

Faculty Promotion in Business Schools: What Counts and What Should Count?

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The ultimate goal for college faculty is to achieve the rank of full professor. Accomplishing this is a matter of what counts. Factors related to teaching, research, and service are used as promotion criteria. Higher education administrators may exalt teaching and service; yet give more credence to research when determining pay, promotion, and tenure. This current research is born out of these ongoing discrepancies in what is purported and what is rewarded. Business faculty's opinions on promotion criteria, that is, what counts and should count were analyzed. The results indicate differences now and compared to the past.

INTRODUCTION

The hallmark of success in academe is faculty promotion. The rank of “full” professor is the highest status for faculty and it is gained through the promotion process. Achieving this rank is a matter of understanding what counts. A recent study found that while most faculty could pinpoint the expectations for tenure, fewer could identify the expectations for promotion to full professor. This lack of clarity (Gardner & Blackstone, 2013; Pyle, 2014) opens the door for promotion based on vague criteria rather than straightforward expectations (Fox & Colatrella, 2006). In the professorial track, assistant professors must meet particular criteria to be promoted to associate professor and associates to be promoted to full professor. Administrative staff such as provosts, college deans and department chairs along with college and external faculty, and unions play the most important roles in the process of setting promotion criteria, reviewing portfolios, and making promotion recommendations and decisions.

In most cases promotion criteria require faculty to demonstrate teaching effectiveness, research productivity, and service to the institution and professional, business, and local communities. Faculty who are up for promotion constantly seek to find clues on which of the three aspects of their role are valued the most by their colleagues and institution. They may find several misleading signals regarding what is

purported and what is actually rewarded. They realized that the criteria of teaching, research and service are not equally weighted, and that they differ among administrators and faculty, and across disciplines, colleges, and institutions. Not only is their concern regarding what counts; but there are concerns about the rising bar for promotion. Concerning the former, little relief is expected and miscommunication may persist. Concerning the latter, it is expected that the bar will continue to rise due to increasing financial accountability issues (Dennis, Valacich, Fuller, & Schneider, 2006), which lead to pressures on faculty to do more (Hendricson et al., 2007; Huber, 2002); shrinking budgets, which lead institutions to expand class sizes; and increases in online education, which erases geographic boundaries in the competition for students and requires faculty to teach within multiple timeframes, using innovative technologies and delivery modes (Shinn, 2014).

The purpose of this paper is to investigate what the current faculty promotion criteria are, i.e., what counts, and what faculty believe the criteria should be, i.e., what should count. Predictive models are then explored to determine whether teaching effectiveness, research and service can be explained by a set of criteria. It is important to investigate these predictive models in order to determine whether the variables that are used as promotion criteria and those that should be used actually contributed to understanding and identifying positive performance in each area of the professorial role. Finally, the results of this current research are compared with an earlier study to determine the extent to which promotion criteria have changed over time.

LITERATURE REVIEW

Studies on the professoriate in business schools are sparse. Where research exists, only a few studies focus squarely on the three elements of a professor's role: teaching, service and research to explore what counts and should count for each. This study is intended to narrow that gap and to compare these recent results to an earlier study. Moreover, while few studies have been published in this area, the most prominent, relevant, and recent research studies are cited in this paper.

Teaching

Teaching is an expectation of all faculty, but superior teaching alone will not ensure promotion (Park, 1996). A very small percentage of university deans (6.2 percent) said that teaching was the most important part of a professor's job (Crawford, Burns, & McNamara, 2012). This might be based on the fact that even though most of a faculty's time is dedicated to it, when compared to evaluating research and service, teaching is the most subjective and difficult to measure (Berube & Young, 2002). The student course evaluations, which continue to be the primary source for documenting the quality of teaching (Honeycutt, Thelen, & Ford, 2010; Simpson, Hafler, Brown, & Wilkerson, 2004), are not without critics. They argue that these evaluations are unscientific feedback, students as customers are not always right, and incentives for faculty to please students could lead to grade inflation (Medina, 2011). Also, these evaluations, when used for promotion and tenure decisions, should be replaced with qualitative measures such as in-class observations and teaching portfolios (Stark & Freishtat, 2014). Nevertheless, with the increased accountability in higher education there may be a need to not only obtain student feedback more often; but also to link this feedback to student learning outcomes. This may promote a culture of self-reflection and continuous improvement (Davis, 2009).

In the past, teaching was assumed to be part of *content expertise* (Wilkerson & Irby, 1998). If a faculty member acquired the knowledge of the discipline, he could teach in that discipline. Teaching is increasingly recognized as a *skill* associated with, but separate from content expertise. When course content is prepared by subject matter experts and instructional designers and then teachers are hired to deliver this content, this is an indication that the institution sees teaching as a *skill* which the faculty perform. Likewise, when an administrator bars a teacher from teaching a class due to whether the students are "happy", this is another strong indication that the institution views teaching as a *skill*. In such environments, it is unlikely that teaching and research would be strongly correlated, because the focus is on skill, not content expertise.

Good teaching requires faculty to be able to communicate their knowledge through active learning to a diverse population of students. Teaching evaluations should be conducted from multiple perspectives through multiple instances of observed teaching utilizing student learning outcomes as well as various assessment indicators (Drew & Klopper, 2014). Peer reviews, student assessment, and tracking student progress provide accurate assessments of faculty performance (Fairweather, 2002; Paulsen, 2002). The challenge for faculty is to balance the increased emphasis in scholarly work while maintaining exemplary teaching in the midst of dealing with heavier teaching loads (Malachowski, 2010) and integrating new teaching technologies and approaches.

Research

Research is one of the most central functions of universities throughout the world and faculty play the most crucial role in producing knowledge through research (Tien, 2008). Publishing pressures begin for assistant professors before their first position (Runyan, Finnegan, Gonzalez-Padron, & Line, 2013), and publishing opportunities are sought by a growing number of faculty in a restricted number of top journals (McAlister, 2005). Faculty publications, particularly in peer-reviewed journals, are vital to promotion (Aguinis, Suárez-González, Lannelongue, & Joo, 2012; Crawford et al., 2012; Dennis et al., 2006; Fairweather, 2002; O'Meara & Braskamp, 2005; Park, 1996). Because of the lack of importance placed on teaching, Boyer (1990) believes that there needs to be a paradigm shift regarding teaching so that it is deemed a form of scholarship and that faculty should be rewarded for [teaching] scholarship that is supportive of an institution's mission. While some may argue that there are strong connections between publishing and teaching excellence (Friedrich & Michalak Jr, 1983; Park, 1996), teaching may be measured as an event in which the teacher's performance has "happy students" as an outcome, rather than "content richness", resulting in student competency-related outcomes.

Although there has been a push to expand faculty scholarship to consider activities other than research, and different types of research such as textbooks, research itself (i.e., journal articles and citation counts) has continued to be a primary factor in faculty evaluations even at institutions that have initiated reforms in this area (Leathwood & Read, 2013). This suggests that faculty should understand the role of research and spend time in areas that are valued in the promotion process. In evaluating the quality of research, faculty promotion often centers on the number of published journal articles while book publications, grants, and service may not be considered as critical.

Empirical research studies prove that there is a strong correlation between research productivity and faculty rewards (Fairweather, 2005). Colleges, even teaching institutions, use faculty research to build their reputations for student enrollment and funding purposes. However, measuring research can be as problematic as measuring teaching (Association to Advance Collegiate Schools of Business, 2013). While the importance of published scholarship has increased, faculty are not in agreement with the degree to which published scholarship shapes the basis of faculty rewards and promotions (Gebhardt & Gebhardt, 2013). In most institutions, resources for research are limited. In this context, the needed resources for faculty to successfully pursue a scholarly track (Borders et al., 2011), may not be forthcoming.

Service

A mission of higher education is to serve the communities that support it as well as those that do not. Ward (2003) found that institutions of higher education are falling short of supporting this mission and one way to respond to this challenge is for faculty to be more engaged in communities. When faculty are actively engaged with the community, the campus builds a positive relationship of engagement with numerous stakeholders, including alumni, businesses, and potential donors (Ward, 2003).

Faculty service includes campus-based administrative activities, outreach for student enrollment campaigns, and off-campus activities in professional, business and local communities. The typical examples include committee work, leadership in academic and professional organizations, advising student organizations, and pro bono consulting. There are immeasurable opportunities for service work, ranging from the traditional opportunities to service learning and civic engagements (Holland, 2016). The latter involves contributing to the quality of life in communities and among societal stakeholders,

bridging communities and community involvement, advocacy, and establishing initiatives to promote awareness of social issues and injustices. Research also suggests that faculty should partner with their communities and that faculty service work in communities should be considered community-engaged scholarship for purposes of promotion decisions (Boyer, 1990; Calleson, Jordan, & Seifer, 2005). Some, such as editorial boards, department committees, and those directly related to the institution's mission, are valued more highly than others.

Generally, service to the community and university is considered the least influential; however, it is still required in the promotion process (Pyle, 2014). In some instances, service levels are increased as a punitive measure when research productivity or teaching evaluations are relatively low. While service is an expectation of faculty (Park, 1996), few are deprived of promotion due to a lack of service. Therefore, serving on many institutional committees and spending a great deal of time providing community service may not lead directly to promotion (Adams, 2003). However, service can be rewarding and, more importantly, it provides numerous opportunities for faculty to effectively shape teaching and learning.

METHODOLOGY

Four questions frame this exploratory study: (1) What counts in the promotion process for business faculty; (2) What should count in this process; (3) What predicts what counts and what should count in their promotion decisions; and (4) How does 'what counts' and 'should count' today, compare with earlier research.

Instrument

To explore answers to these four questions, a survey, "Survey of Departmental Practices in Evaluating Faculty Performance", developed by Wallingford, Konyu-Fogel, and DuBois (2014)--hereafter referred to as the 2014 survey--was used. This instrument is based on earlier research by Centra (1977), hereafter referred to as the 1977 survey. The three sections of the 2014 survey, constituting the general criteria, that were applied to this research include: 1) teaching effectiveness, 2) scholarly achievement and research, and 3) service to the community and university. The statements listed under each section are considered 'elements of evaluation' or the criteria that count and should count in faculty promotion (Centra, 1977; Wallingford et al., 2014). The survey is included in Wallingford et al. (2014). Only these sections of the 2014 survey, e.g., teaching, research and service are explored, analyzed, and discussed in this current research.

Sample and Data Collection

This survey instrument was made available to faculty from public and private universities and colleges, and faculty attending the 2014 North American Management Society's (NAMS) conference, which is held annually in conjunction with the MBAA International Conference in Chicago, IL. Fifty-one (N=51) faculty completed the entire paper survey. These faculty represent various disciplines and academic departments from state and private universities and colleges primarily in the Midwest region of the USA. The survey responses were reviewed and coded for this exploratory research.

Data Analysis

The results of this study were used to identify faculty opinions about what criteria and its elements of evaluation count and should count in promotion decisions and to compare these results with the 1977 survey. All survey responses were analyzed using the Statistical Package for the Social Sciences® (SPSS) software. Each criterion or element of evaluation in the survey was responded to using a five-point scale: *not available or applicable*, *not a factor*, *minor factor*, *major factor*, and *extremely critical factor*. The descriptive statistics were derived, and regression analyses and historical comparisons regarding what counts and should count were run to respectively build predictive models and to compare and investigate the responses over time.

All the results, tables and figures of the data analysis are presented in the Results section. In that section we show the line graphs, revealing the average weight given to each general criterion (e.g., Demonstrated ability to teach effectively) followed by the average weight given to the different elements of evaluation that compose the general criterion. We also present the percentages (frequencies) indicating the factors that count and should count in Business School faculty promotion. These show the percentage of respondents assigning a weight factor (e.g., not a factor, minor factor, major factor and extremely critical factor) to each general promotion criterion and its evaluation elements.

We use OLS (Ordinary Least Squares) regressions for our statistical analysis. This type of regression has proven to be suitable to study ordinal variables if the data is approximately normally distributed and is divided into five or more categories. Under those circumstances, ordinal data can be treated as continuous, and this treatment is not likely to bias the results (Babakus, Ferguson Jr, & Jöreskog, 1987; Hutchinson & Olmos, 1998; Johnson & Creech, 1983). Our study has five categories i.e., (1) not available or applicable, 2) not a factor, 3) minor factor, 4) major factor, and 5) extremely critical factor) and the data behaves approximately normal. Thus, we used OLS (Ordinary Least Squares) regression to build the predictive models for each of the three general promotion criteria (i.e., teaching, research, and service). These models test the significance of the evaluation elements for predicting each promotion criterion and allow us to determine which elements count and should count in measuring faculty performance and deciding on promotion. In these models, scenario A refers to the importance each evaluation element has (what counts) while scenario B refers to the importance each evaluation element should have (what should count). These results are revealed in Models 1A and 1B for teaching, 2A and 2B for research, and 3A and 3B for service. Each model uses a Dependent Variable, i.e., the general criterion for the model, and Independent Variables, i.e., the evaluation elements that compose the general criterion. The models were tested for multicollinearity through the Variance Inflation Factors (VIFs) to ensure the proper inferences. All the VIFs were below the conventional threshold of 10 and thus multicollinearity does not seem to be a problem in our regression analysis.

The Results section for the regression analysis shows the regression formula for each model tested and the summary output of the regression statistics. This summary presents the R-Squared, Adjusted R-Squared, F-Statistic and p-values for each model, and all the statistically significant independent variables that comprise the model with its unstandardized coefficients, t-values, p-values and confidence levels. Our significant level for all regressions was set at $p \leq 0.1$. Finally, the results displayed in Table 5 show the comparison of what counts and should count as extremely critical factors in evaluating faculty performance for promotion purposes based on the 1977 and 2014 studies.

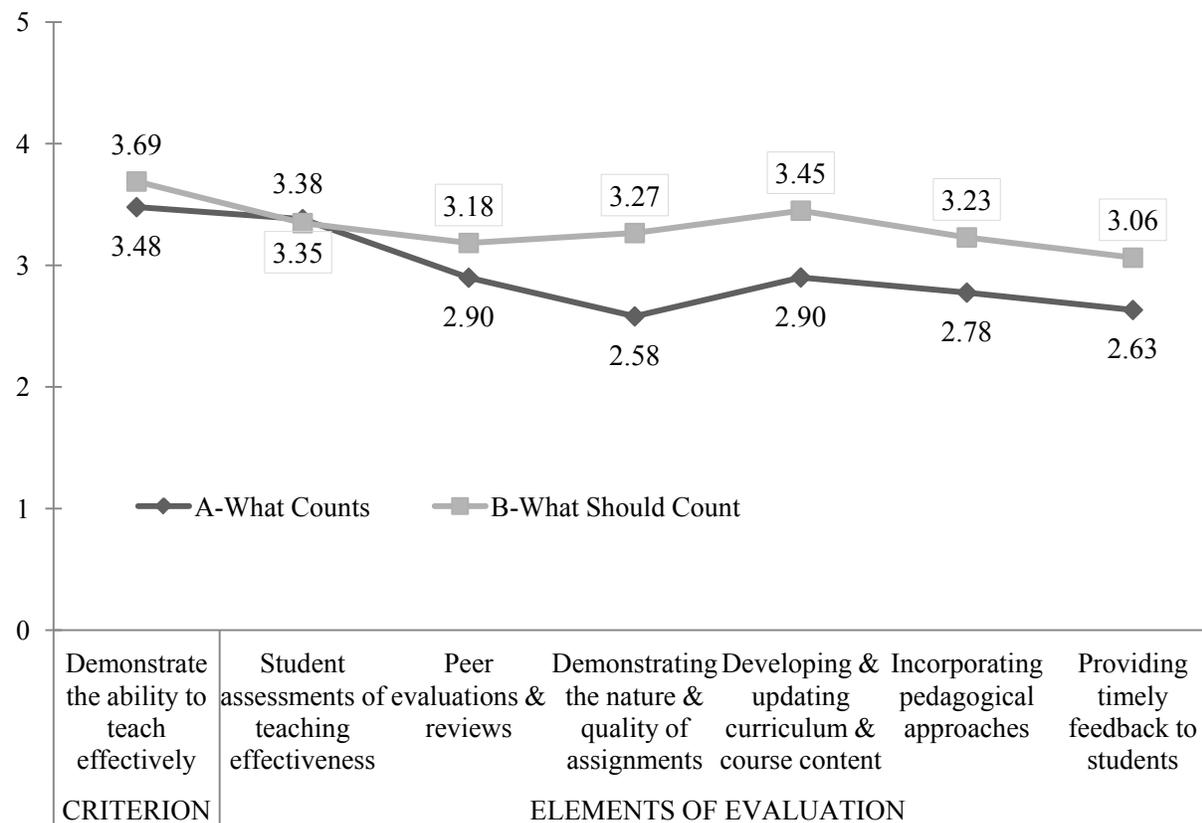
RESULTS

Three areas of faculty promotion were explored in this paper: teaching, research and service. These results are presented separately for each of these areas. The results reveal the importance of each area, what are the most prominent elements of evaluation for each area in the promotion process, and how what currently counts and should count compares with an earlier study on measuring faculty performance.

Teaching

Figure 1 shows that all teaching criteria except *student assessment of teaching effectiveness* should count more than they currently do. The current use of the *student assessment of teaching effectiveness* seems to meet the needs of the faculty to assess effective teaching. Thus, student evaluation of teaching effectiveness is 'what counts'. The highest peaks of the curve for the 'should count' responses were *developing and updating curriculum and course content* (3.45) and *student assessment of teaching effectiveness* (3.38). Therefore, for their Teaching role, faculty consider that these two elements should have the maximum importance in promotion evaluations. *Demonstrating the nature and quality of assignments* seems to be the criterion with the largest distance between the means (means diff=0.69), suggesting that it counts for less (2.58) than it should (3.27).

FIGURE 1
AVERAGE WEIGHT GIVEN TO DIFFERENT ELEMENTS FOR EVALUATING TEACHING EFFECTIVELY BY WHAT COUNTS AND WHAT SHOULD COUNT



From the overall frequencies in Table 1, it is evident that faculty consider that the criterion variable, *demonstrating the ability to teach effectively*, should be considered the most critical factor (71.1 percent) in promotion evaluations. Also, the majority of these respondents, 53.1 percent, think that *developing and updating curriculum and course content* should be considered a critical factor to assess their ability to teach effectively. The vast majority (87.3 percent) of them on average, consider that all the survey elements for teaching effectively, should be classified as primary or critical factors versus minor factors or not a factor.

TABLE 1
PERCENTAGES INDICATING THE FACTORS THAT COUNT AND SHOULD COUNT IN BUSINESS SCHOOL FACULTY PROMOTION (N=51)

Criteria and Elements of Evaluation	A-What Counts				B-What Should Count			
	Not a Factor	Minor Factor	Major Factor	Extremely Critical Factor	Not a Factor	Minor Factor	Major Factor	Extremely Critical Factor
Demonstrate the ability to teach effectively (Teaching criterion)	2.2%	10.9%	23.9%	63.0%	0.0%	2.2%	26.7%	71.1%

<i>Criteria and Elements of Evaluation</i>	<i>A-What Counts</i>				<i>B-What Should Count</i>			
	Not a Factor	Minor Factor	Major Factor	Extremely Critical Factor	Not a Factor	Minor Factor	Major Factor	Extremely Critical Factor
• Student assessments of teaching effectiveness	0.0%	8.0%	46.0%	46.0%	2.0%	6.1%	46.9%	44.9%
• Peer evaluations and reviews	12.2%	18.4%	36.7%	32.7%	2.0%	16.3%	42.9%	38.8%
• Demonstrating the nature and quality of assignments	8.0%	44.0%	30.0%	18.0%	2.0%	10.2%	46.9%	40.8%
• Developing and updating curriculum and course content	6.0%	28.0%	36.0%	30.0%	0.0%	8.2%	38.8%	53.1%
• Incorporating pedagogical approaches	10.2%	30.6%	30.6%	28.6%	2.1%	10.4%	50.0%	37.5%
• Providing timely feedback to students	8.2%	38.8%	34.7%	18.4%	2.1%	14.6%	58.3%	25.0%
Scholarly or creative achievement or research (Research criterion)	0.0%	14.6%	31.7%	53.7%	0.0%	23.1%	33.3%	43.6%
• Publications in professional journals	4.0%	18.0%	38.0%	40.0%	2.1%	18.8%	37.5%	41.7%
• Works in progress	22.0%	34.0%	36.0%	8.0%	8.5%	29.8%	55.3%	6.4%
• Applying for writing, receiving and reporting on grants	34.0%	30.0%	24.0%	12.0%	12.8%	34.0%	42.6%	10.6%
• Presenting at professional meetings	8.2%	4.1%	49.0%	38.8%	0.0%	14.9%	46.8%	38.3%
• Research projects	10.2%	24.5%	40.8%	24.5%	6.4%	17.0%	53.2%	23.4%
• Books or books contributions	14.3%	28.6%	34.7%	22.4%	8.5%	23.4%	40.4%	27.7%

<i>Criteria and Elements of Evaluation</i>	<i>A-What Counts</i>				<i>B-What Should Count</i>			
	Not a Factor	Minor Factor	Major Factor	Extremely Critical Factor	Not a Factor	Minor Factor	Major Factor	Extremely Critical Factor
<ul style="list-style-type: none"> • Editorial or advisory roles for professional publications 	18.4%	24.5%	49.0%	8.2%	12.8%	29.8%	46.8%	10.6%
Service to the community and university (Service Criterion)	7.1%	26.2%	45.2%	21.4%	2.4%	9.5%	47.6%	40.5%
<ul style="list-style-type: none"> • Service on committees 	10.0%	22.0%	42.0%	26.0%	2.0%	8.2%	59.2%	30.6%
<ul style="list-style-type: none"> • Mentoring colleagues 	34.0%	36.2%	17.0%	12.8%	8.2%	24.5%	34.7%	32.7%
<ul style="list-style-type: none"> • Performing leadership roles 	18.0%	22.0%	40.0%	20.0%	4.3%	19.1%	36.2%	40.4%
<ul style="list-style-type: none"> • Participating in accreditation, program review, and assessment 	12.0%	26.0%	36.0%	26.0%	6.1%	14.3%	42.9%	36.7%
<ul style="list-style-type: none"> • Fostering alumni relations and promoting university advancement 	30.6%	26.5%	28.6%	14.3%	8.2%	24.5%	38.8%	28.6%
<ul style="list-style-type: none"> • Recruiting and retaining advancements 	26.0%	38.0%	26.0%	10.0%	8.2%	20.4%	38.8%	32.7%
<ul style="list-style-type: none"> • Serving on external professional bodies 	20.4%	36.7%	28.6%	14.3%	6.1%	22.4%	42.9%	28.6%
<ul style="list-style-type: none"> • Consultation with government or business organizations 	20.0%	40.0%	28.0%	12.0%	10.2%	26.5%	40.8%	22.4%
<ul style="list-style-type: none"> • Developing and supporting community, national or international partnerships 	17.0%	38.3%	29.8%	14.9%	2.1%	19.1%	51.1%	27.7%

In the regression analysis, the following equation was used for the criterion: “Demonstrate the ability to teach effectively”.

$$\begin{aligned}
 &= \beta_0 \\
 &+ \beta_1 \text{ Student assessments of teaching effectiveness} \\
 &+ \beta_2 \text{ Peer evaluations and reviews} \\
 &+ \beta_3 \text{ Demonstrating the nature and quality of assignments} \\
 &+ \beta_4 \text{ Developing and updating curriculum and course content} \\
 &+ \beta_5 \text{ Incorporating pedagogical approaches} \\
 &+ \beta_6 \text{ Providing timely feedback to students} \\
 &+ \varepsilon
 \end{aligned} \tag{1}$$

Where β_0 is the intercept, β_{1-6} are the unstandardized regression estimates, and ε is the error term.

The results substantiate that Model 1A, on what counts in Teaching, significantly explains 26.2 percent of the variation in the dependent variable or general criterion, i.e., *teaching effectively*. See the Adjusted R-square of 0.262. Also, Model 1A in Table 2 shows that one independent variable, *student assessment of teaching effectiveness* is positively and significantly correlated--at the 99 percent confidence level ($p < 0.01$) --with the *ability of faculty to demonstrate effective teaching*. This underlines the fact that faculty identifying student assessments as an important element for the evaluation of their teaching are more prone to considering the teaching dimension as more important for their promotion evaluation. However, regarding what should count in Model 1B, none of the variables is significant.

TABLE 2
SUMMARY OF REGRESSION RESULTS FOR MODEL 1A AND 1B (TEACHING)

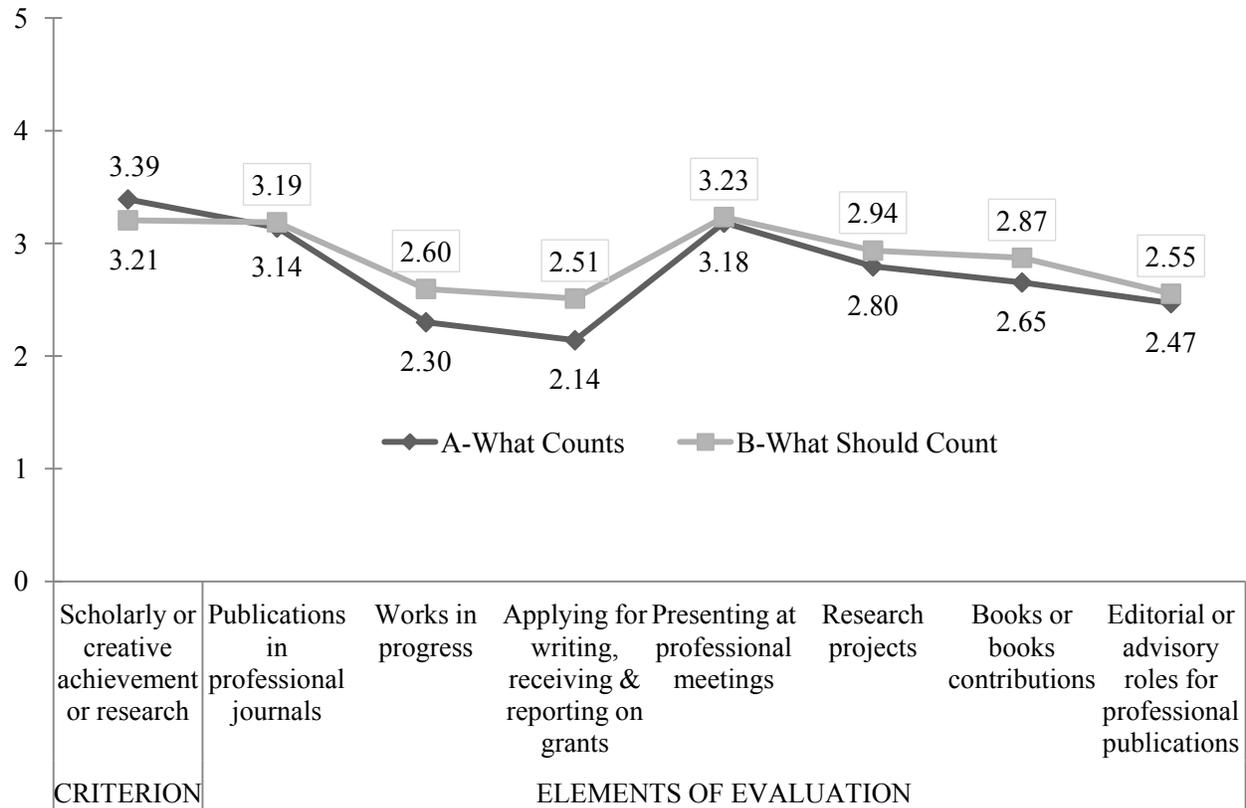
<i>Model 1A: Demonstrate the ability to teach effectively (A-What Counts)</i>				
R Square	0.363			
Adjusted R Square	0.262			
F-Statistic	3.609			
Sig. Model	.006			
<i>Significant Variables</i>	β	<i>t-value</i>	<i>p-value</i>	<i>Confidence Level</i>
• Student Assessments of teaching effectiveness	0.538	3.210	0.003	99%
<i>Model 1B: Demonstrate the ability to teach effectively (B-What Should Count)</i>				
R Square	0.150			
Adjusted R Square	0.012			
F-Statistic	1.087			
Sig. Model	.388			
<i>Significant Variables</i>	β	<i>t-value</i>	<i>p-value</i>	<i>Confidence Level</i>
-	-	-	-	-

Research

Figure 2 shows that this general criterion variable, *scholarly or creative achievement or research*, should count less in their evaluation and promotion than it currently does. Moreover, faculty consider that all elements of this criterion should count more than they currently do. The highest peaks of the curve for 'what should count' were: *presenting at professional meetings* (3.23) and *publications in professional journals* (3.19). Therefore, for the Research role, faculty consider that these two elements should have the maximum importance in their evaluations for promotion. Moreover, these two elements exhibit the

shortest distance between what counts and should count, suggesting that there is significant congruence for their value in assessing research for promotion purposes. *Applying for, writing, receiving and reporting on grants* seems to be the element with the largest distance between the means (means diff=0.37) suggesting that the respondents believe that this variable weighs (2.14) less than it should (2.51).

FIGURE 2
AVERAGE WEIGHT GIVEN TO DIFFERENT ELEMENTS FOR EVALUATING
SCHOLARLY OR CREATIVE ACHIEVEMENT OR RESEARCH BY WHAT COUNTS AND
WHAT SHOULD COUNT



From Table 1, it is apparent that *scholarly or creative achievement or research* should be an extremely critical factor (43.6 percent) in faculty promotion decisions. However, faculty considered research productivity as a less critical general criterion for their evaluation when compared with the general criterion for teaching effectiveness (71.1 percent). Nevertheless, on average, at least 68 percent of the faculty respondents considered that most of the elements of *research* should be at least major factors. The exceptions are works in progress, applying, writing, receiving and reporting on grants, and editorial roles for professional publications. Furthermore, among the major factors in the research criterion, the largest percentage of faculty respondents (41.7 percent) considered that *publications in professional journals* should be an extremely critical factor in their evaluation and promotion

In the regression analysis, the following equation was used for the criterion: “Scholarly or creative achievement or research”.

$$\begin{aligned}
&= \beta_0 \\
&+ \beta_1 \text{ Publications in professional journals} \\
&+ \beta_2 \text{ Works in progress} \\
&+ \beta_3 \text{ Applying for writing, receiving and reporting on grants} \\
&+ \beta_4 \text{ Presenting at professional meetings} \\
&+ \beta_5 \text{ Research projects} \\
&+ \beta_6 \text{ Books or books contributions} \\
&+ \beta_7 \text{ Editorial or advisory roles for professional publications} \\
&+ \varepsilon
\end{aligned} \tag{2}$$

Where β_0 is the intercept, β_{1-7} are the unstandardized regression estimates, and ε is the error term.

The results in Table 3 show that Model 2A, on what counts for Research, and Model 2B, on what should count, are statistically significant at the Adjusted R-squares of 0.561 and 0.744 respectively. This indicates that Model 2A and 2B explain 56.1 percent and 74.4 percent respectively of the variation in the ‘what counts’ and ‘what should count’ regarding the dependent variable, i.e. the criterion, *scholarly or creative achievement or research*. Moreover, Model 2A shows that the evaluation element, *publications in professional journals* is positively and significantly correlated at the 99 percent confidence level ($p < 0.01$) with *scholarly or creative achievement or research*. Model 2B reveals that the same factor, *publications in professional journals* ($p < 0.01$) is also positively and significantly correlated with *scholarly or creative achievement or research*. Accordingly, there is strong evidence ($p < 0.01$) that *publications in professional journals* has a positive impact on both what counts and what should count in evaluating faculty during promotion decisions. The other factors that are significant in Model 2B at the 90 percent confidence level are *applying for, writing, receiving and reporting grants* ($p < 0.1$), and *research projects* ($p < 0.1$). These results suggest that the faculty respondents who considered grant writing and reporting and research projects should be more important in evaluating their research productivity, are more likely to also rate the research criterion to be more important for their promotion.

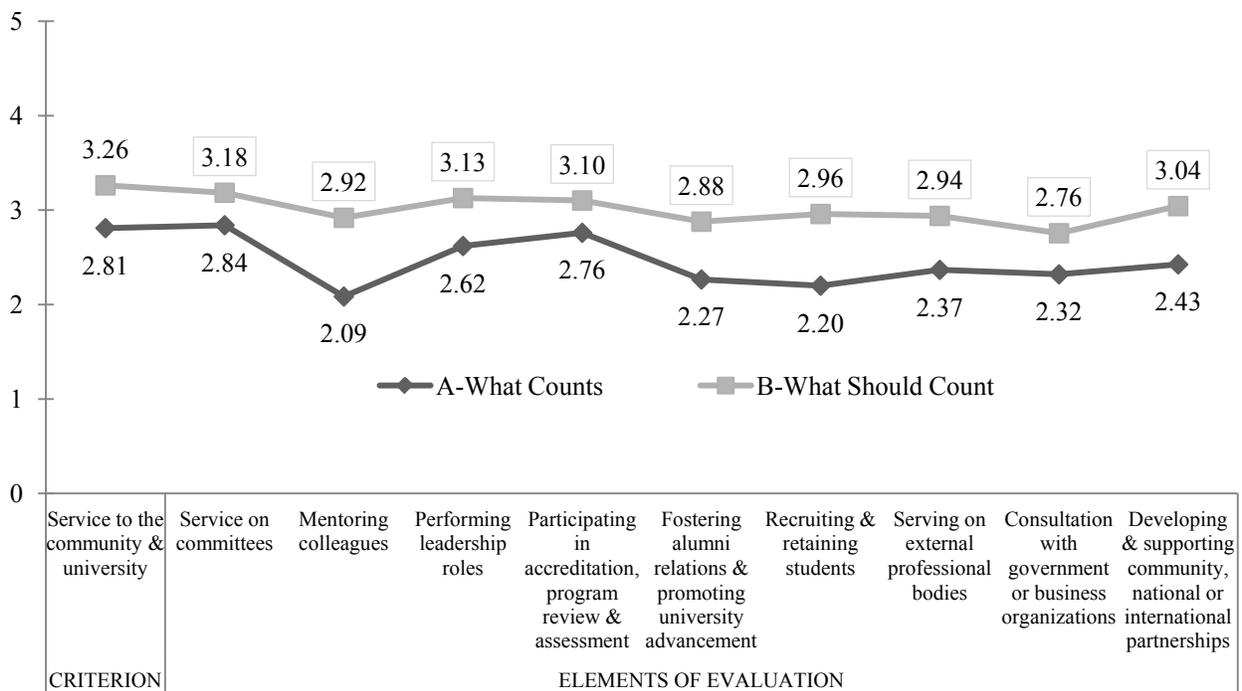
TABLE 3
SUMMARY OF REGRESSION RESULTS FOR MODEL 2A AND 2B (RESEARCH)

<i>Model 2A: Scholarly or creative achievement or research (A-What Counts)</i>				
R Square	0.640			
Adjusted R Square	0.561			
F-Statistic	8.130			
Sig. Model	.000			
<i>Significant Variables</i>	β	<i>t-value</i>	<i>p-value</i>	<i>Confidence Level</i>
• Publications in professional journals	0.693	6.656	0.000	99%
<i>Model 2B: Scholarly or creative achievement or research (B-What Should Count)</i>				
R Square	0.798			
Adjusted R Square	0.744			
F-Statistic	14.714			
Sig. Model	.000			
<i>Significant Variables</i>	β	<i>t-value</i>	<i>p-value</i>	<i>Confidence Level</i>
• Publications in professional journals	0.747	5.570	0.000	99%
• Applying for, writing, receiving and reporting grants	0.222	1.835	0.078	90%
• Research projects	0.235	1.800	0.083	90%

Service

Figure 3 shows that the faculty respondents systematically consider that the service criterion and the elements of evaluation should count slightly more than they currently do. The “what should count” curve is rather flat, without very pronounced highs or lows, indicating that all service criteria should be relatively equal in importance regarding faculty promotion. The greatest distance between the two curves is *mentoring colleagues* (means diff=0.83). This suggests that *mentoring colleagues* is currently undervalued and should be valued closer to the faculty’s perception. *Fostering alumni relations and promoting university advancement* as well as *recruiting and retaining students* are the second two elements with the greatest distance between the weighted means (i.e., going from 2.27 what counts to 2.88 what should count [means diff=0.61] and from 2.20 to 2.96 [means diff=0.76] respectively).

FIGURE 3
AVERAGE WEIGHT GIVEN TO DIFFERENT ELEMENTS FOR EVALUATING SERVICE TO COMMUNITY AND UNIVERSITY BY WHAT COUNTS AND WHAT SHOULD COUNT



As depicted in the frequencies in Table 1, faculty respondents think that the general criterion, *service to the community and university*, should be considered either a major factor (47.6 percent) or an extremely critical factor (40.5 percent) for their evaluation and promotion. Of all the service elements of evaluation, *performing leadership roles* is considered the element that should hold the highest criticality (40.4 percent). The rest of the service elements are generally considered major factors. In particular, the majority of the respondents (59.2 percent) indicate that *service on committees* should be the most common factor.

In the regression analysis, the following equation was used for the criterion: “Service to the community and university”.

$$\begin{aligned}
&= \beta_0 \\
&+ \beta_1 \text{ Service on committees} \\
&+ \beta_2 \text{ Mentoring colleagues} \\
&+ \beta_3 \text{ Performing leadership roles} \\
&+ \beta_4 \text{ Participating in accreditation, program review, and assessment} \\
&+ \beta_5 \text{ Fostering alumni relations and promoting university advancement} \\
&+ \beta_6 \text{ Recruiting and retaining advancements} \\
&+ \beta_7 \text{ Serving on external professional bodies} \\
&+ \beta_8 \text{ Consultation with government or business organizations} \\
&+ \beta_9 \text{ Developing and supporting community, national or international partnerships} \\
&+ \varepsilon
\end{aligned} \tag{3}$$

Where β_0 is the intercept, β_{1-9} are the unstandardized regression estimates and ε is the error term.

The results in Table 4 reveal that Model 3A, on what counts, and Model 3B, on what should count, are statistically significant and their Adjusted R-squares of 0.672 and 0.389 respectively. This indicates that these models explain 67.2 percent and 38.9 percent of the variation in the dependent variable i.e., *service to the community and university* in “what counts” and “should count” respectively. In particular, in Model 3A *service on committees* is positive and significant at the 99 percent confidence level ($p < 0.01$); and *participating in accreditation, program review and assessment* is positive and significant at the 90 percent confidence level ($p < 0.1$). Model 3B, however, exhibits just one positive and significant relationship between *participating in accreditation, program review and assessment* at the 90 percent confidence level ($p < 0.1$) and *service to the community and university*. This suggests that *participating in accreditation, program review, and assessment* is influential regarding the service dimension for both situations i.e., what counts and should count. Thus, faculty indicating that this factor is or should be more critical for measuring their service contribution to the community and university, often attribute higher importance to service activities in making promotion decisions.

TABLE 4
SUMMARY OF REGRESSION RESULTS FOR MODEL 3A AND 3B (SERVICE)

<i>Model 3A: Service to the community and university (A-What Counts)</i>				
R Square	0.754			
Adjusted R Square	0.672			
F-Statistic	9.192			
Sig. Model	.000			
<i>Significant Variables</i>	β	<i>t-value</i>	<i>p-value</i>	<i>Confidence Level</i>
• Service on committees	0.545	4.247	0.000	99%
• Participating in accreditation, program review, and assessment	0.240	2.035	0.052	90%
<i>Model 3B: Service to the community and university (B-What Should Count)</i>				
R Square	0.538			
Adjusted R Square	0.389			
F-Statistic	3.620			
Sig. Model	.004			
<i>Significant Variables</i>	β	<i>t-value</i>	<i>p-value</i>	<i>Confidence Level</i>
• Participating in accreditation, program review, and assessment	0.302	1.724	0.096	90%

Comparisons with Historical Data

Table 5 shows that certain elements of teaching, research and service have persisted over time. They are the most critical factors across the 1977 Professional Fields (e.g., law, engineering, and business) and across the business faculty in the 2014 survey. This is based on a comparison of the results of this 2014 survey with the results of an earlier 1977 report (Centra, 1977) which also included business faculty in the Professional Fields category. The data in 1977 were reported using two factors: ‘Not a Factor’ and an ‘Extremely Critical Factor’. To compare the results from 2014 with the results from 1977, the 2014 survey criteria and elements of evaluation were matched with criteria from 1977 and then presented in

TABLE 5
COMPARISON OF WHAT COUNTS AND SHOULD COUNT AS EXTREMELY CRITICAL
FACTORS IN EVALUATING FACULTY PERFORMANCE (1977) AND FACULTY
PROMOTION (2014)

Areas	Performance and Promotion Criteria	<i>A-Is extremely critical</i>		<i>B-Should be extremely critical</i>	
		2014	1977	2014	1977
		Business Schools	Professional Fields	Business Schools	Professional Fields
TEACHING	Teaching effectively	63.0%	38.0%	71.1%	59.0%
	• Student assessments	46.0%	15.0%	44.9%	16.0%
	• Peer evaluations & reviews	32.7%	22.5%	38.8%	21.5%
	• Demonstrating the nature & quality of assignments	18.0%	4.0%	40.8%	2.0%
	• Developing & updating curriculum & course content	30.0%	2.0%	53.1%	6.0%
	• Incorporating pedagogical approaches	28.6%	0.0%	37.5%	4.0%
RESEARCH	Scholarly or creative achievement or research	53.7%	12.0%	43.6%	20.0%
	• Publications in professional journals	40.0%	21.0%	41.7%	11.0%
	• Works in progress	8.0%	0.0%	6.4%	1.0%
	• Applying for writing, receiving and reporting on grants	12.0%	20.0%	10.6%	13.0%
	• Presenting at professional meetings	38.8%	3.0%	38.3%	3.0%
	• Books or book contributions	22.4%	15.0%	27.7%	15.5%
	• Editorial or advisory roles for professional publications	8.2%	0.0%	10.6%	4.0%
SERVICE	Service to the community and university	21.4%	2.0%	40.5%	3.0%
	• Service on committees	26.0%	2.0%	30.6%	5.0%
	• Serving on external professional bodies	14.3%	2.0%	28.6%	3.0%
	• Consultation with government or business organizations	12.0%	1.0%	22.4%	2.0%

Table 5. All of the items in the ‘teaching’ section or criterion of the 2014 study were also measured in 1977. Seven of the eight items in the ‘research’ section were measured in 1977. Only four of the 10 items in the ‘service’ section of the 2014 study were measured in the 1977 study.

As shown in Table 5, business school faculty (BF) responding to the 2014 survey consistently rated all the teaching criteria as more critical than the Professional Fields faculty (PF) in the 1977 survey. There is only one element of research evaluation that shows less criticality in 2014 as compared with 1977: *grant writing, receiving and reporting*. The maximum difference between the two periods occurs for *scholarly or creative achievement or research* (diff=41.7%), suggesting that the research criterion has become a very significant factor for faculty promotion assessments compared with the relatively low importance it had 37 years ago. Other elements that have undergone a relatively high increase in their criticality—in the research and teaching sections—are: *presenting at professional meetings* (diff=35.8%), *incorporating pedagogical approaches* (diff=28.6%) and *developing/updating curriculum & course content* (diff=28%). Moreover, all of the service criteria show an increase in being extremely critical.

For both years 2014 (63.0%) and 1977 (38%), Table 5 shows that the most critical element--what counts most--is *teaching effectively*. This indicates that this general criterion has persisted in its relative importance over time. While assumptions are that professors assign a low value to teaching, this study, and other research consistently show the opposite (Cartter, 1967). Indeed faculty often give teaching the highest priority, consider it a great source of pleasure (Gaff & Wilson, 1971), care about student learning (Olson & Carter, 2014), and spend a significant amount of time planning lectures and assignments to create a positive learning environment.

The second two most critical elements of evaluation in the 2014 survey regarding what counts are: *student assessments of teaching* (46%) and *publications in professional journals* (40%). These results do not coincide with the ones for the Professional Fields faculty (PF) in 1977. In the 1977 survey, the elements of evaluation that counted the most across teaching, research and service were: *peer evaluations & reviews* (22.5%), *journal publication* (21%), and *applying for, writing, receiving, and reporting on grants* (20%). This suggests, along with the overall results in Table 5, that the importance of many evaluation elements have changed over time and even increased over time, making the faculty role more complex and demanding.

The ‘what counts’ and ‘what should count’ scenarios show higher means, i.e., higher levels of criticality, in the 2014 survey compared with the 1977 survey. The maximum difference between the two years (1977 and 2014) occurs for *developing/updating curriculum and course content* (diff=47.1%) and *demonstrating the nature & quality of assignments* (diff=38.8%), suggesting that these teaching elements ‘should count’ more today than they did 37 years ago. Other criteria and elements that closely follow this high increase over time are the *service to the community and university* (diff=37.5%) criterion and the *presenting at professional meetings* (diff=35.3%) element. Finally, for both what counts and should count the comparative results show that some elements of evaluation have changed in importance. However, all of them, except *grant writing, receiving and reporting*, have increased in criticality with regard to faculty promotion decisions over time.

CONCLUSIONS AND RECOMMENDATIONS

In this era of global competition in industry and higher education (Mamiseishvili & Rosser, 2010), enhanced online technologies for virtual learning environments, and shrinking budgets which compel more innovation and entrepreneurial savvy among institutions of higher education, there is a need to attract the best faculty talent from around the world to yield the best teaching, research productivity and service for accomplishing business schools goals. In this context faculty are concerned about their careers and the extent to which they will find congruence between what counts and what should count in their journey from assistant to full professor. This study shows that faculty believe that the weight given to teaching and service should go beyond lip service. It reveals that the teaching and service criteria are essential for faculty promotion and evaluation and therefore, they should count more than they do currently. A survey analyzing what faculty and chairs considered the most major factors in personnel

decisions found similar results with 99 percent of the responding chairs and 92 percent of the responding faculty indicating ‘classroom teaching’ (Cipriano & Riccardi, 2005) as the most important factor. Essentially, faculty believe that the elements for these two criteria--teaching and service in this study--should count more than they do. Faculty members consider that research is currently overrated, driven by publications in ‘A’ journals and citation counts, without the appropriate balance of various other research measures, including those that are embedded in teaching and service. Overall, the faculty responding to this survey believe that teaching and service should hold more weight in faculty assessments for promotion. Evaluators’ mindsets should change to reflect an increased importance for teaching and service activities, and continue to balance the overall importance given to researching activities.

From the frequencies in Table 1, it is evident that the teaching criterion is regarded as the most critical factor among the three; followed by research and then service. Therefore, it is the criterion that faculty feel should be the most important in their evaluation and promotion. The caveat is that placing too much weight on teaching might put faculty in the most vulnerable spot vis-a-vis the rising use of technology in the delivery of management education and the all too often challenges that occur when the students feel that a course or program is too rigorous. A *Financial Times* article indicates that the entrance of massive open online courses threaten the existing and traditional business school model, as 60 to 70 percent of such business schools would be unprepared or superfluous (Hooijberg, Narasimhan, & Lane, 2013) in a highly virtually integrated learning environment. Among the current survey respondents, the importance of research and service is similarly divided between major and critical factors. Although faculty in this study held such views, other studies show that scholarship is more salient in the majority of institutions and that teaching and service have become less weighty over time (Green, 2008).

From the regression models we can conclude that the *student assessment of teaching effectiveness* variable is positively and significantly correlated with the *ability of faculty to demonstrate effective teaching* for the ‘what counts’ scenario. This suggests that a greater emphasis on student’s assessments of teaching effectiveness will increase the faculty’s attention to their ability to teach effectively. Also, both on the ‘what counts’ and ‘what should count’ scenarios, *publications in professional journals* is positively and significantly correlated with *research*. That is, publications in professional journals predict research productivity. Moreover, faculty indicate that *applying for, writing, receiving and reporting grants* and carrying out *research projects* also have a positive impact on *scholarly achievements* with regards to “what should count”. According to a *Harvard Business Review* article, the caveat of leaning too heavily on scientific research, as the chief criterion for faculty promotion, is that faculty will become obsessed with the volume of articles they publish versus measuring themselves based on the competence of their graduates (Bennis & O’Toole, 2005). Finally, participating in *accreditation, program review and assessment* positively influences *service to the community and university* concerning ‘what counts’ and ‘what should count’. This suggests that participating in accreditation, program review and assessment should positively impact the faculty service dimension and it can be a significant factor on what counts and should count in faculty’s promotion. The last significant factor that should be considered to affect the *service to the community and university* criterion is *service on committees*, which only is significant in the model for ‘what counts’ rather than ‘what should count’.

From the comparative analysis, comparing business faculty’s thoughts on the critical elements for promotion in 2014 with Professional Fields faculty [department chairs] in 1977, we can observe that certain elements of teaching, research and service have persisted in importance over time. The most critical element for faculty promotion is *teaching effectively* and this has persisted over time with regards to what counts and should count. This is also consistent with Carnegie Reports over the years, although there was a significant dip from 86 percent of faculty in four-year institutions agreeing that teaching effectiveness should be the primary criterion for promotion in 1969 to 59 percent in 1997 (Carnegie Foundation, 1975, 1984, 1989, 1991-93, 1997). *Grant writing, receiving and reporting* seems to be the only element of the survey that has decreased its importance over the period of 37 years, both for what counts and should count in faculty promotion decisions.

While this study of 51 faculty survey respondents is limited by sample size, it represents the views of business faculty who are actively engaged in the profession, i.e., faculty from state and private

universities and colleges in the upper Midwest and those participating in an international academic conference. Moreover, it is a larger sample than a number of the published studies in this area. One study used a sample size of 10 professors at one university to understand the experiences of individuals who had sought promotion to full professor (Gardner & Blackstone, 2013). A study by Gunter and Stambach (2003) used a sample of 22 female and 22 male faculty to detail how each experienced the promotion process (Gunter & Stambach, 2003). Price and Cotten (2006) studied 22 assistant professors across seven disciplines at two universities to determine their expectations regarding teaching, research and service. Still another study, published in the *Academy of Management Journal* used a sample size of 37 faculty across six geographic areas and spread across the six Carnegie Classifications to study the career aspects of their professional relationships (Gersick, Dutton, & Bartunek, 2000).

This current study has given us an opportunity to revisit faculty promotion criteria in order to explore what counts and what should count in promotion decisions. It also compares the same with an earlier study from which the 2014 survey was developed. In so doing, we gain a current and historical perspective on promotion criteria over a 37-year period. As we can see from this research, the professoriate has become more complex and demanding. Building upon what is gained from this research will be beneficial to clarifying what is currently most valued in academic roles and launching a renewed dialogue on the compelling arguments for an expanded view of scholarship (Boyer, 1990, 1996) in light of the new and evolving international standards for business schools (Association to Advance Collegiate Schools of Business, 2013). Moreover, it may lead to establishing more synchronized and universal standards for evaluating what counts for promotion so that institutions and faculty members are more prepared to understand, explain, value, and reward faculty contributions in keeping with global pressures on institutions of higher education and global demands on business schools.

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