

CBA Post-Tenure Review Template Handout

Please place all available information in appropriate folder. If you cannot determine proper location, please contact your chair for advice. The performance summaries should tabulate information found in individual annual reports and highlight important achievements. Some insight can be obtained from the TAMUK Checklist for Promotion/Tenure Portfolio found at https://www.tamuk.edu/academicaffairs/_files_AA/Promotion-Tenure/Check-ListforPromotionandTenurePortfolio3_17.pdf. The following are an expansion of these attempting to provide detail and direct you to which items should be included and where they should be included in your dossier. Given that the post-tenure review covers a five-year period, please include dates to clarify the reader's understanding of your performance across the period.

Specifics regarding Body of Dossier

In the page titled "Faculty Information"

- Please add the following sections following "Name:"
- Credentials (i.e., degrees and professional certifications)
- Current CV
 - Please follow the format provided in the university guidelines to the extent possible, which is found in the Promotion & Tenure checklist found at https://www.tamuk.edu/academicaffairs/_files_AA/Promotion-Tenure/Check-ListforPromotionandTenurePortfolio3_17.pdf.
- In the "Type of Review" type "Post-Tenure Review."

In the Annual Evaluations (Narratives, Summary of Ratings, and Proposed Activity Pages)

- Include the entire annual evaluation supplied by the chair
- The summary is actually the front page of the annual evaluation supplied by the chair
- Include the analysis of 1.) Teaching, 2.) Scholarly and External Grant Activities, 3.) Professional Growth, and 4.) Non-Teaching Activities Supportive of University Programs.
- Include the your response to the Evaluation Narrative
- Include the Proposed Weights of the four performance categories, as well as the anticipated activities.

Within the Summary of Accomplishments for Review Period pages:

Before "Year 5" create a section titled "Statement of XXXX Philosophy" and included it prior to the XXX Summary.

- For instance on the "Summary of Accomplishments for Review Period: Teaching Performance, would find "Statement of Teaching Philosophy"
- Within each XXXX Summary, if certain activities exist in more than one year, it is acceptable to see "See Year Y (the most recent year in which you engaged in the given activity). Within the discussion of activity in that year, mention the years of when that activity was performed.

Specifics regarding Appendixes

Faculty being reviewed have a choice between a documentation of performance by activity or by year. Documentation by type of activity, referred to here as Option 1, follows the format used for tenure and promotion dossiers. Details of that method are presented first below. Alternatively, documentation by year, referred to here as Option 2, consist of the creation of a page titled “Annual Performance Reports” Within this page, create sections in chronological order, titled “Annual Report: 20xx-20yy” for each year. Then place the individual annual reports for each year within the section created. In normal circumstances, there will be five years of annual reports presented.

OPTION 1. Report by Activity

Appendix: Teaching Performance

List of Courses Taught

- Include the semester and number of students (if available)

Course Syllabi:

- Include most recent course syllabus for all courses taught

Student Rating of Instruction:

- Include student comments (focus on the constructive comments/feedback and elaborate on what did you do/implement to address those comments or suggestions)

Additional Information: Please address “Preparation for Teaching” and “Assurance of Learning”

Please review the Faculty Member’s Annual Evaluation form, which was sent to you prior to the last annual evaluation or is available from your chair. The three components of teaching performance assessed and the percentage of the total teaching component score are: I. Student Rating of Instruction (35%), II. Preparation for Teaching (40%), and III. Assurance of Learning (25%). The annual Evaluation Form provides insight regarding the information sought regarding preparation categories and assessment methods.

Appendix: Research and Scholarly Activities

Refereed Publications/Refereed Juried Activities/Proceedings

- Include a listing of the items, in reverse chronological order, along with information on journal impact, acceptance rates, and inclusion on the Academic Business Deans Council (ABDC) listing. If the article has not yet been published, include the acceptance letter.

- Include a copy of the article in print, an electronic copy of the “EarlyCite” version of the article, or accepted manuscript, with preference given to the final document.
- Note: It is unlikely that there will be any Juried item within your packet.
- Include documentation of the review process for refereed proceedings.

Nonrefereed Publications/Refereed Juried Activities/Proceedings

- Include a listing of the items, in reverse chronological order, along with information on journal impact and acceptance rates. If the article has not yet been published, include the acceptance letter.
- Include a copy of the article in print, an electronic copy of the “EarlyCite” version of the article, or accepted manuscript, with preference given to the final document.
- Note: It is unlikely that there will be any Juried item within your packet.
- Include information on how your manuscript was chosen for inclusion.

Honors/Awards for Scholarly or Creative Activities

- It is unlikely that creative activities will be listed.

Grant Activity

- Include grant, funding organization, submission date, and decision (if available)
- Include financial level of funding, including support of students, purchase of equipment, and the like, if funded.

Additional Information

- Include other scholarly activities, such as textbook activity, case study, book review.
- Include working papers under review, including initial review (if relevant)
- Include other grant-related activity such as a.) grant submission and b.) ongoing reporting of grant activity for funded grants.
- Include Google citation counts, overall and for the period, if it is available.
- Include dates of submission, acceptance, and publication, as needed to clarify activities.

Appendix: Professional Growth and Activities

Membership in Professional Organization

- Include information regarding the regional, national, or international demographic of organization
- Include information regarding attendance at meetings of organization

Honors/Awards Related to Professional Service

- Include the period that the award covers

Service to Professional Organization

- Include roles on the Board of Directors/Leadership team of professional organization
- Include positions on editorial board of organization's journal, including editor, associate editor and reviewer (when relevant), including a listing of manuscripts reviewed, review, and acceptance/rejection decision.

Attendance/Participation at Professional Meetings

- Include the conference, title of position, title of session, and manuscripts reviewed (as relevant)
- Include meeting activities such as: Track chair, program committee membership, session chair, and discussant roles
- Include any documentation of discussant activities

Continuing Professional Development Activities

- Include other professional development activities such as a.) Courses and b.) Workshops/conferences in subject area related to field of specialization or teaching
- Include short courses sponsored by professional organization
- Include information on duration, topic, and organizer of the development activity

Additional Information

- Include other activities such as a.) serving as a major consultant (please identify role, duties and share any deliverables), b.) serving on an accreditation team
- Include professional consultancies and lectures, which could be to a public interest group

Appendix: Service

Documentation of Committee Service

- Include Department, College, University, and Texas A&M University-System Committees
- Include roles as Faculty Senator or being on Faculty Senate committees
- Include whether you were a committee member, committee secretary, committee chairperson
- Include committee charge/duties and meeting frequency
- Include participation on a dissertation committee or a thesis committee

Honors/Awards Related to Service

- Include both university and community awards

Additional Information

- Include attendance at graduation ceremonies and similar events (i.e., MBA Hooding)
- Include role as marshal or similar position at graduation events
- Include off-campus student recruiting, which requires physical presence off-campus
- Include on-campus student recruiting, including virtual recruiting events at off-campus sites
- Include other recruiting activities, such as recruiting materials and development of new courses and programs.

- Include being faculty advisory to a TAMUK-affiliated student organization
- Include academic advising that is above and beyond the normal scope of duties as a university professor may be reported.
- Include participation in community activities that are tied to the mission of the College of Business or one's profession.

OPTION 2. Annual Performance Reports

Documentation by year, referred to here as Option 2, consists of the creation of a page titled "Annual Performance Reports" Within this page, create sections in chronological order, titled "Annual Report: 20xx-20yy" for each year. Then place the individual annual reports for each year within the section created. In normal circumstances, there will be five years of annual reports presented. In Option 2 there is no reason to divvy up information by activity. Please delete the other appendixes that are not used as a consequence of selecting Option 2, using directions supplied by the Provost.

Specifics regarding Goals and Objectives Statement

Submission of annual performance reports includes the CBA Faculty Member's Proposed Activities section, which covers a single year. Since the Post-Tenure Review is done on a five-year basis, you are asked to look beyond a single year and considers what your goals and objectives might be over the longer period of time. Goals are more general discussions of professional aims and commitments, a general outline of what you would like to achieve. Objectives identify strategies of steps by which you would like to achieve the goals. Objectives are measurable, specific, and have a completion date.