

## **Department of Finance**

### **Promotion and Tenure Guidelines**

---

#### **I. Overview**

This document describes expectations for all tenure-track faculty in the Department of Finance to supplement the Auburn University Faculty Handbook. This statement of principles does not imply a contract; rather, it describes the general standards that will guide the candidate and the department. This document covers the third year review of untenured faculty, promotion to Associate Professor, and promotion to Professor. Each of the major evaluation categories (research, teaching, outreach/service) is to be reviewed independently and satisfactory progress in all three categories is necessary for continued appointment, tenure, and/or promotion.

#### **II. Scholarly Quality and Impact**

The tenured faculty (or those holding the rank of Professor in the case of candidates for promotion to Professor) reserve the right to evaluate a candidate's research portfolio to determine if there are qualitative aspects that improve or diminish the quality of the evaluated portfolio relative to the expectations described in Sections V.A, VI.A, and VII.A. Examples that could potentially improve quality include journal quality, sole-authored articles, articles accepted to elite conferences, and articles receiving awards or other forms of formal recognition, as well as measures of high impact such as citations or citation-based indices (e.g., h-index), modifications of business practices, and audiences reached. Other scholarly contributions, such as books (non-textbooks), book chapters, research grants, and/or work with current and past Ph.D. students of the department could also strengthen a portfolio. Examples that could potentially diminish quality include, but are not limited to, notes, discussions, articles with many co-authors, articles outside the candidate's discipline, and non-research articles.

#### **III. Collegiality**

As stated in the Faculty Handbook, the criteria for tenure include collegiality. Collegiality is a professional, not personal, criterion relating to the performance of a faculty member's research, teaching, and outreach/service within the department. The requirement that a candidate demonstrate collegiality does not license tenured faculty to expect conformity to their views. Example of concerns relevant to collegiality include the following: Are the candidate's professional abilities and relationships with colleagues compatible with the department/college mission and corresponding long-term goals? Has the candidate exhibited an ability and willingness to engage in shared academic and administrative tasks that a department/college group must often perform and to participate with some measure of reason and knowledge in discussions germane to department/college policies and programs? Does the candidate maintain high standards of professional integrity?

## **IV. Scholarly Journals**

The Department of Finance Journal List is a separate document that contains specific classifications of journals. The list of departmentally approved journals will be evaluated periodically in recognition of the dynamic nature of journal quality. For a journal to be categorized as Elite, Preferred Category I, or Category I, it must be approved as such by a majority of the department's tenured faculty. Any journal not indicated on the list is not automatically considered to count towards fulfilling promotion requirements.

## **V. Third Year Review of Untenured Faculty**

### **A. Evaluation of Research**

Candidates for promotion to Associate Professor must be able to demonstrate an emerging national reputation in their discipline. Research published in Elite refereed finance journals is an essential performance dimension in faculty promotion decisions, and therefore in reappointment decisions. A negative third-year review may result in non-continuation for the candidate.

At the third year review, a candidate's research portfolio must demonstrate that they are making satisfactory progress toward the credible benchmark for promotion to Associate Professor and tenure. See Scholarly Quality and Impact for ways in which faculty will evaluate a research portfolio to determine if there are qualitative aspects that would improve or diminish the relative quality of the evaluated portfolio against this benchmark.

### **B. Evaluation of Teaching**

Teaching effectiveness must be documented with student evaluations, course syllabi, and grade distributions. Teaching documentation may also include evidence of pedagogical innovations, academic rigor of courses, measured improvements in subject mastery by students, teaching awards/recognitions, peer review, and contributions to course/curriculum development.

Evidence of success in teaching include, but are not limited to, positive teaching evaluation scores and comments, serving on dissertation committees, development of new pedagogical methods and materials that demonstrate a significant impact on learning, significant contributions to major curriculum changes and instructional programs, generation of significant grants to support the instructional mission, and authorship of widely adopted textbooks.

### **C. Evaluation of Outreach and Service**

Faculty members are expected to contribute to the service needs of Auburn University, the Harbert College of Business, or the Department of Finance, and their profession. Evidence of success in service include, but are not limited to, having a major editorial responsibility of an Elite or Category I journal; appointment to the editorial review board of an Elite or Category I journal; being an officer of an international, national, or regional professional association; being a program or track chair for a national or regional association meeting; being a chair or member of a department, college, or university committee; being a referee for academic/practitioner journals, books, funding agencies, etc.; appointment to a board of directors for a nonprofit organization based on professional expertise; being a session chair, reviewer, or discussant at an international, national, or regional association

meeting; and being a guest speaker at meetings of professional organizations, schools, or public service groups.

## **VI. Promotion to Associate Professor**

### **A. Evaluation of Research**

Candidates for promotion to Associate Professor must be able to demonstrate an emerging national reputation in their discipline. Research published in Elite refereed finance journals is an essential performance dimension in faculty promotion decisions.

A credible benchmark for demonstrating an emerging national reputation in a candidate's scholarly area is three Elite finance journal articles (see departmental list of journals) and evidence of an ongoing, high-quality finance research agenda. For faculty who had academic experience before joining our department, the research portfolio presented by the candidate should demonstrate evidence of research excellence at Auburn University. For faculty who were hired to conduct research in the area of real estate or insurance, an acceptable equivalent is two Elite real estate/insurance articles per one Elite finance article and ongoing, high-quality research in their respective area. See Scholarly Quality and Impact for ways in which faculty will evaluate a research portfolio to determine if there are qualitative aspects that would improve or diminish the relative quality of the evaluated portfolio against this benchmark.

### **B. Evaluation of Teaching**

Teaching effectiveness must be documented with student evaluations, course syllabi, and grade distributions. Teaching documentation may also include evidence of pedagogical innovations, academic rigor of courses, measured improvements in subject mastery by students, teaching awards/recognitions, peer review, and contributions to course/curriculum development.

Evidence of success in teaching include, but are not limited to, positive teaching evaluation scores and comments, serving on dissertation committees, development of new pedagogical methods and materials that demonstrate a significant impact on learning, significant contributions to major curriculum changes and instructional programs, generation of significant grants to support the instructional mission, and authorship of widely adopted textbooks.

### **C. Evaluation of Outreach and Service**

Faculty members are expected to contribute to the service needs of Auburn University, the Harbert College of Business, or the Department of Finance, and their profession. Evidence of success in service include, but are not limited to, having a major editorial responsibility of an Elite or Category I journal; appointment to the editorial review board of an Elite or Category I journal; being an officer of a national or regional professional association; being a program or track chair for an international, national, or regional association meeting; being a chair or member of a department, college, or university committee; being a referee for academic/practitioner journals, books, funding agencies, etc.; appointment to a board of directors for a nonprofit organization based on professional expertise; being a session chair, reviewer, or discussant at an international, national, or regional association meeting; and being a guest speaker at meetings of professional organizations, schools, or public service groups.

## **VII. Promotion to Professor**

### **A. Evaluation of Research**

Candidates for promotion to Full Professor should be able to demonstrate a national and/or international reputation. High quality and high impact research published in refereed journals is an essential performance dimension in faculty promotion decisions.

A credible benchmark for demonstrating a national and/or international reputation in a candidate's scholarly area is double the criteria for promotion to Associate Professor (see departmental list of journals) and evidence of an ongoing, high-quality finance research agenda. See Scholarly Quality and Impact for ways in which faculty will evaluate a research portfolio to determine if there are qualitative aspects that would improve or diminish the relative quality of the evaluated portfolio against this benchmark.

### **B. Evaluation of Teaching**

Teaching effectiveness must be documented with student evaluations, course syllabi, and grade distributions. Teaching documentation may also include evidence of pedagogical innovations, academic rigor of courses, measured improvements in subject mastery by students, teaching awards/recognitions, peer review, and contributions to course/curriculum development.

Evidence of success in teaching include, but are not limited to, positive teaching evaluation scores and comments, serving on dissertation committees, development of new pedagogical methods and materials that demonstrate a significant impact on learning, significant contributions to major curriculum changes and instructional programs, generation of significant grants to support the instructional mission, and authorship of widely adopted textbooks.

### **C. Evaluation of Outreach and Service**

Faculty members are expected to contribute to the service needs of Auburn University, the Harbert College of Business, the Department of Finance, and their profession. Evidence of success in service include, but are not limited to, having a major editorial responsibility of an Elite or Category I journal; appointment to the editorial review board of an Elite or Category I journal; being an officer of a national or regional professional association; being a program or track chair for an international, national, or regional association meeting; being a chair or member of a department, college, or university committee; being a referee for academic/practitioner journals, books, funding agencies, etc.; appointment to a board of directors for a nonprofit organization based on professional expertise; being a session chair, reviewer, or discussant at an international, national, or regional association meeting; and being a guest speaker at meetings of professional organizations, schools, or public service groups.