

Appendix A Peer Observation Report Requirements

Section A
(This section must be included in T&P package)

Faculty Member: Brent Beal Date: 11-18-15
Course: Management 5395-702
Observer: Jim Cater
Date of Pre-Observation Meeting: 11-13-18
Date of Observation: 11-17-15
Date of Post-Observation Meeting: 11-18-15

Jim Cater
Peer Observer's Signature

Brent D Beal
Instructor's Signature Affirming the Discussions Occurred

Appendix B Peer Observation instrument

Peer Observation Checklist

Faculty member being observed Brent Beal Course Mana 5395-702

Observer Jim Carter Date 11-18-15

	Observed (check if yes)	Comments
Faculty colleague clearly communicates the purpose of class session and instructional activities.	✓	Dr. Beal put a lot of thought into the class
Faculty colleague uses concrete examples and illustrations that clarify the material.	✓	
Faculty colleague uses a variety of activities to ensure all students are engaged.	✓	Comprehensive modules
Faculty colleague challenges students to think analytically.	✓	
Faculty colleague uses activities in class to determine whether students understand course material.	✓	
Faculty colleague fosters student-to student interaction.	✓	Great use of discussion boards
Faculty colleague links new material to previously learned concepts.	✓	Great use of academic articles
Faculty colleague uses visuals and handouts where appropriate to accompany verbal presentation.	✓	
Faculty colleague requires students to be active (e.g., completing a task, applying concepts, or engaging in discussion instead of passively listening).	✓	
Students are comfortable asking questions.	✓	
Students actively participate in class activities and discussion.	✓	

Include comments on next page

**COLLEGE OF BUSINESS AND TECHNOLOGY
PERFORMANCE EVALUATION**

Faculty Member: Brent Beal

Evaluation Year: Spring 2015-Spring 2016

Current Rank: Associate Professor

Rating Scale:

- 1 = Unsatisfactory
- 2 = Does not meet expectations
- 3 = Meets expectations
- 4 = Exceeds expectations

	Rating	Weight*	= Score
Teaching	4	.4	= 1.6
Research	4	.5	= 2.0
Service	4	.1	= .4
Administration	—	—	= —
Average Score	—	—	<u>4</u>

*Distribution of effort percent

Meeting appropriate faculty qualification status?

- XX Yes Check Status: SP IP XX SA PA
 No *Explain on Page 2*

If on tenure track, progress toward Tenure/Promotion? *Complete narrative on Page 2*

- Yes Some Degree No

If Associate, progress toward promotion? *Complete narrative on Page 2*

- Yes XX Some Degree No

Meeting expectations regarding collegiality (1-4 scale) 4

OVERALL EVALUATION (1-4 scale) 4

Is a professional development plan required?

- XX No
 Yes For which dimension(s) _____

Distribution of effort for next academic year (complete goals for each area on reverse):

- Teaching .4 %
- Research .5 %
- Service .1 %
- Administration _____ %

Chair/Coordinator: [Signature]

Date: 4/27/16

I have read and received a copy of this evaluation:

Faculty Member: [Signature]

Date: 4/27/16

Dean: [Signature]

Date: 4/27/16

**COLLEGE OF BUSINESS AND TECHNOLOGY
PERFORMANCE EVALUATION**

If not meeting appropriate faculty qualification status, why:

Progress toward Tenure/Promotion. Receiving a "meets or exceeds expectations" does not guarantee promotion/tenure:

Areas of strength:

Areas requiring work:

.

Progress toward Promotion:

Areas of strength: Teaching

Areas requiring work: Research – Continue to build on your current CSR research and target high level journal outlets on the CBT list(s).

Summarize goals for next year in each area:

Teaching:

Research:

Service:

TEACHING:

15 Sum	MANA5395 560	4.43	4.13
	MANA5395 702	4.31	
	MANA5395 704	3.65	
15 Fall	MANA5395 060	4.47	4.51
	MANA5395 702	4.52	
	MANA5395 704	4.52	
16 Spring	MANA5395 060	na	na
	MANA5395 702	na	
	MANA5395 704	na	

--Strategic Management course was completely redesigned in Summer of 2015

--teaching evals are high, students seems to enjoy the course

--lots of AOL data collection (Common Business Core Exam, Critical Thinking, Case Projects)

--case writing guide completely rewritten in Spring of 2016, it now being used at several different institutions, currently in negotiations with Ivey Publishing to publish it

--presentation at AOM (TLC) 2015 conference in Summer of 2015 was based on classroom experience, two case-writing proposals accepted at AOM (TLC) 2016 conference, similar proposal accepted at ASAC, plans for symposium at NACRA in October 2016

--book of students essays being published by Stephen F. Austin Press

SERVICE:

University Student Appeals Committee (2014-present), College Graduate Curriculum Committee (2010-present), Department Promotion Committee (2010-present), Department Job Search Committee, International Business Position (2016-present); VP Membership for NACRA (North American Case Research Association); Reviewing (*Journal of Business Ethics*, AOM meeting, *Case Research Journal*, *Business & Society*, *Business Ethics: European Review*; *Journal of Family Business Management*); AOM (Social Issues in Management, Critical Management Theory divisions, Scholar/Mentor at SIM workshop)

RESEARCH [8 articles, 1 book, 2 chapters, 1 AOM best paper proceedings, 6 presentations, see vita]:

Beal, B. D. & Neesham, C. [2016]. Systemic corporate social responsibility: Micro-to-macro transitions, collective outcomes, and self-regulation. *Social Responsibility Journal*, 12(2): forthcoming.

Cragun, R. T., Merino, S. M., Stearmer, S. M., Nielsen, M., Beal, B. D., & Jones, B. [2016]. Predictors of opposition to and support for the ordination of women: Insights from the LDS church. *Mental Health, Religion and Culture*, published online (DOI: 10.1080/13674676.2015.1126703), forthcoming in print.

Beal, B. D., & Astakhova, M. [2016]. Management and income inequality: A review and conceptual framework. *Journal of Business Ethics*, published online (DOI: 10.1007/s10551-015-2762-6), forthcoming in print.

Cater, J. J., Collins, L. A., & Beal, B. D. [2016]. Ethics, faith, and profit: Exploring the motives of U.S. fair trade social entrepreneurs. *Journal of Business Ethics*, published online (DOI: 10.1007/s10551-015-2934-4), forthcoming in print.

Olson Beal, H. K., & Beal, B. D. 2016. Assessing the impact of school-based marketing efforts: A case study of a foreign language immersion program in a school choice environment. *Peabody Journal of Education*, 91(1): 81-99.

Bushardt, S. C., Beal, B. D., Young, M., & Khosla, S. 2016. Professional nurses and the dark side of work passion. *Nursing Management*, 47(1): 48-52.

Cater, J. J., Beal, B. D., Tarter, J., & Swimberghe, K. 2015. Motor Trike: Building a brand community. *Case Research Journal*, 35(2): 73-94.

Cater, J. J., & Beal, B. D. 2015. Servant leadership in multigenerational family firms. *Journal of Applied Management and Entrepreneurship*, 20(4): 24-48

**COLLEGE OF BUSINESS AND TECHNOLOGY
PERFORMANCE EVALUATION**

Faculty Member: Brent Beal

Evaluation Year: Spring 2014-Spring 2015

Current Rank: Associate Professor

Rating Scale:

- 1 = Unsatisfactory
- 2 = Does not meet expectations
- 3 = Meets expectations
- 4 = Exceeds expectations

	Rating	x	Weight*	=	Score
Teaching	<u>4</u>		<u>.40</u>	=	<u>1.6</u>
Research	<u>2</u>		<u>.50</u>	=	<u>1</u>
Service	<u>3</u>		<u>.10</u>	=	<u>.3</u>
Administration				=	
Average Score				=	<u>2.9</u>

*Distribution of effort percent

Meeting appropriate faculty qualification status?

- Yes Check Status: SP IP SA XX? PA
 No Explain on Page 2

If on tenure track, progress toward Tenure/Promotion? *Complete narrative on Page 2*

- Yes XX Some Degree No

If Associate, progress toward promotion? *Complete narrative on Page 2*

- Yes XX Some Degree No

Meeting expectations regarding collegiality (1-4 scale) 3

OVERALL EVALUATION (1-4 scale) 3

Is a professional development plan required?

- No
 Yes For which dimension(s) _____

Distribution of effort for next academic year (complete goals for each area on reverse):

Teaching 40 %
 Research 50 %
 Service 10 %
 Administration _____ %

Chair/Coordinator: [Signature]

Date: 4/23/15

I have read and received a copy of this evaluation

Faculty Member: [Signature]

Date: 4/23/15

Dean: [Signature]

Date: 5-4-15

**COLLEGE OF BUSINESS AND TECHNOLOGY
PERFORMANCE EVALUATION**

If not meeting appropriate faculty qualification status, why: Only has published 1 journal article on the CBT journal list, therefore not currently SA qualified.

Progress toward Tenure/Promotion. Receiving a “meets or exceeds expectations” does not guarantee promotion/tenure:

Areas of strength: Teaching. Dr. Beal has excellent student evaluations and is involved in the continuous development and improvement of his classes, as well as developing pedagogical materials.

Areas requiring work: Research. While Dr. Beal has recently submitted several articles to A+ or A level on the new CBT MANA journal list/exceptional or meritorious level journals on the old CBT MANA journal list that are under initial review, he has no journal articles to date that have been accepted at A+ or A level/ exceptional or meritorious journals. Continue efforts to get manuscripts moved from the “review stage” to acceptance.

Progress toward Promotion:

Areas of strength: Teaching – see previous comments

Areas requiring work: Research – see previous comments.

Summarize goals for next year in each area:

Teaching:

Research:

Service:

College of Business and Technology
The University of Texas at Tyler
Performance Evaluation

Faculty Member: Brent Beal Evaluation Year: 2013

Current Rank: Associate Professor

Teaching: Meets expectations

Excellent student evaluations, 4.5+ overall. Other than the occasional, and expected, complaint about the workload, student comments are very positive...even in the 7-week delivery. Syllabi are organized well, very clear and reflect a variety of assignments appropriate for a capstone course.

Research: Meets expectations

Six publications, one book and six presentations. Publications are not mainstream business journals and may not be sufficient to ensure promotion and/or tenure.

Service: Meets expectations

Good service to college and department; one university committee. Significant involvement as editorial board member and reviewer.

Progress toward tenure and promotion?

Yes No

Academic/Practice classification:

SA PA SP IP Other

Developmental Comments:

Take heed of your departmental tenured faculty comments regarding your research stream. I strongly encourage you to focus your future research on strategic management and management topics in meritorious journals.

OVERALL: Meets Expectations

Department Chair: [Signature] Date: 6/11/14

Dean: [Signature] Date: 6/27/14

I have read and received a copy of this evaluation.

Faculty Member: Brent A. Beal Date: 6/26/2014

Note: 1) recent publications were not evaluated in terms of quality, and 2) when hired, I was informed that tenure would be based on my entire record, not just recent publications. I asked for written clarification of these points and the committee refused.

BDB

(see attached)

To: Dr. Roger Lirely & Management and Marketing Tenure and Promotion Committee
From: Brent D. Beal
Re: Annual Formative Feedback
Date: April 29, 2014

In my 4th year review summary, it states: "Dr. Beal is not on track to meet the expectations of his department, the College, or the University of Texas at Tyler for Promotion and Tenure."

I would like written clarification of a number of assumptions that appear to form the basis for this statement.

1) I currently have 14 peer-reviewed publications (2 of these publications are in 2014). In addition to these publications, I have 1 book, 1 book chapter, 6 published proceedings, 4 non peer reviewed articles, and 28 presentations (see my attached vita).

Based on the current UT Tyler journal list, I classify my articles as follows: Exceptional (1), Meritorious (5), Good (7) and Peer-Reviewed (1).

Given that I intend to go up for both tenure and promotion (to full, from associate), in the Fall of 2015, I respectfully ask the Management and Marketing Tenure and Promotion Committee to respond, in writing, to the following questions:

a) *Which of the 14 peer-reviewed articles, 1 book, 6 published proceedings, 4 non-peer reviewed articles and 28 presentations does the committee NOT intend to consider for tenure and promotion and why? It is my understanding that promotion to full professor will be based on my entire track record as a scholar. If the committee intends to impose an arbitrary time-based cut-off for consideration of my work, what is it and on what basis is it being imposed?*

b) *Even if ONLY the most recent 3.5 years (my time at UT Tyler) is considered, I have published 8 peer-reviewed articles (2 of which I consider to be in meritorious cross-disciplinary outlets), 1 book, 2 proceedings, 1 non peer-reviewed article, and 15 presentations. Given that the committee finds that this is unacceptable progress towards tenure, please explain how this is the case given the current tenure and promotion guidelines.*

2) As the committee notes, I chaired the journal list committee for the department. This committee made an explicit decision NOT to evaluate cross-disciplinary journals. This issue was discussed at length and it was decided that cross-disciplinary journals would be evaluated in the review process by the various committees involved (e.g. the Management and Marketing Tenure and Promotion Committee). I note that a number of the members of the Management and Marketing Tenure and Promotion Committee were present when this discussion took place.

Given that the Management and Marketing Tenure and Promotion Committee seems to imply in my 4th year summary that cross-disciplinary publications do not count towards tenure and promotion, I respectfully ask the committee to respond, in writing, to the following questions:

- a) *Given the recent emphasis on the benefits and value of cross-disciplinary research (see, for the example, the new AACSB guidelines, or UT Tyler's recent moves towards adoption of the Boyer model), please explain why the Management and Marketing Tenure and Promotion Committee appears to be using the department journal list in a way that it is EXPLICITLY NOT intended to be used (i.e. using the list to prevent faculty from doing cross-disciplinary work).*
- b) *As a more specific follow-up to the above question, if a faculty member were to publish in the Journal of Applied Psychology, for example, or the American Journal of Sociology (both examples that were explicitly discussed by the department journal list committee as journals that would not be included on the journal list), would these publications "count" towards tenure and promotion at UT Tyler? If the committee would give proper weight to these journals (as the journal list committee intended), then on what basis is the committee excluding other cross-disciplinary journals?*
- c) *What is the committee's assessment of the Journal of Philosophical Economic? Based on a comparison of this journal with other meritorious journals on our current journal list, I classify this journal as a meritorious publication. How does the committee classify it? Why?*
- d) *What is the committee's assessment of the Journal of the Journal of School Choice? Based on a comparison of this journal with other meritorious journals on our current journal list, I classify this journal as a meritorious publication. How does the committee classify it? Why?*

3. It appears that the Management and Marketing Tenure and Promotion Committee has made a decision, in my case, to discount all peer-reviewed case publications and pedagogical work.

Given the recent emphasis in the new AACSB guidelines on impact, and the importance of both case work and work in management education, I respectfully ask the committee to respond, in writing, to the following questions:

- a) *Why has the committee elected to give NO WEIGHT to my peer-reviewed case publications in my 4th year review? On what basis was this determination made?*
- b) *Why has the committee elected to give NO WEIGHT to my pedagogical publication in my 4th year review? On what basis was this determination made?*

In addition to these items, I found several other aspects of my 4th year review summary disappointing. The committee notes that my teaching was "acceptable" (noting that it was above the school mean of 3.5). For Spring and Fall of 2013, my evaluations were:

Spring 13	MANA4395.001	4.71
	MANA4395.060	4.03
	MANA5395.060	4.59
Fall 13	MANA5395.060	4.42
	MANA5395.701	4.97
	MANA5395.702	4.46

When are teaching evaluations considered "good" or "commendable"? Why were lower evaluations in previous years considered "good" or "commendable," but higher scores this past year were only considered "acceptable"?

Although I spent more time on service in the department, and considerably more time as a reviewer for a number of different journals, my level of service dropped from previous evaluations from "good" or "excellent" to "acceptable." Why was this the case?

I look forward to the committee's response.

Sincerely,

Brent D. Beal, Ph.D.
Associate Professor of Management
College of Business and Technology
The University of Texas at Tyler

[REDACTED]
903-566-7312 (office)
903-566-7372 (fax)
bbeal@uttyler.edu

*Note —
the evaluation committee
referred to clarify these points
in writing —*

BDB

College of Business and Technology
The University of Texas at Tyler
Performance Evaluation

Faculty Member: Brent Beal

Evaluation Year: 2012

Current Rank: Associate Professor

TEACHING

Percentage	Recommended to be 10% per class, i.e. 2-3 load=50%; 3-3 load=60%								
Rating:	0	1	2	3	4	5	6	7	8

Explanation:

- 1) You integrate Corporate Social Responsibility (primary research areas) into your teaching
- 2) Wrote a CSR module for use in different classes
- 3) Working on a revised and expanded version of this module for Sage, it should be published in the fall.
- 4) You and Jim Tarter have implemented a case writing program (a SWIF, or student-written, instructor facilitated, case writing program).
- 5) You and Jim Tarter have established a good relationship with Motor Trike (in Troup); Student teams have complete projects on-site and students are writing a case on the company.
- 6) You published a pedagogical peer-reviewed article (Tarter, J. & Beal, B. D. 2013. Implementing a "SWIF" program in an undergraduate strategy course: Processes, results and recommendations. *The Journal of Learning in Higher Education*, forthcoming.)
- 7) You (with Dr. Tarter) have three business cases under review at the best case journals (and you use these cases in the classroom, with both undergrads and graduate students).
- 8) Have taught strategy (undergrad, grad), a special topics course (economic value and corporate social responsibility), and independent study courses, all in various formats (primarily online).

Your teaching evaluations are solid (although evaluations are higher in face-to-face courses than in Online courses). I appreciate your commitment to integrating your research with your teaching. In addition, you have demonstrated willingness to help colleagues as they develop new approaches to teaching Online.

RESEARCH

Percentage	Minimum 10%, cannot exceed 50%								
Rating:	0	1	2	3	4	5	6	7	8

Explanation:

I perceive a significant amount of effort in the area of research and continue to believe that in time these efforts will manifest themselves in journal publications.

Articles and Proceedings

You published one journal article published, two journal articles accepted for publication in 2013 as well as a paper published in the *Proceedings* of the Academy of Management in 2012. In addition, you have a contract with Sage Publication for a Book

Beal, B. D. 2012. Competitive markets, collective action, and the Big Box Retailer problem. *Journal of Philosophical Economics*, 6(1): 2-29.

Heard, P. L., Hartman, S., Beal, B. D., & Bushardt, S. C. [2013]. Nursing comfort as an alternative to

addressing nurse burnout: A literature review. *Nursing Management, forthcoming.*

Tarter, J. & Beal, B. D. 2013. Implementing a "SWIF" program in an undergraduate strategy course: Processes, results and recommendations. *The Journal of Learning in Higher Education, forthcoming.*

Proceedings

Beal, B. D., & Neesham, C. 2012. Systemic CSR: Insourcing and the invisible hand. Best Paper Proceeding of the 2012 Academy of Management Meeting, Boston, MA, <http://aom.org/proceedings/>

Books

Beal, B. D., *An Introduction to Corporate Social Responsibility: Definitions, Core Issues, and New Developments.* Scheduled for production in April and should be available in August of 2013.

You currently have 9 items under review (4 articles, 3 cases, 1 symposium, and 1 professional development workshop for the Academy of Management national conference.)

Manuscripts in Review (four)

Cater, J. J., & Beal, B. D. [2013] Oil spill in the gulf: Ripple effects on small family business owners in south Louisiana. *Submitted to the Academy of Management 2013 Meeting, Entrepreneurship Division, Orlando, FL, August 9-13, 2013. To be submitted to Family Business Review.*

Beal, B. D., & Beal, H. K. O. [2013] School choice and the market: Lessons from the National Football League. *Proposal accepted for a 2013 themed issue of the Journal of School Choice on school choice and diversity; Full draft submitted for peer review on December 3, 2012.*

Beal, B. D. & Neesham, C. [2013] Systemic CSR: Insourcing and the invisible hand. *Submitted to the Academy of Management 2012 Meeting, SIM Division, Boston, MA, August 3-7, 2012; Under initial review at Business Ethics: A European Review.*

Swimberghe, K., Wooldridge, B., & Beal, B. D. [2013] Consumer religion, CSR associations, and relationship quality: An exploratory study using a consumer-centric approach. *Under initial review at Business Ethics Quarterly.*

Cases

Beal, B. D., & Tarter, J. [2013]. The Mormon stories podcast: Faith, disaffiliation and strategic vision. *To be submitted to the Business Case Journal (a publication of the Society for Case Research).*

Beal, B. D., & Tarter, J. [2013]. Flat World Knowledge: A revolution? *Under second revision for the Journal of Case Studies (a publication of the Society for Case Research).*

Beal, B. D., & Tarter, J. [2013]. Flat World Knowledge: How to pay authors to write free textbooks? *Submitted to the 2013 Annual Meeting of the Society for Case Research, Critical Incident, Chicago, IL, February 27-March 1, 2013. To be submitted to the Journal of Critical Incidents.*

Other

Beal, B. D., Martinuzzi, A., & Neesham, C. [2013]. Systems thinking for social impact: New

perspectives on corporate responsibility. Submitted to the Academy of Management 2013 Meeting, Symposium (All-Academy Theme), Orlando, FL, August 9-13, 2013.

Beal, B. D., Martinuzzi, A., & Neesham, C. [2013]. Systems thinking for corporate social responsibility: A state-of-the-art review. Keynote Speaker Presentation submitted as part of a Participant Development Workshop (PDW) to the Academy of Management 2013 Meeting, Orlando, FL, August 9-13, 2013.

Summary

Brent has

- A detailed and coherent research plan.
- Attended 5 conferences (in 2012) and has made some good contacts.

Brent is

- Concentrating on work that will be submitted to good quality journals.
- Collecting data for several projects.

The process of building a pipe line of quality research takes time to build. You are moving in the right direction and I believe 2013 will be the year many of your efforts come to fruition. I would caution that you need to focus on more discipline based research and less on case studies.

SERVICE

Percentage	Minimum 10%, cannot exceed 50%								
Rating:	0	1	2	3	4	5	6	7	8
Explanation:									
Department service:									
<ul style="list-style-type: none"> • Chair, Management and Marketing Journal List Committee, • Member of Management and Marketing Department Tenure Committee, • Department Website coordinator, • Chair of Faculty Search Committee 									
Discipline service: Ad hoc journal reviewer, AOM 2011 reviewer									
Community Service: Founder and President of East Texas CSR Initiative									

PROGRESS TOWARD TENURE/PROMOTION:

Yes No

PROGRESS TOWARD AQ/PQ (check for Yes):

AQ PQ

OVERALL

Rating:	0	1	2	3	4	5	6	7	8
Formative Feedback:									
Please review the formative feedback from the peer evaluations within the department as I concur with their assessment. You have managed to gain traction with your research and I believe 2013 will be an astounding year in research for you. You are a wonderful colleague and I look forward to working with you in the years ahead.									

Department Chair: Stephen C. Bushore Date: 3/28/13

Dean: AKC Date: 4/10/13

I have read and received a copy of this evaluation.

Faculty Member: Russell Date: 4/9/2013

I acknowledge that I am aware of and agree to abide by the University of Texas at Tyler Standards of Conduct Guide and Conflict of Interest Policy, which can be found on the UT Tyler Faculty Staff page under Manuals, Directories, and Links: <http://www.uttyler.edu/mainsite/facultystaff.htm>. Any outside employment or compensation, including self-employment, and employment by another state agency have been approved by my supervisor using the appropriate form located on the UT Tyler website at: <http://www.uttyler.edu/ohr/forms.htm>. I have also disclosed any potential conflicts of interest, including, but not limited to, relationships with other employees, students, vendors, donors, business associates, etc. in the space provided below:

College of Business and Technology
The University of Texas at Tyler
Performance Evaluation

Faculty Member: Brent Beal

Evaluation Year: 2011

Current Rank: Associate Professor

TEACHING

Percentage	<i>Recommended to be 10% per class, i.e. 2-3 load=50%; 3-3 load=60%</i>								
Rating:	0	1	2	3	4	5	6	7	8
<p>Explanation:</p> <p>I appreciate the willingness to teach in different formats and to step up to the plate when we need a course covered. Your student evaluations remain positive in the midrange of 4 to 5. Based on informal feedback and I appreciate your willingness to impart to our students a high standard of intellectual curiosity.</p>									

RESEARCH

Percentage	<i>Minimum 10%, cannot exceed 50%</i>								
Rating:	0	1	2	3	4	5	6	7	8
<p>I perceive a significant amount of effort in the area of research and continue to believe that in time these efforts will manifest themselves in journal publications. It is important to move towards achieving AQ status as defined by the College.</p> <ul style="list-style-type: none"> a. Peer-review journal articles submitted in 2011 <ul style="list-style-type: none"> i. Three journal articles are currently under review at the following outlets: 1) <i>Journal of Business Ethics</i> (3rd author), 2) <i>Case Research Journal</i> (1st author), and 3) <i>Business & Society Review</i> (based upon the presentation Dr. Beal made at the AOM 2011 Annual Meeting). b. Peer-reviewed conference articles published in 2011 <ul style="list-style-type: none"> i. No peer reviewed conference proceedings were published since Dr. Beal's presentation at the AOM 2012 conference was not cited as being published in the conference proceedings. c. Peer-reviewed conference articles submitted in 2011 <ul style="list-style-type: none"> i. Beal submitted an article on Systemic CSR to the AOM 2012 meeting. d. Presentations in 2011 <ul style="list-style-type: none"> i. Dr. Beal made two conference presentations: 1) a presentation at the 2011 Program of the North American Case Research Association (with J. Tarter) and 2) a presentation at the AOM 2011 Annual Meeting. 									

SERVICE

Percentage	<i>Minimum 10%, cannot exceed 50%</i>								
Rating:	0	1	2	3	4	5	6	7	8

Explanation:

- a. University service: Member of Honors Advisory Committee
- b. College service: Member of Graduate Committee; Chair, Ad Hoc Committee to Review Ethics Statement
- c. Department service: Chair, Management and Marketing Journal List Committee, Member of Management and Marketing Department Tenure Committee, Department Website coordinator, Chair of Faculty Search Committee
- d. Discipline service: Ad hoc journal reviewer, AOM 2011 reviewer
- e. Community Service: Founder and President of East Texas CSR Initiative
- f. Award: CBT Pirtle Professorship for 2010-2011
- g. Award: Won a \$2500 stipend to develop MANA 4395 from the Office of Instructional Design

PROGRESS TOWARD TENURE/PROMOTION:
PROGRESS TOWARD AQ/PQ (check for Yes):

Yes No
 AQ PQ

OVERALL

Rating:	0	1	2	3	4	5	6	7	8
Please review the formative feedback from the peer evaluations within the department as I concur with their assessment. You are a wonderful colleague and I look forward to working with you in the years ahead.									

Department Chair: Steph C Bruchardt Date: 3/23/12
Dean: _____ Date: _____

I have read and received a copy of this evaluation.
Faculty Member: [Signature] Date: 4/10/2012

I acknowledge that I am aware of and agree to abide by the University of Texas at Tyler Standards of Conduct Guide and Conflict of Interest Policy, which can be found on the UT Tyler Faculty Staff page under Manuals, Directories, and Links: <http://www.uttyler.edu/mainsite/facultystaff.html>. Any outside employment or compensation, including self-employment, and employment by another state agency have been approved by my supervisor using the appropriate form located on the UT Tyler website at: <http://www.uttyler.edu/ohr/forms.htm>. I have also disclosed any potential conflicts of interest, including, but not limited to, relationships with other employees, students, vendors, donors, business associates, etc. In the space provided below:

College of Business and Technology
The University of Texas at Tyler
Performance Evaluation

Faculty Member: Brent Beal

Evaluation Year: 2010

Current Rank: Associate Professor

TEACHING

Percentage		<i>Recommended to be 10% per class, i.e. 2-3 load=50%; 3-3 load=60%</i>								
Rating:	0	1	2	3	4	5	6	7	8	
Explanation: Average student evaluation of 4.42 with a grade distribution well within departmental norms.										

RESEARCH

Percentage		<i>Minimum 10%, cannot exceed 50%</i>								
Rating:	0	1	2	3	4	5	6	7	8	
Explanation: Paper accepted to 2011 Academy of Management. Several papers in progress. Leads the department in citations.										

SERVICE

Percentage		<i>Minimum 10%, cannot exceed 50%</i>								
Rating:	0	1	2	3	4	5	6	7	8	
Explanation: Honors Program Advisory Committee, College of Business and Technology Graduate Committee, Chair of the Departmental Journal Classification Committee, Department Promotion Committee, Department Website Coordinator.										

PROGRESS TOWARD TENURE/PROMOTION:

Yes No

PROGRESS TOWARD AQ/PQ (check for Yes):

AQ PQ

OVERALL

Rating:	0	1	2	3	4	5	6	7	8	
Formative Feedback: We believe you are engaged in appropriate behavior and hence your evaluations. In future yours greater emphasis will place on output. You are a wonderful colleague and I look forward to working with you in the years ahead.										

Department Chair: *Stephen C. Burdhardt*

Date: 4/6/11

Dean: *1/16/11*

Date: 4-6-11

I have read and received a copy of this evaluation.

Faculty Member: *Brent Beal*

Date: 4/12/2011

To: Dr. Bushardt, Management and Marketing Department Chair
From: Management and Marketing Tenure Committee
Re: Dr. Brent Beal Annual Formative Feedback
Date: February 9, 2011

Our review of the dossier for Dr. Brent Beal resulted in the following feedback.

Summary of Performance for Spring and Fall of 2011

1) Intellectual contributions

- a. Peer-reviewed journal articles published in 2011
 - i. No journal articles were published during the year.
- b. Peer-review journal articles submitted in 2011
 - i. Three journal articles are currently under review at the following outlets: 1) *Journal of Business Ethics* (3rd author), 2) *Case Research Journal* (1st author), and 3) *Business & Society Review* (based upon the presentation Dr. Beal made at the AOM 2011 Annual Meeting).
- c. Peer-reviewed conference articles published in 2011
 - i. No peer reviewed conference proceedings were published since Dr. Beal's presentation at the AOM 2012 conference was not cited as being published in the conference proceedings.
- d. Peer-reviewed conference articles submitted in 2011
 - i. Beal submitted an article on Systemic CSR to the AOM 2012 meeting.
- e. Presentations in 2011
 - i. Dr. Beal made two conference presentations: 1) a presentation at the 2011 Program of the North American Case Research Association (with J. Tarter) and 2) a presentation at the AOM 2011 Annual Meeting.

2) Teaching

- a. Summary of courses taught: Dr. Beal taught three courses in a variety of formats during 2011. Dr. Beal taught MANA 3325 (Entrepreneurship), MANA 4395 (Strategic Management), and MANA 5395 (Formulating and Implementing Strategy). Dr. Beal also supervised MANA 5370 (Special Topics in Management) in the fall of 2011. Dr. Beal prepped and taught courses in three new formats for the first time in 2011: MANA 5395 (Online), MANA 5395 (Hybrid), MANA 4395 (Online).
 - i. Spring 2011: Taught two preparations/three sections: MANA 4395.060 (online), MANA 4395.002 and 003
 - ii. Summer 2011: Taught one course: MANA 5395.401 (hybrid)
 - iii. Fall 2011: Taught two preparations/three sections – MANA 3325 (ITV) and MANA 4395.001 and .060 (online)
- b. Spring 2011 evaluation of teaching
 - i. MANA 4395.002
Grade average = NOT FOUND IN BINDER
 - ii. MANA 4395.003
Evaluation of instructor 4.38 and course 4.0 (8 responded)
Grade average = NOT FOUND IN BINDER
 - iii. MANA 5395.060
Evaluation of instructor 4.56 and course 4.33 (9 responded)
Grade average = NOT FOUND IN BINDER
Evaluation of instructor 3.13 and course 3.03 (30 responded)

- c. Summer 2011 evaluation of teaching
 - i. Taught MANA 4395.401 Syllabus is in the dossier, but no other information is available (e.g., GPA); evaluation of teaching for summer courses is N/A
- d. Fall 2011 evaluation of teaching
 - i. MANA 3325-ITV Grade average = 2.64
Evaluation for instructor 4.58, 4, 2 and course 4.25, 3, 3 (42 students responded: 12 evaluations for .040, 1 for .041, & 3 for .042)
 - ii. MANA 4395.001 Grade average = 3.06
Evaluation of instructor 4.53 and course 4.16 (19 out of 23)
 - iii. MANA 4395.060 Grade average = 3.03
Evaluation of instructor 4.0 and course 4.83 (18 out of 31)

3) Service & Awards

- a. University service: Member of Honors Advisory Committee
- b. College service: Member of Graduate Committee; Chair, Ad Hoc Committee to Review Ethics Statement
- c. Department service: Chair, Management and Marketing Journal List Committee, Member of Management and Marketing Department Tenure Committee, Department Web Site coordinator, Chair of Faculty Search Committee
- d. Discipline service: ad hoc journal reviewer, AOM 2011 reviewer
- e. Community Service: Founder and President of East Texas CSR Initiative
- f. Award: CBT Pirtle Professorship for 2010-2011
- g. Award: Won a \$2500 stipend to develop MANA 4395 from the Office of Instructional Design

Formative Feedback

1) Overview

- a. Assumptions: Dr. Beal should be in his second year as a tenure track faculty member. It is expected that Dr. Beal has received a letter from the provost's office documenting where he is on the P&T timeline.
- b. Status: Dr. Beal is not classified as Academically Qualified (AQ) at this point in time according to current CBT AQ/PQ guidelines. It is recommended that Dr. Beal discuss his current status with Dr. Bushardt and see what he needs to do to qualify for AQ.

2) Intellectual Contributions

- a. Since no peer reviewed journal articles have been accepted for publication since joining the CBT faculty, Dr. Beal is at risk for achieving a positive third year review outcome.
 - i. Last year's formative feedback requested that Dr. Beal develop a written research agenda. Dr. Beal has provided information on works in progress: 1) Dr. Beal plans to submit a paper which is currently under review for the AOM 2012 meeting to a journal in the future, 2) Beal lists three papers with other authors as unpublished works, and 3) Beal has a three tiered plan for scholarly activities related to pedagogy.
- b. For promotion and tenure purposes, Dr. Beal must show that he has a clearly defined research program. His program must be documented in a detailed research agenda which shows how his planned intellectual contributions will be developed to make a significant contribution to knowledge in his discipline. As stated in the University of Texas at Tyler Handbook of Operating Procedure on Tenure (3.3.4):

"The purpose of research/scholarship/creative activity is to make a substantive contribution to the body of knowledge and understanding in one's discipline. For tenure to be granted, a faculty member must have established a strong, consistent, and progressive program of research/scholarship/creative activity and must evidence a commitment to continue making contributions throughout his or her career. "

(See <http://www2.utt Tyler.edu/ohr/hop/documents/3.3.4Tenure.pdf>)

- c. Given Dr. Beal's current status, it is strongly recommended that he develop a specific research development plan that shows, along with other expected details, his plans for 2012 in regard to what will be accomplished. This plan should include projects, proposed papers, targeted journals (using the M&M journal list), stages of development (e.g., literature review completed, data collection underway, working paper available for review, etc.).
 - i. His plan should be completed and feedback from Dr. Bushardt should be incorporated in Dr. Beal's plan by May 1st 2012.
 - ii. By September 1st, Dr. Beal should provide Dr. Bushardt with documentation on her progress on her research goals.

3) Teaching

- a. Dr. Beal should be commended for teaching evaluations received during 2011 and for his efforts to develop new online courses in a quality manner.
- b. Dr. Beal should document his teaching philosophy and include it in next year's annual evaluation materials. Dr. Beal should continue his continuous improvement efforts in the area of teaching.

4) Service & Awards

- a. Dr. Beal is to be commended for his commitment to service and engagement as a faculty colleague. He has excelled in the area of collegiality as defined by the CBT promotion and tenure guidelines.
- b. It is recommended that Dr. Beal continue his service at his current level.



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COLLEGE OF
BUSINESS AND TECHNOLOGY

To: Dr. Bushardt, Management and Marketing Department Chair
From: Management and Marketing Tenure Committee
Re: Dr. Brent Beal Annual Formative Feedback
Date: February 18, 2010

Our review of the dossier for Dr. Brent Beal resulted in the following feedback.

Summary of Fall 2010 Accomplishments

1) Intellectual contributions

- a. 2010 Peer-reviewed journal articles
 - i. No journal article submissions in 2010.
- b. 2010 Conference activities
 - i. One paper was submitted in 2010 and is currently under review for the 2011 AOM conference (single author).
- c. Future Research Plans
 - i. Dr. Beal has a three tier plan for pedagogical scholarship activity, plans to submit paper in 2011 to SMA conference and anticipates development of journal articles for journal submission in 2011.

2) Teaching

- a. Fall 2010: Taught two preparations/three sections – MANA 1300.001 (Introduction to Business) and MANA 4395.001 and .002 (Strategic Management)
- b. Fall 2010 Evaluation of Teaching
 - i. MANA 1300.001 grade average = 2.50
instructor 4.25/5 and course 4.50/5.0 (4 student reviews out of 12)
 - ii. MANA 4395.003 grade average = 2.69
instructor 4.48/5 and course 4.24/5.0 (25 student reviews out of 32)
 - iii. MANA 4395.002 grade average = 3.36
instructor 4.52/5 and course 4.38/5.0 (21 student reviews out of 30)
- c. Future Teaching Plans:
 - i. Dr. Beal is preparing for MANA 5395, a new course he will be teaching in Spring 2011.



3) Service & Awards

- a. University service – Member of Honors Advisory Committee
- b. College service – Member of Graduate Curriculum Committee
- c. Department service – Chair, Management and Marketing Journal List Committee; Member, Management and Marketing Department Tenure Committee, Department Web Site coordinator
- d. Discipline service – Reviewer for 2011 AOM conference
- e. Award – CBT Pirtle Professorship for 2010-2011

Formative Feedback

1) Intellectual Contributions

- a. Evidence of detailed plans for pedagogical research; Completed and submitted paper for consideration at a national conference (AOM)
- b. Key target for research activity is ensuring that he is considered academically qualified by the time of our upcoming AACSB review visit. Therefore, we would recommend continuation of research activity that focuses on journal submissions (as opposed to conference papers) in order to help ensure the acceptance of three peer reviewed journal articles in the required time frame.
- c. Would like to see a written research agenda and detailed plan in the future that shows proposed non-pedagogical research agenda and detailed plan for development of papers
- d. Dr. Beal is to be commended for his commitment to research activity with students; recommend that he focus on turning these activities into journal articles.

2) Teaching

- a. Student evaluations of teaching for first semester in the CBT are excellent and are higher than the overall average for the CBT management area (for the Spring 2010 semester the MGMT averages were 4.01/5 for the overall instructor score and 3.86/5 for the overall course score). Would recommend, in the short term, prioritizing any available time toward journal article development as opposed to additional pedagogical innovations that could be deferred.

3) Service & Awards

- a. Service shows a good mix of university, college, departmental and discipline related service activities.
- b. Would recommend continuation of current service levels, but, in the short term, prioritizing any available time toward journal article development as opposed to taking on additional service commitments.
- c. Would recommend that Dr. Beal to periodically seek his Department Chair's input on balancing of teaching, research, and service time commitments.