence of business management education and scholarship among the different functional areas. While pedagogy, research techniques, and areas of faculty focus may vary, our AACSB accreditation standards apply uniformly across disciplines, departments, and locations. Likewise, these College of Business standards are uniform across departments to encourage interaction and collaboration within the college and to support diverse student learning, scholarship, and professional and community engagement while maintaining AACSB accreditation.

College of Business faculty members create value and opportunity for our students by focusing on quality in undergraduate education. We accomplish this through emphasis on excellence in teaching, which is strengthened by faculty research and supported by professional service. To this end, both the University and CB recognize the accomplishments of tenured and tenure-track faculty members in the areas of teaching, scholarship and service. Faculty work is framed by missions of the university and of the College, and AACSB accreditation standards.

Additionally, Section 24.5 of the CWU/UFC 2021-2023 CBA states, “The Professional Record will be the basis for evaluation at all levels of review. It is the responsibility of the individual faculty member to make sure that the Professional Record is complete by the deadline for submission to the department. Files will be locked two weeks following the date for submission to the department. The faculty member is expected to notify the chair and department personnel committee of any changes to the file after it is submitted but before it is locked. The Professional Record will contain a current CV, workload plans, performance evaluations, teaching evaluations, evaluation letters from prior evaluation periods, and any additional materials required by departments and colleges. Other material reflective of a faculty member’s teaching, scholarship/creative activity, or service may be included at the faculty member’s discretion.”

The professional record is submitted to the department chair in compliance with Section 24.7.2 of the CWU/UFC CBA, which states that, “Candidates for any one of these processes must submit an updated, complete Professional Record, to the department chair, according to the dates specified by the Academic Calendar. Updated information on the change in status of any listed item or activity may be forwarded to the chair for inclusion in the file. When preparing the file, faculty are expected to consult the University documentation guidelines, which the Provost will continue to make available on the Provost’s website.”

The College of Business criteria for faculty performance are presented in the following sections of this document. These standards align with the University Faculty Criteria Guidelines and

CBA Articles 10.2, 17.3 and 24.1. Since the College is relatively small in terms of the number of faculty, students, and departments, its disciplines are related and connected, and its professional accreditor's focus is the college not the department, the College has one set of performance criteria that apply to all of its departments.

I. GENERAL PERFORMANCE CRITERIA FOR EACH LEVEL OF REVIEW

A. Reappointment

Performance toward tenure and promotion is reviewed through the reappointment process, as defined in the CBA Article 24. Probationary faculty are reappointed when they demonstrate a pattern of development in the areas of teaching, scholarship and creative activity, and service that indicates they are making clear progress toward tenure. For the reappointment evaluation cycle, see CBA 24.3.1.

B. Tenure and/or Promotion in Rank

Tenure is the right to continuous appointment at the University with an assignment to a specific department in accordance with the provisions of CBA Article 9.2. The tenure decision is based upon faculty performance and the potential for future contributions to the university. A positive tenure review requires a pattern of productivity that promises sustained contributions in all three areas of faculty performance throughout a career and is based on the benefits to the university of entering into the commitment to tenure. For an Assistant Professor, tenure is awarded with promotion to Associate Professor.

Promotion to the rank of Associate Professor recognizes an established record of effective teaching; a demonstrated ability to lead independent, peer-reviewed scholarship to dissemination outside the university; and a substantial service record that includes membership on university and college committees, as well as departmental service (committees, task forces, etc.).

Promotion to the rank of Professor recognizes excellent teaching that commands the respect of the faculty and students; an accumulated record of excellent peer-reviewed scholarship since the previous promotion; and sustained contributions to departmental, university and professional life, with increasing service, particularly in leadership roles, to the institution, professional organizations and the community.

Early Tenure and Promotion: Section 24.4.3 of the CWU/UFC CBA states, "A faculty member may, when circumstances make it justifiable, be considered eligible for tenure prior to the expiration of a six (6) year probationary period with the University under the following situations:

- (a) Faculty members appointed to the academic rank of assistant professor or higher may serve a probationary period of at least four (4) years if, at the time of appointment, they

have completed at least two (2) years of appropriate professional activities as recommended by the Dean and approved by the Provost. Any period of prior service must be specified in the initial appointment letter. The tenure decision will be based on performance at Central Washington University during the probationary period.

(b) Faculty who demonstrate exceptional achievements in all three elements of professional responsibility (teaching, scholarship/creative activities and service) may be considered for tenure and promotion as early as the fourth (4th) year of a six (6) year probationary period, or the third (3rd) year of a four (4) year probationary period, if supported by the department chair and department personnel committee in consultation with the Dean. Faculty may only pursue early tenure and promotion once. In the event that a faculty member is not granted early tenure and promotion, the faculty member will be considered for tenure and promotion again at the conclusion of the probationary period. Refusal to consider or award early promotion and tenure may not be appealed through the grievance procedure or any other review procedures established in this Agreement.”

As a faculty member’s performance is expected to be *exceptional* in all three areas of professional responsibility, early tenure and/or promotion will be a rare event. Specific application of the term exceptional in consideration of early tenure and/or promotion is the following:

Teaching: To receive early tenure and/or promotion, a candidate must have meritorious teaching evaluations in four out of five categories (described below) on the teaching rubric for the two years prior to submitting for early tenure and promotion.

Research: To receive early tenure and/or promotion, a candidate must have a minimum of six Category A intellectual contributions with at least two coming from journals designated as B from the Australian Dean’s List of journals OR four Category A contributions with at least one coming from a journal designated as A* or A from the Australian Dean’s List of journals.

Service: To receive early tenure and/or promotion, a candidate must have a substantial service record that includes membership on university and college committees, as well as department service (committees, task forces, etc.) AND professional service.

C. Post-tenure review:

Post-tenure review assures continued performance that is consistent with expectations of rank for assigned areas of faculty work and in line with the university mission and accreditation standards. Performance in the three areas of faculty work is typically expected during any five-year post-tenure review cycle.

Article 18.4 of the CBA allows for merit salary increases for Full Professors associated with their post-tenure review. Faculty must provide qualitative and quantitative evidence of excellence in the areas defined in Articles 18.4.1 and 18.4.2 that clearly exceed the usual standards expected of Full Professors. It is expected that this level of excellent performance only be achieved by 15-20% of all CB Full Professors over a 5-year period.

Subject to the current CBA, Full Professors who are judged to be excellent in teaching *OR* scholarship/creative work will receive an increase in base salary; Full Professors judged to be excellent in teaching *AND* either scholarship/creative work or service responsibilities will receive a greater increase in base salary.

Article 18.5 also allows for merit salary increases for Department Chairs associated with their post-tenure review.

PA Faculty (Post Tenure Review)

- Maintain PA status through significant professional engagement activity, earning 6 points over the past 5 academic years (see Appendix A).
- Teaching: PA faculty must achieve at least “Meets Expectations” on 4 rubric criteria.
- Service:
 - PA faculty are expected to serve the university, college, department, and profession.
 - External service must be directly related to the faculty member’s academic discipline.
 - To be rated “satisfactory,” PA faculty must show leadership in at least one of four service categories and a service record proportional to their workload.
 - To be rated “excellent” (and eligible for merit), faculty must demonstrate substantial leadership (e. g., chairing committees or receiving major service awards), and a strong record of professional service.

D. NTT Faculty (Annual Evaluation)

- Teaching: NTT faculty must achieve at least “Meets Expectations” on 4 rubric criteria and maintain currency in the field of business and their discipline for purposes of teaching.

E. Promotion to Senior Lecturer

- A minimum of five (5) years’ faculty experience at the University, completion of at least one hundred thirteen (113) workload units.

- All the five rubric criteria of College of Business Rubric for Teaching Effectiveness are rated Meets Expectations or higher and at least three out of the five rubric criteria are rated Meritorious for past 5 years within which a faculty candidate completes at least one hundred thirteen (113) workload units.
- Lecturers who will meet the experience requirements at the conclusion of a quarter may apply for Senior Lecturer status according to the quarterly timelines established in the Academic Calendar. If granted, Senior Lecturer status shall take effect in the following quarter.

F. Senior Lecturer with Merit

Article 10.3 of the CBA allows for merit salary increases for Senior Lecturers. Faculty must provide qualitative and quantitative evidence of excellence in Teaching. All the five rubric criteria of College of Business Rubric for Teaching Effectiveness are rated Meets Expectations or higher and at least four out of the five rubric criteria are rated Meritorious for past 5 years within which a faculty candidate completes at least one hundred thirteen (113) workload units while in Senior status.

G. Formal Process for Administration

- It is intended for all administrators (e.g., Deans, Associate Deans) to maintain SA qualification status.
- While in administrative positions, associate deans could be eligible to be classified as PA upon approval of the dean.
- Once these administrators return to the teaching faculty, they are granted a grace period of one academic year for each year of administrative service, up to a maximum of three years during which time the faculty will be qualified as scholarly academic. Three months prior to the end of this grace period, they can apply for PA status (only if a full professor) if they are less likely to meet the SA standards. This policy does not apply to department chairs.

H. Formal process for a faculty member requesting status change from SA to PA

- Only full professors can apply for PA status.
- The faculty must initiate the PA application process at the beginning of the new PTR review cycle. Any off-cycle requests are at Dean's discretion.
- The faculty must provide a detailed plan for professional engagement activities (focuses, what activities to engage in, target measures, contribution to the mission of CB, relevance to industry) and the plan will be used for performance evaluation in PTR.

- The Dean will review and evaluate the request, consulting with the chair, DPC, and/or CPC before making the final decision on the status change within 3 months during an academic year of the formal request for change of status.
- The dean may decline the application based on AACSB ratio requirement and/or deficiency of the professional engagement plan of the last PTR review. The PA status will not automatically continue for the next PTR review cycle. A reapplication will be needed for every new PTR cycle. If reapplication is not submitted, the default will be SA status.

I. Participating Faculty Definition

CB has defined at least four out of six areas of responsibility outside of teaching:

- Serving on committees.
- Participating in governance issues.
- Serving as academic mentors or tutors.
- Advising student organizations/clubs or working with business community boards.
- Participating in curriculum development and/or learning assessment.
- Engaging in other significant intellectual or operational activities.

(This criterion is for purposes of AACSB)

Appendix A: Professional Engagement Activities:

	Activity	Tier 1 – 2 points for each activity	Tier 2 – 1 point for each activity
1	Academic/Professional Association	Significant role and participation	Participation
2	Conference/Seminar/Workshop in field (Academic, Professional, or Practitioner)	Developing or presenting a practitioner-related workshop	Attendance
3	Administrative Academic Service for one year	Significant	N/A
4	Adoption of new practice or operational approach	N/A	As result of faculty scholarship
5	Tool/method developed for companies	Any	N/A
6	Advisory Board or Board of Directors (including for-profit, non-profit & government organizations) (for one year)	Relevant, active service as chair	Relevant, active service as member
7	Case Study	Based on research that has led to solutions to business problems or teaching case related to faculty member's teaching field	N/A
8	Consulting	Material in terms of time and substance with written report	Any
9	Contact with Business or other Organizational Leaders (for one year)	Organize and coordinate other significant activities that place faculty and/or students in direct contact (e.g., client-based service projects)	Participation
10	Editorial Board or Committee with an academic journal or other business publication for one year	Relevant active editor (per year)	Participation
11	Employment as professional (in discipline) for one year	Full-time	Sustained and supporting qualified status
12	Executive Education Program	Major contributor in the development and presentation	Participation in the development and presentation
13	Expert	Serve as expert on policy formulation, witness at legislative hearings, member of special interest groups/roundtables, etc.	N/A
14	Internship/Externship	Material in terms of time and substance	Any
15	Fellowship/visiting professorship	N/A	Short-term
16	Graduate Study Advising (PhD research, etc) for one year	N/A	External
17	Lecture/Talk/Presentation (in discipline)	Plenary/keynote speaker at a conference, symposium, workshop, and/or at a university or company.	At a trade or professional (non-academic) meeting

Professional Engagement Activities:			
	Activity	Tier 1 – 2 points for each activity	Tier 2 – 1 point for each activity
18	Media contribution for one year	Substantial in nature (e.g. author/editor of a newspaper column or practitioner newsletter)	N/A
19	Operation of a business, non-profit, or governmental agency (in discipline) for one year	Significant involvement	N/A
20	Patent	Granted from the United States Patent & Trademark Office or from a country that is a signatory to the Agreement on Trade-Related Aspects of Intellectual Property Rights	N/A
21	Practice-oriented Intellectual Contribution	Category A intellectual contribution	Category B intellectual contribution
22	Continuing Professional Education (in discipline)	Documented Professional Certifications	Annual documented activity required to work towards or maintain professional certifications
23	Professional Event	N/A	Participation that focuses on the practice of business, management, and related issues
24	Report	Prepared for government agencies or other organizations	N/A
25	Research or Development Grant for external agencies	Principal Investigator or Co-PI	N/A
26	Reviewer	N/A	New or revised edition textbook (documented) or journal or fully written paper presentation/proceeding for academic conference (blind peer-reviewed).
27	Volunteer Service to non-profit or governmental agency for one year	Significant and providing expertise in the area of teaching	Any
28	Other	The burden of proof is on the faculty member to support the basis for the professional engagement experience.	The burden of proof is on the faculty member to support the basis for the professional engagement experience.

II. Specific Performance Criteria and Guidelines for documentation

TEACHING EVALUATION STANDARDS

The College of Business (CB) mission speaks of creating value and opportunity. Qualified faculty play a fundamentally important role in this mission. Focusing primarily on undergraduate education, degree programs are offered with the highest emphasis on excellence in teaching, strengthened by faculty research and supported by professional service. Teaching is a priority in a learning environment where students and faculty work actively together, and where faculty promote an understanding of theory and its practical application.

The College of Business uses the following dimensions to evaluate teaching effectiveness:

- (1) Content Expertise
- (2) Instructional Design Skills
- (3) Instructional Delivery Skills
- (4) Instructional Assessment Skills
- (5) Course Management Skills

Each dimension is described in the attached rubric, which includes a behaviorally-based rating system to evaluate teaching effectiveness for each dimension.

Rating Sources

As described in the University Faculty Criteria, an important part of the evaluation process is to draw from multiple rater sources. The College of Business will do so in the following manner:

Student ratings (SEOIs):

- Student input will be drawn from relevant questions taken from a faculty member's Student Evaluations of Instruction (SEOI). Student perceptions of Instructional Delivery Skills will be of the greatest relevance, but other responses may be considered. These ratings will inform the reviews made by peers, supervisors, and self-evaluations.

Peers (College Personnel Committees and Department Personnel Committees):

- CPCs and DPCs will review a faculty member's professional record, complete the College of Business's rubric for teaching effectiveness, and write their review.

Supervisors (Dean / Department Chairs):

- Department Chairs, DPCs, CPCs and the CB Dean will review a faculty member's professional record, complete the College of Business's rubric for teaching effectiveness, and write their review.

Self-Evaluation

- All faculty members are required to submit the following information for evaluations of teaching that are required by the Collective Bargaining Agreement:
 - (1) A complete Professional Service Record (*includes SEOI, sample syllabi, etc.*),
 - (2) A statement of the faculty member's teaching philosophy,
 - (3) A self-evaluation that describes how you address each of the teaching dimensions in the CB rubric. Self-evaluations should be supported with documentation and/or data.
 - (4) A description of the student assessment process for each course with representative examples of assessment materials,

Classroom Observations

- Chair and DPC peer observations in the classroom are required for probationary tenure-track faculty during the second (2nd), fourth (4th), and sixth (6th) years of their probationary period. Chair and DPC peer observations are also required for promotion to associate and full professor and for post-tenure review. It is the responsibility of the Chair and DPC to arrange and complete the peer observations. Chair and DPC review letters should reflect information from peer observations.
- Faculty members being reviewed must allow reasonable access to their class by department chairs, DPCs, CPCs, and the CB Dean when a peer observation is requested as part of their evaluation. This may include allowing access for department chairs, DPC members, CPC members, and the CB Dean as observers in online classes. In all cases, department chairs, DPCs, CPCs, and the CB Dean should make these peer observations in consultation with the faculty member being reviewed.
- Faculty may also invite peers to perform class visitations and to submit written reviews of their observations, which will be included in their professional record.

Addressing Bias in SEOI Evaluations

- All levels of review—departmental, college, and administrative—should recognize and account for systemic biases that may affect SEOI outcomes in reappointment, tenure, promotion, and post-tenure reviews.
- Biases may include racism, gender bias, ageism, ableism, nationalism, ethnic biases, and discrimination based on political, religious, or social views, among others. Research indicates that such biases can negatively impact SEOI scores.
- Reviewers should also consider response rates, as SEOIs are more effective for formative assessments rather than summative judgments.
- Evaluations should be analyzed for patterns that suggest significant biases affecting qualitative and quantitative feedback.

Teaching Standards

Many factors will be considered in the evaluation process, but the rubric will identify a minimum standard of teaching that needs to be reached for the various RTP and PTR decisions.

	Effective	Excellent
Promotion to Associate		At least 4 rubric criteria are rated Meets Expectations or higher AND at least 1 is rated Meritorious
Promotion to Full		All 5 rubric criteria are rated Meets Expectations or higher AND at least 2 are rated Meritorious.
Post Tenure Review	At least 4 rubric criteria are rated Meets Expectations or higher	
Post Tenure Review (Recommend for Merit)		At least 4 of 5 rubric criteria are rated Meritorious
Senior Lecturer Review (Recommend for Merit)		All 5 rubric criteria are rated Meets Expectations or higher and At least 4 of 5 rubric criteria are rated Meritorious

This standard should inform the review process for each group that completes the rubric (DPC, CPC, Chairs, Dean). The DPC, CPC, and Chairs will base their reviews off of their own rating of the rubric, while the Dean will take all of the rubrics into consideration. In each case, meeting these standards of teaching qualifies a faculty member for consideration of RTP/PTR/Merit decisions, but is not sufficient by itself to guarantee a successful outcome. A broader range of factors must also be taken into consideration, as described above.

College of Business Rubric for Teaching Effectiveness

	Needs Improvement	Meets Expectations	Meritorious	Additional Comments:
(1) Content Expertise: Currency in the field; accuracy and appropriate level of Information presented	<i>Fails to present appropriate content, as agreed upon by department</i>	<i>Presents appropriate content, as agreed upon by department, but does not seek to enhance course content in any way</i>	<i>Presents appropriate content and enhances core content to add depth, clarity, or relevancy to students</i>	
(2) Instructional Design Skills: The designing/sequencing of information and activities to promote learning/achievement.	<i>Fails to organize course in a logical manner and provides little to no activities or assignments to enhance learning</i>	<i>Organizes and designs course information in a logical manner but does not integrate activities or assignments to promote learning</i>	<i>Organizes and designs course content both logically and with additional activities and assignments to enhance student learning</i>	
(3) Instructional Delivery Skills: The ability to motivate, generate enthusiasm, and communicate effectively, contributing to an environment conducive to learning.	<i>Does not clearly explain concepts to students</i>	<i>Explains content clearly but does not use multiple methods to promote learning</i>	<i>Explains content and using multiple methods to engage students in learning</i>	
(4) Instructional Assessment Skills: The development of tools, procedures, and strategies for assessing student learning and then providing meaningful feedback during the course.	<i>Course assessments are either missing or inadequate for assessing course content and little to no performance feedback is provided through the quarter</i>	<i>Course assessments are appropriate and correspond to course content and performance feedback is provided through the quarter</i>	<i>Course assessments are appropriate for assessing course content and are designed to measure multiple facets of student knowledge. Performance feedback is provided through the quarter</i>	
(5) Course Management Skills: Learning support materials and the proper physical environment	<i>Does not manage or communicate grading, syllabus, feedback, and other coursework</i>	<i>Makes sure that course expectations and support materials are clearly communicated but not necessarily in a timely manner</i>	<i>Makes sure that course expectations and support materials are clearly communicated and managed proactively and student concerns are addressed promptly</i>	

SCHOLARSHIP EVALUATION STANDARDS

Introduction

In the College of Business, excellence in teaching is strengthened by the critical role of faculty research. Academic currency and relevancy is a necessary component of the faculty role and relates to AACSB accreditation, professional recognition and expertise and authority in the classroom. The following standards apply to faculty teaching both graduate and undergraduate courses.

Research standard for tenure and promotion

In order to be considered for promotion to the associate professor level with tenure, faculty must:

1. Be designated a scholarly academic
2. During the faculty member's probationary period, make the following CWU affiliated intellectual contributions: (a) at least four from Category A and two from Category B, or (b) at least five from Category A.*

In order to be considered for promotion to the full professor level, faculty must:

1. Be designated a scholarly academic associate professor.
2. Since submission of the file for promotion to associate professor, make the following CWU affiliated intellectual contributions: (a) at least four from Category A and two from Category B, or (b) five from Category A.*

Standard for continued currency in field for post-tenure review

Acceptable/Adequate for SA classified faculty: Be academically qualified. To be designated a scholarly academic, faculty members must make intellectual contributions with 2 coming from Category A and the other 2 from Category B, or 3 from Category A, over the most recent five academic years.

Acceptable/Adequate for PA classified faculty: Be professionally qualified. To be designated a practice academic, faculty must demonstrate significant and sustained professional engagement activities resulting in the accumulation of 6 professional engagement activity points over the most recent 5 academic years. (See faculty classification guidelines for more details.)

Post-tenure with Merit

Over the most recent five academic years, make the following CWU affiliated intellectual contributions: (a) at least four from Category A and two from Category B, or (b) at least five from Category A. For merit consideration, at least one article published from A or A* journal on the Australian Dean's List (or similar list) or one article solo authored from tier B on the ADL (or similar list).

A faculty member who does not meet the above requirements for "excellence" may request consideration for this level of merit. The faculty member will provide a narrative describing the basis for providing an exception, and each level of review (DPC, Chair, CPC, Dean, and Provost) will provide a recommendation regarding granting the exception. Potential rationales include, but are not limited to: (1) publication in one or more prestigious journals, (2) one or more articles exceptionally well disseminated, as indicated by download/access data or secondary distribution (for example, via listservs, newsletters, or citations in well-read periodicals), (3) solo or lead author scholarly contributions (4) impact factors showing citations of the intellectual contribution, and/or (5) a national research award from a quality academic or professional journal.

*Meeting the minimum number of intellectual contributions is not a guarantee of promotion or tenure. Likewise, the Dean, upon recommendation of the department chair, departmental personnel committee, college personnel committee, and/or his or her own judgment, may waive the minimum number of Category A publications in situations where the faculty member's contributions are of notable quality.

Category A

Refereed journal articles (peer and nationally recognized editor-reviewed academic, professional and pedagogical journals)
Research monographs
Scholarly books
Textbooks

Category B

Refereed proceedings from national, international or regional scholarly meetings (full papers)
Refereed papers presented at academic or professional meetings
Category A submission until accepted or no longer under review
Chapters in textbooks or book of readings
Publicly available research working papers
Papers presented at faculty research seminars at other universities or other academic settings outside CWU
Publications in trade, in-house and other editor-reviewed journals
Book reviews published in a journal
Written cases with instructional materials published by a publishing house or proceedings
Instructional software that is published by a publishing house
Conference presentations
Course materials (study guides, test banks, etc.) that are published by a publishing house

Policy on Predatory Publications for AACSB Faculty Qualifications

- a) Publications in predatory (blacklisted) journals will not be recognized for AACSB faculty qualification status, annual evaluations, tenure, or promotion.
- b) Key indicators of predatory practices include unsolicited solicitations, excessive publication volume, unclear or high fees, lack of rigorous peer review, and poor editorial or institutional credibility. Faculty are encouraged to publish in reputable venues that uphold scholarly integrity.
- c) Faculty members are encouraged to carefully assess publication venues to ensure alignment with

scholarly integrity and academic standards.

SERVICE PERFORMANCE STANDARDS

Faculty service contributes academic and professional expertise and effort to the university community, to professional communities of scholars and to the citizenry. University, professional and public service activities are outlined in Section 15.3.2 of the CWU Collective Bargaining Agreement. Guidelines for determining service workload units are described in Appendix A of the Collective Bargaining Agreement.

CB faculty of all ranks are expected to engage in some form of service to the university, college, department and profession. The CB encourages its faculty to be actively engaged citizens. To be included in a faculty member's professional portfolio, however, service activities outside of academia must be directly related to a faculty member's discipline and/or academic expertise. In such cases, these activities will be considered in the professional service category.

Service Standards

1. To be promoted to Associate Professor and awarded tenure, a candidate must have a substantial service record that includes membership on college committees, as well as university and departmental committees (or activities). Professional service is strongly encouraged, though weighted less heavily than the other service categories.
2. To be considered for promotion to Full Professor, a candidate must have an overall sustained and strong service record. This service record should demonstrate participation in university, college, or department committees (or activities), and leadership in at least two of these committees (or activities). Furthermore, the service record should include at least some service at the university, college, and department, as well as professional levels.
3. At post-tenure review, faculty must demonstrate leadership in at least one of the four service categories to be judged satisfactory. Faculty members with a PA designation should show their service record is commensurate with their service workload.
4. At post-tenure review, to achieve a ranking of service "excellence" and be eligible for merit, a faculty member must continue to demonstrate a record of leadership of university, college or department committees (or activities), including substantial leadership in at least one of these committees (or activities) or a university or national service award, as well as a substantial record of professional service.

In all service areas, both the quantity and quality of service are considered. The faculty under review is responsible for providing documentation of both.

The following examples illustrate some of the activities that would fall into each of the four service categories. This list is not meant to be an exhaustive list of all activities that could qualify for service in a given category.

1. Service to University:

Membership or Chairman on any of these University Committees:

Academic Advising Advisory Council
Academic Department Chairs Organization (ADCO)
Academic Technology Advisory Council (ATAC)
Art Selection and Permanent Collection Committee
Asian Pacific Studies
Athletic Compliance Committee
Budget and Finance Committee
Center for Teaching and Learning
Enterprise Information Systems Committee
Equal Opportunity Committee
Ethics Advisory Committee
Faculty Development and Research Council
Faculty Disputes and Allegations Committee
Faculty Legislative Representative
Faculty Senate
Faculty Senate Academic Affairs Committee
Faculty Senate Bylaws and Academic Code Committee
Faculty Senate Curriculum Committee
Faculty Senate Dispute and Allegations Committee
Faculty Senate Evaluation and Assessment Committee
Faculty Senate General Education Committee
Faculty Senate - Senator - alternate
Human Subjects Review Council and Schedule
International Studies and Programs Advisory Council
Investment Council
Latino and Latin American Studies

Library Advisory Council
Museum Advisory Council
Naming Committee
Retention Task Force
Retirement and Insurance Council
Service and Activity Fee Committee
University Policy Advisory Committee
Other university task forces, search committees or ad hoc committees.
Program development
Curriculum Development at the University Level
Student Recruitment (e.g., majors fairs, community college events, conference events, etc.)

2. Service to College

Membership or Chairman on any of these committees:

College Personnel Committee
Curricula & Assurance of Learning Committee
Faculty Committee
Scholarship Committee
Student Committee
Curriculum Development at the College Level
Other college task forces, search committees, ad hoc committees

Director or Associate Director of:

Institute for Innovation and Entrepreneurship
Northwest Center for Organizational Research
Northwest Center for Sport Business
Supply Chain Management Institute

3. Service to Department

Membership, Chairperson or Substantial Participation on any of these Committees or Activities:
Department Personnel Committee

Other Department Task Forces, Selection Committees, or ad hoc committees
Faculty Advisor to Business Student Club
Faculty recruitment
Instructor for independent studies, directed studies, and internships
Significant department fund raising
Writer or coordinator for accreditation documents, goals and objectives, and assessment procedures
Proposal writer for grants, degree programs, majors, and curricula
Program director for management, executive development, and/or professional programs
Curriculum Development at the Department Level

4. Professional Service:

Academic Organization Leadership, Committee Chair or Committee Member
Faculty Advisor to Non-Business Student Club
Academic Conference Discussant
Academic Conference Panelist
Consulting (unpaid)
Board/Advisory Council member of business organization
Editorial Board Member
Journal Editorship
Textbook reviewer
Civic or practitioner group presentations
Membership/Leadership on government committees or task forces
External reviewer for promotion and tenure decisions at other colleges and universities
Leadership in national, state, and regional professional organizations
Presentations to business and professional groups
Offices Held in Professional Associations-National, Regional, State and Local.

Definitions of Leadership and Substantial Leadership:

Documentation of Leadership and Substantial Leadership roles is the responsibility of the faculty member under review. The following examples may be used as a guide for seeking such leadership roles, but are not an exhaustive list of leadership opportunities. Further, serving in one of the example roles does not guarantee a faculty member an evaluation of excellence. The burden is on the faculty member in the review process to make his/her case for Leadership and Substantial Leadership.

Leadership: Chair of any Department/College/University Committee, Subcommittee, or task force; record of significant and sustained contribution to any of the above as a member; Editorial Board Membership; Board membership in Professional Associations; Associate Director of SCMI, NWCSB, NWCOR and I4IE; Program Committee Member of a National/International Conference/Seminar.

Substantial Leadership: Chair of College and/or University Committees and task forces; Director of CB Institutes; President/VP of a National/International Association; Chair of Faculty Senate; Track Chair of an International Conference; Editor-in-Chief or Associate Editor of a Journal; or a sustained, documented record of service contributions not tied to a position/role.