

**Standards for Faculty Appointment, Tenure and Promotion
Decisions, and Annual Performance Review
(Effective May, 2018; Revised October 2020)**

**Department of Entrepreneurship and Corporate Innovation
Hankamer School of Business
Baylor University**

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MISSION

The mission of Baylor University is to educate men and women for worldwide leadership and service by integrating academic excellence and Christian commitment within a caring community. The culture of the Hankamer School of Business is guided by Christian commitment and champions life-long learning, highly regarded scholarship, and service to others as its highest ideals. The School seeks to produce business leaders with recognized integrity, superior theoretical knowledge, and practical skills of modern global business developed through an experiential learning environment. We engage a diverse group of undergraduate, graduate, and executive students and alumni in a curriculum that produces graduates of value to business organizations and to their communities.

The mission of the Department of Entrepreneurship and Corporate Innovation is to

- motivate our students to become life-long learners by challenging them intellectually with state-of-the-art concepts and ideas;
- provide our students with a foundation upon which to build dynamic careers that add value to their companies and communities;
- fully support the creation, application, and dissemination of knowledge by attracting outstanding scholars who embrace both teaching and research;
- maintain a strong commitment to the missions of Baylor University and the Hankamer School of Business.

The Department of Entrepreneurship and Corporate Innovation is committed to developing and maintaining a collegial faculty composed of teacher-scholars who firmly support the distinctive missions of Baylor University, the Hankamer School of Business, and the department. This requires faculty to demonstrate a charitable commitment to service and exhibit a sense of departmental collegiality and courtesy when dealing with all Baylor stakeholders. Faculty shall also actively support the importance of teaching and scholarly research as part of our goal to maintain an excellent department. The purpose of this document is 1) to identify the processes designed to support annual reviews and hiring/tenure/promotion decisions, and 2) to describe the standards for teaching and scholarly research that fully support the mission of the department.

DIMENSIONS OF PERFORMANCE AND ANNUAL GOAL SETTING

Annual reviews and tenure/promotion decisions are based on a faculty member's performance in the primary areas of teaching, scholarly research, service, and collegiality. Faculty with administrative responsibilities will also be evaluated on the performance of their administrative duties.

At the beginning of each calendar year, each faculty member will prepare a planning document that outlines goals for teaching, scholarly research, service, and collegiality as well as administrative duties, if appropriate. Since faculty are not expected to pursue each of these five areas equally, the goals should reflect the specific interests of each faculty member. The planning document should include measurable outcomes that will indicate the degree of goal achievement. The faculty member and department chair will discuss the appropriateness of these goals for the coming year during the annual performance evaluation review.

STANDARDS FOR EVALUATION OF SERVICE, TEACHING AND RESEARCH

It is important to note that there are differing expectations in the areas of service and scholarly research due to course load and tenure status. It is expected that the service responsibilities will be primarily carried by the tenured faculty. It is also expected that faculty who have teaching load reductions for scholarly research will contribute significantly to achieving our department's research goals. Finally, it is expected that all faculty members will uphold the departmental tradition of excellent teaching regardless of rank, tenure status, or course load.

SERVICE

Service is the giving of oneself for the good of others. All faculty are expected to provide service joyfully accordingly to their talents and interests. This service may be provided to a wide variety of areas, including students and student organizations, the Department of Entrepreneurship and Corporate Innovation, the Hankamer School of Business, Baylor University, and the wider professional and practitioner communities. Professional service includes reviewing for journals and conferences, serving as an editorial board member, associate editor, or editor for an academic journal, serving as an officer in a professional society, and similar activities.

The Department of Entrepreneurship and Corporate Innovation considers service as an extension of our Christian faith. Each department faculty member is expected to be active in a local faith community. As part of this, the department encourages service to the church and the community at large. Collegiality, referring to collaboration and constructive cooperation among faculty members, is also an important component of service.

TEACHING

Our department's reputation of excellence in teaching is essential to achieving our stated goals. The department considers high-quality teaching to be a minimal requirement for continued appointment to the faculty. High-quality teaching is characterized by academic rigor, technical currency and competence, and effective classroom delivery. Moreover, students should be challenged to think critically, enhance their problem-solving skills, work effectively with peers, and take responsibility for their learning process. Our courses aim at the following learning outcomes:

1. **Mastery of content:** understanding fundamental concepts and theories about entrepreneurship and innovation.
2. **Application skills:** applying the knowledge, concepts, and tools used by entrepreneurs and innovators to analyze problems faced by entrepreneurs and innovators.
3. **Creativity and problem solving:** developing new and effective ways to promote and engage in successful entrepreneurial and innovative activities.

Courses vary in their focus, but generally develop skills in the assessment of business opportunities with financial tools, market analysis, and the persuasive verbal and written presentation of these results.

With respect to teaching, the faculty affirms our responsibilities as outlined by the AACSB. Specifically, we recognize our responsibility to:

- Ensure that adequate time is devoted to learning activities for all faculty and students.
- Ensure adequate student-faculty contact across the learning experience.
- Set high expectations for academic achievement and provide leadership toward those expectations.
- Evaluate instructional effectiveness and overall student achievement.
- Continuously improve instructional programs.
- Innovate in instructional processes.

As individual faculty members, we also agree to:

- Operate with integrity in all dealings with students and colleagues.
- Keep our own knowledge within our teaching discipline current.
- Actively involve students in the learning process.
- Encourage collaboration and cooperation among participants.
- Ensure frequent, prompt feedback on student performance.

Evidence of teaching excellence may be demonstrated in multiple ways including student evaluations; complete and creative course syllabi; completed student projects; new curriculum development; development of new and/or innovative teaching materials; mentoring students; peer review assessments; and honors, awards, and other special recognition.

SCHOLARLY RESEARCH

AACSB Guidelines for Intellectual Contributions

According to AACSB guidelines, producing intellectual contributions (scholarly research) represents a core set of responsibilities of higher education for business. Such intellectual contributions improve management theory and practice and support the present and future quality of instruction. Intellectual contributions may be categorized as Basic or Discovery Scholarship, Applied or Integrative/Application Scholarship, and Teaching and Learning Scholarship. To be recognized as an intellectual contribution, the output of such work should be peer-reviewed and available for public consumption by academic peers or practitioners.

Basic or Discovery Scholarship contributions add to the theory or knowledge base of the faculty member's field. Published research results and theoretical innovation qualify as discipline-based scholarship contributions. Outputs from basic scholarship activities include publication in refereed journals, research monographs, scholarly books, chapters in scholarly books, proceedings from scholarly meetings, papers presented at academic meetings, and papers presented at faculty research seminars.

Applied or Integrative/Application Scholarship influences professional practice in the faculty member's field. Articles in practice-oriented journals, the development and dissemination of discipline-based practice tools, white papers, and published reports on consulting all qualify as contributions to practice.

Teaching and Learning Scholarship influences the teaching-learning activities of the school and the wider academic community. Research on pedagogy as well as the publication of textbooks, cases, and other teaching materials all qualify as learning and pedagogical research.

Departmental Interpretation of Intellectual Contributions

AACSB guidelines clearly indicate that faculty members should make intellectual contributions on a continuing basis appropriate to the school's mission. AACSB guidelines suggest that schools with a mix of undergraduate and graduate programs may pursue a balance of discipline-based scholarship, contributions to practice, and learning and pedagogical research.

The Department of Entrepreneurship and Corporate Innovation's specific guidelines for scholarly expectations, as described in this document, are fully consistent with AACSB guidelines for intellectual contributions. However, the department recognizes that academic reputation is largely a function of publications in refereed journals. Thus, discipline-based research published in refereed journals is emphasized, with special emphasis placed on premier journals. This emphasis is fully aligned with Baylor University's stated goal to achieve Research 1 / Tier 1 status and the department's goal of enhancing its academic reputation and attracting world-class scholars who can help the department achieve its mission-driven objective of research excellence.

Categories of Faculty Scholarly Research Products

The Department of Entrepreneurship and Corporate Innovation recognizes that the items described in the AACSB guidelines of intellectual contributions are all activities that contribute to sustaining excellence in classroom teaching and enhancing the academic reputation of the department and the business school. For ease of discussion, scholarly activities may be categorized as refereed journal articles, non-refereed journal articles, books, papers that appear in the proceedings and/or papers presented at academic meetings, and other scholarly activities that are available for public scrutiny.

Refereed Journal Articles

The top priority for faculty should be to publish full-length articles in refereed journals. Whenever possible, faculty should target their work for A+ and A level journals. Such publications fall in the category of discipline-based scholarship. Appendix 1 of this document contains a listing of the journals considered by the Department of Entrepreneurship and Corporate Innovation to be target journals. The journals on this list are categorized as A+, A, and B based on the value placed by the department on publications in those journals with A+ being the highest valued journals, A journals as strongly desirable journals, and B journals as desirable. By no means should the appendix be considered a complete list of "target" journals since it does not include all fields of business, niche-field journals, relatively new journals or numerous excellent journals in complementary disciplines such as finance, accounting, management, marketing, statistics, engineering, psychology, etc. Publication in A level complementary discipline journals (as indicated by the journal list held with the respective department at Baylor or if not on a department list as indicated by ABS journal ranking list) is clearly desirable and highly valued by the department.

Non-Refereed Journal Articles

Non-refereed journals typically fall under the AACSB category of contributions to practice and include numerous outlets such as professional journals, public/trade journals, and in-house journals. Publications in non-refereed journals, while of significantly less value to the department's academic reputation than refereed journal articles, contribute to the impact that we have on business practices because these outlets reach practicing entrepreneurs and managers. Such contributions are encouraged for clinical faculty and as a supplement to the refereed journal publications for tenured faculty.

Books

Publications in this category include books that generate new knowledge, applied texts, class-oriented texts, book chapters, instructor manuals, test banks, study guides, and software and accompanying documentation. The top priority is on cutting-edge books with a secondary priority on applied texts, especially those published by the best-known publishing companies or University Presses of Tier-1 Universities. First-edition book publications receive greater weight than subsequent revisions of books, though revisions are recognized. Book publications generally fall under the category of discipline-based scholarship or contributions to practice. Other publications in this category normally are instructional development and receive little weight in tenure and promotion decisions.

Conference Papers

Conference papers include papers published in conference proceedings and papers presented at meetings. However, full-length proceedings papers generate the greatest visibility and are more highly valued. In addition, activities at national and international meetings are more prestigious than those at regional meetings and are more highly valued by the department. Moreover, since it is expected that most papers presented at academic meetings will be revised and submitted for publication in refereed journals, proceedings and presentations receive little weight in tenure and promotion decisions, as well as annual performance reviews.

Miscellaneous Publications

There are additional types of publications that may not fall neatly into one of the above categories, including book chapters, monographs, book reviews, and written cases and teaching materials that are published in non-refereed forums. While peer reviewed publications in this category will carry more weight than will non-peer reviewed publications, such activities marginally enhance the overall scholarly reputation of the department. Thus, while appreciated, these publications receive little weight in tenure and promotion decisions, as well as annual performance reviews.

Faculty Scholarly Research Expectations

Department of Entrepreneurship and Corporate Innovation faculty are expected to support the departmental mission through the various intellectual contributions described above. Although

the departmental emphasis is on journal publications in high-quality refereed journals, the department encourages faculty to contribute in all categories of discipline-based scholarship, contributions to practice, and learning and pedagogical research, consistent with their academic rank, tenure status, teaching load, interests, and abilities.

The scholarly expectations identified in this document assume that the faculty member teaches a 2-2-0 load with two preparations per academic year. Of course, not all faculty will carry a 2-2-0 teaching load. Any faculty member securing additional release time beyond the standard 2-2-0 load with two preparations will assume increased expectations for research and publication relative to those described in this document. Likewise, any faculty member with a load greater than 2-2-0 will assume decreased expectations for research and publication relative to those described in this document.

When establishing the processes and scholarly standards contained in this document, the Department of Entrepreneurship and Corporate Innovation utilized data gathered from a survey of similar universities, information from journal impact factors, and the collective expertise of resident faculty to create our own tenure decision process and scholarly standards. Further detail on the process used to gather data is provided in Appendix 2.

STANDARDS AND PROCESSES FOR NEW APPOINTMENTS

The Hankamer School of Business “Standards” document emphasizes that “the appointment of highly qualified, promising scholars to tenure-track positions is the foundation for developing an excellent faculty...” and provides the link between a school’s mission and its actions. Specifically, “a highly qualified, promising scholar is an individual who comes with substantial evidence of potential as both an effective teacher and a productive scholar.”

When evaluating a candidate for a faculty position, the evaluation mechanism should vary depending on the candidate’s experience. For candidates directly out of a doctoral program, their potential for scholarly activity may be based upon the reputation of the school and the department, the professors with whom they have worked, and their individual potential and desire to successfully conduct scholarly activity that results in publications in high-quality refereed journals. Experienced candidates should have an established record of discipline-based scholarship published in refereed journals. Their track record of scholarly activity should be consistent with their years of experience and the resources provided by their previous institution(s).

STANDARDS/PROCESSES FOR ANNUAL REVIEW, TENURE AND PROMOTION

TENURE-TRACK FACULTY

The relevant processes for non-tenured, tenure-track faculty include an annual review, the tenure review, and promotion to the rank of Associate Professor.

Annual Review

In the second and fourth year of service (i.e., years 2 and 4), the tenured faculty will conduct an official pre-tenure review. The review shall evaluate and communicate the progress of non-tenured, tenure-track faculty toward achieving tenure. In addition to demonstrated teaching

excellence, appropriate service, and collegiality, tenure-track candidates should exhibit a commitment and passion for scholarly activity that leads to a significant level of intellectual contributions. This commitment is demonstrated not only by the candidate's publication record, but also by the process of scholarly activities exhibited throughout the pre-tenure period. During each review, the tenured faculty will provide the tenure-track faculty member with a clear assessment of his or her progress with respect to the quantity and quality of publications that apply to her or his situation as outlined below.

Tenure-track faculty should demonstrate a clear commitment to scholarly activity by establishing an ongoing program of research, writing, submissions, and publications in one or more active research streams. It is expected that tenure-track faculty will focus their research activities on discipline-based scholarship, as opposed to contributions to practice or learning and pedagogical research. Tenure-track faculty should concentrate their efforts on activities that result in publications in refereed journals and produce at least an average of one to two publications per year in journals on the department list of target journals. Importantly, it is expected that a tenure-track faculty member will have published in journals from the department target journal list and produce at least three articles in A-level journals from the department target journal list or in equivalent journals by the time he or she petitions for tenure.

Tenure-track faculty are encouraged to collaborate actively in scholarly research activities with colleagues within the department as well as with faculty outside of the department, to include those at major research universities or in other Baylor departments. This collegial interaction and the development of research networks are especially beneficial for junior faculty. It is also expected that tenure-track candidates will exhibit leadership in developing and pursuing research activities. This leadership is typically demonstrated by being either a sole author or the lead author on several co-authored articles. It is further expected that by the start of the final tenure review, the tenure track faculty member will have developed a focused area of research that puts her or him on pace to become a recognized expert in the field.

Tenure Review

The final tenure review occurs during the sixth year of faculty service, although individuals with previous academic experience may be considered for tenure prior to year six with approval as specified in Baylor's Tenure Policy. The granting of tenure is an acknowledgement of an individual's significant accomplishments during the early years of his or her academic career. It is also a signal that the university believes that the individual will continue to develop and grow as an excellent teacher and a productive scholar. The successful candidate for tenure will clearly demonstrate excellence in teaching and scholarly activities, an appropriate commitment to service, and a professional collegiality commensurate with the mission of the school and the expectations of the department.

By the time of the final tenure review, the tenure candidate is expected to have fully demonstrated excellence in scholarly activities. In addition to the guidelines described in the above section on the annual review, the successful tenure candidate will have generated significant publications in the form of refereed journal articles and other outputs as described in the AACSB guidelines. Moreover, most of these publications should be based upon research related to the tenure candidate's primary area of academic expertise.

The department has established “minimum” publication standards for tenure that require an average of at least one to two publications per year in target journals and at least three A-level publications by the start of the tenure review process. Tenure-track candidates should be significant contributors to their papers, typically as sole or lead author on several publications. The assumed standard teaching load for newly hired tenure-track candidates is 2-2-0 with two preparations a year. It is assumed that non-tenured, tenure-track faculty will receive summer research sabbaticals for at least the first three years during the pre-tenure period. Unless evidence to the contrary is presented to demonstrate significant differentiation, it is also assumed that when a faculty member teaches a combined undergraduate and graduate-level course, it is counted as one preparation. Should the non-tenured, tenure-track faculty receive a reduced teaching load beyond the period stated in the contractual employment agreement with Baylor University, the expectation is that his or her publication production will increase proportionately with the reduction in teaching.

The publication standard described above is a guideline in the sense that publication productivity is only one consideration in the tenure review process. Moreover, publications that do not fall in the category of refereed articles, but are consistent with AACSB guidelines of scholarly output, are not unimportant and will be considered as part of a tenure candidate’s overall publication record. If the minimum publication standard described above is achieved, such additional scholarly output further elevates the level of the candidate’s overall program of research and publication. It is important to note that satisfying the minimum publication standard is not a guarantee that publication productivity is sufficient to warrant the awarding of tenure. The minimum publication standard identified is simply a guideline for the tenure candidate.

Following University policy, a tenure candidate’s research/publication dossier will be submitted to three qualified external reviewers for evaluation. While the opinions of persons external to the University cannot and should not override the opinions of Baylor faculty and administrators, outside individuals can provide additional valuable insights to the evaluation process. The external review process for tenure as well as promotion decisions is described in Appendix 3.

Promotion to Associate Professor

Faculty who begin their academic career at Baylor will be promoted from assistant professor to associate professor once they receive tenure; these faculty members need not apply for this promotion separately from the tenure process. However, for experienced faculty who come to Baylor from other universities, the promotion decision may precede the tenure decision.

TENURED FACULTY

The relevant processes for tenured faculty include an annual review, promotion to professor, and selection for an endowed position.

Annual Review

Once tenure has been granted, a faculty member will receive annual reviews from the chair of the Department of Entrepreneurship and Corporate Innovation. The chair will provide an

assessment of the contributions that the faculty member is making in support of the missions of the department, the Hankamer School of Business, and the university. That assessment will be primarily based on the faculty member's level of scholarly output as indicated on their activity report and their teaching portfolio, including student evaluations, but will also include some consideration of service activities.

Tenured faculty members should be responsible for maintaining an atmosphere conducive to the pursuit of scholarly activities as defined by AACSB guidelines and consistent with Baylor University's stated goal to be a Research 1 / Tier 1 University. Thus, based on a teaching load of 2-2-0 with two class preparations, faculty should average one to two refereed articles per year and at least one article every two years from the departmental list of target journals, with preference given to A-level journals. Teaching loads lower than this will increase expected publications and teaching loads higher than this will decrease expected publications. However, it is appropriate that a tenured faculty member's interests may expand beyond publishing in refereed journals to include additional contributions such as writing textbooks or trade publications, serving as journal editor, editorial review board member, association officer, etc. While these activities do not replace production of refereed journal articles, they are valued and recognized, especially when added to an active stream of refereed journal publications.

Performance appraisals will be conducted annually. Considering the lengthy publication lead times typical of many premier journals and the considerable amount of time and effort required to design and complete significant research projects, scholarly activity is recognized according to the year an article is first accepted for publication. Hence, annual review of research performance is based on journal acceptance(s) during the calendar year under review (Jan. 1 to Dec. 31).

Promotion to Professor

According to the University's Promotion Policy Document, a faculty member promoted to the rank of Professor

should have established a distinguished record of excellence in teaching and mentorship, and should also have produced a body of research and/or creative work that is recognized as excellent by authorities in the field who are in highly esteemed programs at notable institutions. Moreover, the faculty member should have compiled an appropriate record of activity in pertinent professional organizations and service to the university and community.

The Hankamer School of Business "Standards" document also states that the rank of Professor should be limited to faculty who have "continued to distinguish themselves as teacher-scholars and can be expected to progress even further in the future." In addition, demonstrated significant academic leadership is expected of candidates for the rank of Professor. However, the document also indicates that no amount of leadership, service, or collegiality will offset substandard teaching or scholarly activity.

The Department of Entrepreneurship and Corporate Innovation stipulates that the rank of Professor should be granted only in cases where a faculty member has clearly demonstrated

outstanding performance as a teacher-scholar. In terms of scholarly activity, for faculty who typically carry a 2-2-0 load with two preparations per year, the minimum requirement should be an average publication rate of at least one to two refereed article(s) per year and at least one article every two years from the departmental list of target journals, with preference given to A level journals.

As in the procedure for tenure candidates, the dossier for a candidate for promotion to Professor will be submitted to three qualified external reviewers for evaluation. While the opinions of persons external to the University cannot and should not override the opinions of Baylor faculty and administrators, outside individuals can provide valuable insights to the evaluation process. The external review process for tenure and promotion decisions is described in Appendix 3.

With respect to leadership, a candidate for Professor will be evaluated by the current professors in the department regarding his or her academic leadership within the department. While administrative leadership is clearly important to the functioning of the University, such service *per se* will not be sufficient to warrant promotion to professor. Thus, in the event an associate professor is asked to serve as department chair, associate dean, or in some other major administrative capacity, he or she should be provided a sufficient reduction in teaching load (beyond that necessary to carry out administrative duties) to permit time for continued research and other scholarly activities necessary to earn the rank of professor.

Evidence of academic leadership may include, but are not limited to, the following two groups of activities. These activities are divided according to their relative importance for enhancing the academic reputation of the department.

Primary Importance

- Generating an outstanding record of scholarly output, including receiving awards or other recognition for notable research.
- Focusing on a particular area or “niche” of scholarly activity, where the intent is to develop a “center of excellence” that contributes to the department’s reputation.
- Procuring significant external funding grants to support scholarly activity.
- Serving as an editor or editorial board member of an academic or professional journal.
- Serving in a leadership position in a national/regional academic or professional organization.
- Mentoring junior faculty in scholarly activities.

Secondary Importance

- Receiving awards or other recognition for outstanding teaching.
- Procuring significant external funding grants to support pedagogical activities, including integrating technology in the classroom and developing curriculum.
- Initiating and/or overseeing a specific academic program.
- Chairing university, school, or department committees or task forces concerned with curricular or other academic matters.
- Serving as a manuscript reviewer for an academic or professional journal.
- Coordinating a seminar series.

Endowed Positions

A faculty member who has demonstrated an exceptional research record or research potential may be awarded an endowed position in support of that research effort. Endowed positions are appointed for a five-year term and are reviewed every five years for potential reappointment. Endowed positions will be reviewed every year by the Department Chair and the Dean.

Holders of endowed research positions are expected to produce an average of at least one publication per year in journals appearing on the list of target journals (or clear equivalent). Ideally, most of the research should appear in premier journals consistent with the mission of the endowed position, as established by the Dean and the Department Chair. If the endowed position was established and awarded in support of non-research activities the Department Chair will evaluate the holder based on engagement in those activities.

AACSB ACCREDITATION EXPECTATIONS

All tenured and tenure-track faculty members are expected to maintain their AACSB qualification status as “scholarly academic” based on the expectations set forth in the Hankamer School of Business Faculty Accreditation Standards Document. Non-tenure-track faculty members are expected to maintain their AACSB qualification status as “Professional Academic” or “Instructional Practitioner.”

In the event a faculty member fails to maintain the appropriate accreditation status, his or her overall annual performance evaluation will be rated as “unsatisfactory” - performance did not meet goals, job requirements, and/or expectations. Immediate and sustained improvement is required until the qualification is re-established. In addition, after consultation with the Department Chair and the Dean, the faculty member will develop a formal plan for regaining his or her qualification status.

SUPPORT MECHANISMS

To facilitate and monitor the non-tenured, tenure-track faculty’s development of programs of scholarly activity, at least one tenured faculty member will be assigned as a faculty mentor to each tenure-track faculty member. Importantly, it is the responsibility of the tenure-track faculty member to utilize this mentor to his or her benefit. The role of the mentor is to guide and advise the non-tenured professor throughout the pre-tenure period.

The mentor(s) should support the candidate’s development as a scholar and teacher. Such duties could include providing feedback on research projects and papers, advising the candidate on appropriate outlets for research, and encouraging the candidate to engage in other activities to improve scholarship and/or teaching and to develop a professional network (such as attending junior faculty consortia, paper development workshops, and taking advantage of teaching resources and seminars offered by Baylor’s Academy for Teaching and Learning).

Sufficient budget should be made available so that faculty with papers accepted for presentation at academic meetings can travel to these conferences. National meetings should receive top

priority. However, given Hankamer's emphasis on globalization, reasonable travel requests to international meetings should also be funded.

Financial support for data, analysis, and other tools for quantitative and qualitative empirical research should be available to pre-tenure faculty.

APPENDIX 1

Department of Entrepreneurship and Corporate Innovation Target Journals for Tenured / Tenure Track (Effective May 2018; Next formal revision Spring of 2023)

Department of Entrepreneurship and Corporate Innovation		
Target Journals for Tenured / Tenure Track Faculty	2018 Dept. Ranking	ABS Rating (2018)
Academy of Management Journal	A+	4*
Academy of Management Review	A+	4*
Administrative Science Quarterly	A+	4*
Journal of Applied Psychology	A+	4*
Management Science	A+	4*
Organization Science	A+	4*
Strategic Management Journal	A+	4*
Journal of International Business Studies	A+	4*
Journal of Business Venturing	A+	4
Entrepreneurship: Theory and Practice	A	4
Journal of Management	A	4*
Journal of Management Studies	A	4
Organizational Research Methods	A	4
Research Policy	A	4*
Strategic Entrepreneurship Journal	A	4
Journal of Product Innovation Management	A	4
Organization Studies	B	4
Academy of Management Learning and Education	B	4
Academy of Management Perspectives	B	3
Harvard Business Review (full length article)	B	3
Family Business Review	B	3
International Small Business Journal	B	3
Journal of Business Research	B	3
Journal of Small Business Management	B	3
Long Range Planning	B	3
Small Business Economics	B	3
Entrepreneurship and Regional Development	B	3
R&D Management	B	3
Industrial and Corporate Change	B	3
Venture Capital	B	2

APPENDIX 2

Department of Entrepreneurship and Corporate Innovation Target Journals for Clinical Faculty (Effective May 2018; Next formal revision Spring of 2023)

Department of Entrepreneurship and Corporate Innovation Target Journals for Clinical Faculty	ABS Ranking
Management Learning	3
Journal of Management Education	2
Case Research Journal	na
The CASE Journal	na
Business Horizons	2
Innovation: Management, Policy and Practice	2
Journal of Enterprising Culture	1

APPENDIX 3

Benchmarking Department Standards and Processes

To develop the appropriate research process and standards for our own tenure decision process and scholarly standards, several steps were taken. In 2014, the Chair of the Department of Entrepreneurship and Corporate Innovation surveyed the department chairs of five universities – Syracuse, Oklahoma, Boston University, UMKC, and Louisville University that also offered undergraduate, graduate and/or doctoral programs in entrepreneurship. The purpose of the survey was to identify the processes and standards utilized at these universities to support their own individual tenure decision process and to determine how a target journal list was developed and utilized. Each of the department chairs provided detailed responses to the following seven questions.

Question 1. What are the research expectations for someone to get tenure at your school (e.g., required number of total publications? Required number of "A" publications?)

Question 2. Do you use a "list" of what you consider to be A level journals, or "acceptable" journals for faculty members to publish? If so, how did you determine this list?

Question 3. If your school does use a journal list to evaluate publication success, will you please share the journals on your list? How often is this list revised?

Question 4. Is there any consideration given to co-authored vs. single-authored pieces?

Question 5. What are the standard teaching loads for your untenured faculty? How do you adjust scholarly expectations for different teaching loads?

Question 6. How much summer support do your untenured faculty members receive? How many summers of release time do they typically receive before the tenure year?

Question 7. Do you provide graduate student support to your faculty to assist them in their research efforts? If so, how much support is provided?

The Baylor University Entrepreneurship Department tenured faculty utilized the information gleaned from these surveys to provide benchmarks for creating the scholarly standards and processes described in this document. In 2018, the Department Chair contacted faculty at Syracuse, Oklahoma and Louisville to gather data related to changes in standards since 2014.

In addition, an internal committee examined journal impact factors and utilized their collective experience to help create our scholarly expectations standards and our department's target journal list. The 2018 list also considered ABS journal ratings as another measure of journal quality. Based on the information gathered, the department faculty revised its standards document and target journal list.

The target journal list should undergo a thorough formal review every five years (2018, 2023, etc.). However, there is the possibility that a rising journal may sufficiently improve its impact and reputation indices prior to the next five-year review that it would warrant special consideration for inclusion on the target list. In such cases, it is incumbent upon one or more faculty members to (1) compile the data that show that the journal currently meets the minimum decision criteria threshold and (2) present a convincing argument as to why the journal should be included

on the list (for example, the focus of the journal dovetails with a research emphasis of the department).

Any such request should be submitted to the department chair who will determine if the above two conditions are met, and in such case, will assemble a committee of tenured faculty and ask the committee to consider the request.

APPENDIX 4

External Review Process to Support Tenure and Promotion Decisions

Several months prior to the due date for the candidate's tenure notebook, the department chair shall appoint a committee consisting of two tenured members of the Entrepreneurship faculty for the purpose of developing a list of potential external reviewers. The committee will review the candidate's scholarship and meet with the candidate. At this meeting, the candidate will be given the opportunity to provide the committee any additional input, including names of potential reviewers. After meeting with the candidate, the committee shall prepare a list of six prospective external reviewers and present the list in rank order of preference to the department chair. If the committee is unable to agree on a list of prospective reviewers, a new committee will be formed to generate the prospective list. If the second committee fails to generate a list, the department chair, after consulting with the candidate and tenured members of the department, will determine the list of prospective external reviewers.

The chair will present the list without rankings to the candidate and give the candidate the opportunity to veto one person from the list. Starting at the top of the list, the department chair will contact prospective reviewers until three individuals agree to serve as external reviewers. If all prospective external reviewers have been contacted without securing agreement from three, the process shall be repeated until three external reviewers have been secured. In any case, the tenure candidate will not be notified as to the identity of the actual external reviewers.

Care should be taken when selecting external reviewers to ensure that (1) they are leading scholars in their disciplines and especially knowledgeable about the candidate's research areas of expertise; (2) they are persons whose objectivity is not open to challenge, as would be the case for co-authors, longtime personal friends, dissertation advisors, former mentors, or former students; (3) they hold at least the academic rank for which the candidate is being considered.

The department chair shall provide the following information to each of the external reviewers: (1) the candidate's vita, (2) a dossier of the candidate's research, (3) a copy of the *Entrepreneurship Department's "Standards" document*, and (4) any other information that may be relevant to the review. In the cover letter accompanying these materials, the department chair will summarize the candidate's teaching load and describe how it relates to the standards identified in the department's "Standards" document. The chair should then request each reviewer to evaluate the candidate's record as it relates to the department's scholarship standards and provide an evaluation of the significance of the candidate's scholarship.

The reviewers should be advised that their letters will be kept confidential to the extent allowed by Texas law. Review letters are to be sent to the Department Chair, who will place them in the candidate's tenure/promotion notebook.