UVU UTAH VALLEY UNIVERSITY

WOODBURY
SCHOOL *of* BUSINESS

Guidelines for Faculty Qualifications

I. Rationale

The AACSB standards provide a general framework for the Woodbury School of Business (WSB) operational definitions of *scholarly academics* (SA), *scholarly practitioners* (SP), *practice academics* (PA), and *instructional practitioners* (IP) faculty. The standards clearly articulate that faculty need to demonstrate currency in their discipline and field of teaching. Standard 15 of the AACSB accreditations standards[1] states:

> The school maintains and strategically deploys participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with the school's mission and strategies.

We agree with AACSB that 1) it is "the responsibility of **all** faculty members to maintain their intellectual capital to support the mission"[2]; 2) "obtaining and maintaining academic or professional qualifications is a function of both original academic preparation and subsequent activities that maintain or establish preparation for current teaching responsibilities"; and 3) "regardless of their specialty, work experience, or graduate preparation," faculty members need to "maintain their competence through efforts to learn about their specialty and how it is applied in practice."[3]

All faculty need to meet and strive to exceed the qualifications presented in this document to support 1) the UVU Woodbury School of Business vision of being a leader in student development, entrepreneurship, global involvement, and innovative teaching; and 2) its current mission, stated as follows:

The Woodbury School of Business provides an education that is built on

- Quality instruction and student involvement
- Faculty and student scholarship
- Community outreach and engaged learning
- Integration and application of knowledge
- Social, ethical, cultural, and global literacy

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[1] AACSB International (2013). Eligibility procedures and accreditation standards for business accreditation (p. 38).
[2] AACSB International (2006). Deploying academically qualified faculty: An interpretation of AACSB Standards (p. 3).
[3] AACSB International (2004). Eligibility procedures and accreditation standards for business accreditation (pp. 40-42).

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AACSB requires that a minimum of 90% of total faculty resources be from one of these four categories: scholarly academics (SA), practice academics (PA), scholarly practitioners (SP), or instructional practitioners (IP). A minimum of 40% of total faculty members must be scholarly academics for schools with undergraduate programs, but a higher percentage is expected for schools with graduate programs. At least 60% of faculty resources are to be scholarly academics (SA), practice academics (PA), or scholarly practitioners (SP), however a higher percentage is expected for schools with graduate programs.

Qualified faculty must be distributed across degree programs and disciplines consistent with the WSB mission. The following descriptions, while not intended as an all inclusive list, are presented to provide clarity for faculty on the meaning of each category.

II. Definition of Scholarly Academic

A faculty member in the WSB is considered SA under the following conditions. He/she

1. has earned a doctoral degree[4] in or related to the field in which he or she is teaching; and
2. has completed at least two quality publications[5] over the past five years; and
3. has participated in at least three validating academic experiences[6] during the past five years.

Exceptions:
1. Faculty members who are ABD will be considered SA for three years following their successful completion of comprehensive examinations.
2. Faculty members will be considered SA for five years following the completion of a doctorate degree, regardless of their meeting items 2 and 3 above.

III. Definition of Practice Academic

A faculty member in the WSB is considered PA under the following conditions. He/she

1. has earned a doctoral degree[7] in or related to the field in which he or she is teaching; and
2. Participates in professional engagement activities as suggested in table 3.

IV. Definition of Scholarly Practitioner

A faculty member in the WSB is considered SP under the following conditions. He/she

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[4] A doctorate degree for this purpose includes a Ph.D., Ed.D., D.B.A., and J.D.
[5] Two publications in five years is not sufficient to be recommended for tenure and promotion. Establishment and maintenance of SA is for accreditation purposes only.
[6] Many ideas regarding validating experience requirements and language were adapted from the 2005 "Operational Definitions" document from Georgia Southern University (see p. 6). This document was provided as a good example by AACSB.
[7] A doctorate degree for this purpose includes a Ph.D., Ed.D., D.B.A., and J.D.

1. Possesses "at least a masters degree (or equivalent qualification) in a discipline or field related to the area of teaching responsibilities;" and
2. Possesses "professional experience at the time of hiring that is significant in duration and level of responsibility and consistent with the area of teaching responsibilities;" and
3. has participated in at least four validating academic experiences[8] during the past five years.

V.   Definition of Instructional Practitioner

A faculty member in the WSB is considered IP under the following conditions:

1. Possesses "at least a masters degree (or equivalent qualification) in a discipline or field related to the area of teaching responsibilities;"
2. Possesses "professional experience at the time of hiring that is significant in duration and level of responsibility and consistent with the area of teaching responsibilities;"
3. Participates in professional engagement activities as suggested in table 3.

VI.   Explanation of Quality Publications and Validating Experiences

Quality Publication: A quality publication is a journal article that 1) was subjected to a documented formal review process; 2) included a peer or editorial review; and 3) is readily available for public scrutiny in a library or through an online retrieval service.[9]

Considerations:
1. The publication outlet must be one that is traditionally subscribed to by a college library or one that is available online. For example, a "working paper series" published by a department is not an acceptable outlet.
2. If a faculty members publish in a journal that is not listed in Cabell's *Directory of Publishing Opportunities*, the author will need to provide documentation of the journal's manuscript review process.
3. If a faculty member is listed as a co-author on an article (no matter the author order), it is assumed he/she has contributed significantly enough to count toward receiving an academically qualified status.

Validating Experiences: A validating experience for WSB faculty is an activity or accomplishment that is considered to add value to the discipline for other scholars, researchers, practitioners, and/or students. These experiences are the continuous professional development activities necessary to stay current. Faculty members should discuss any plans with their department chair to ensure each activity be considered as

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[8] Many ideas regarding validating experience requirements and language were adapted from the 2005 "Operational Definitions" document from Georgia Southern University (see p. 6). This document was provided as a good example by AACSB.
[9] Ideas and phrases from this section have been modeled after the GSU operational definition document (p. 3).

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such an experience toward qualifications. For SA and SP faculty these experiences could include (but are not limited to) the list provided in Table 2.

In general, faculty should document multiple activities over the proceeding five year period and should complete and report a number of relevant activities each year. All faculty members should have a portfolio of activities that continue to develop the competence, professionalism, knowledge, and skills expected for assigned areas of teaching.

VII. Participating and Supporting Faculty

AACSB (Standard 9) also requires that the WSB assess sufficiency of faculty resources by making a distinction between "Participating" and "Supporting" faculty members. "This distinction categorizes faculty members into those who are participants in the life of the school beyond direct teaching involvement, and those who are not."[10] AACSB distinguishes between these members as follows:

- Participating Faculty: "A participating faculty member actively engaged in the activities of the school in matters beyond direct teaching responsibilities."
- Supporting Faculty: "A supporting faculty member does not, as a rule, participate in the intellectual or operational life of the school beyond the direct performance of teaching responsibilities."

Normally, "Participating" faculty members will deliver at least 75 percent of the school's annual teaching and will deliver at least 60 percent of the teaching in each discipline, each academic program, and each location. Whether or not a faculty member or instructional academic staff member is full-time or part-time, a teaching individual will be considered "Participating" if she/he performs three of the following validation activities on an annual basis:

- Engages in academic and/or career advising
- Engages in research activities
- Serves on a department, school, or university committee
- Vote in the WSB and/or on department matters
- Directs academically related extracurricular activities (e.g., professional student clubs)
- Is eligible for and participates in faculty development activities[11]

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[10] AACSB International (2008). Eligibility procedures and accreditation standards for business accreditation, p. 37.
[11] Ideas adapted from the University of Wisconsin-La Crosse College of Business Administration, "Criteria and Policies for Classification of Faculty Academic Qualification and Sufficiency."

Table 1: Summary of Descriptions of Scholarly Academic Faculty (AACSB)[12]

1	Doctoral degree in a business field and in area of primary teaching responsibilities: • Degree directly related to teaching field • Development activities directly relate to teaching field and demonstrate active involvement in area of teaching to include intellectual contributions, participation in professional or academic meetings, consulting, other professional development activities
2	Doctoral degree in a business field but not in area of primary teaching responsibilities: • Degree indirectly relates to teaching field • Development activities directly relate to teaching field and demonstrate active involvement in area of teaching to include intellectual contributions, participation in professional or academic meetings, consulting, other professional development activities
3	Doctoral degree outside of business but area of academic preparation incorporates teaching responsibilities: • Degree outside of business field but relates to teaching field • Development activities directly relate to teaching field and demonstrate active involvement in area of teaching to include intellectual contributions, participation in professional or academic meetings, consulting, other professional development activities
4	Doctoral degree outside of business and primary teaching responsibilities do not incorporate area of academic preparation: • Must have additional coursework in teaching field • Development activities **must** directly relate to teaching field and demonstrate active involvement in area of teaching to include intellectual contributions, participation in professional or academic meetings, consulting, other professional development activities • Burden of proof is on the school of make its case
5	Specialized graduate degree in taxation (applies to taxation programs only): • In taxation or combination of graduate degree in law and accounting focused on taxation • Development activities directly relate to teaching field and demonstrate active involvement in area of teaching to include intellectual contributions, participation in professional or academic meetings, consulting, other professional development activities • Are a specialized resource to support taxation programs
6a	No research doctorate, but substantial coursework in field of primary teaching responsibilities beyond masters degree in business doctoral program or currently enrolled in business doctoral program • Graduate coursework in doctoral program directly linked to teaching field • Development activities directly relate to teaching field and demonstrate active involvement in area of teaching to include intellectual contributions, participation in professional or academic meetings, consulting, other professional development activities • Deployment limited to 10% of total faculty resources
6b	No research doctorate, but in "all but dissertation" stage or equivalent status in a research doctoral program or experience • Graduate coursework in doctoral program and research program the directly relates to teaching field • Development activities directly relate to teaching field and demonstrate active involvement in area of teaching to include intellectual contributions, participation in professional or academic meetings, consulting, other professional development activities • Status is granted for maximum of three years and School must document timing and status

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[12] Adapted from Table 1: Summary of Descriptions of Academically Qualified Faculty per AACSB International Standard 10 in AACSB International (2006), Deploying academically qualified faculty: An interpretation of AACSB standards (pp. 5-8).

WSB, Revised 4/24/12

Table 2: Examples of Validating Academic Experiences

- Active participation in approved professional associations and meetings
- Articles in peer-reviewed journals
- Articles in professional or trade journals or magazines
- Articles published in proceedings of scholarly meetings
- Chapters in books (scholarly, professional, text, or trade)
- Conducting faculty research seminars for peers
- Create or significantly modify instructional software
- Creation and delivery of executive education courses
- Development of discipline-based practice tools
- Full-time faculty internships
- Invited articles for academic journals or practitioner periodicals
- Leadership in a approved professional organization
- Major editorial responsibilities (such as editor-in-chief or executive editor) of a journal or practitioner periodical
- Major editorial responsibilities for a scholarly conference proceeding
- New professional certification that applies to teaching and/or research discipline
- Outreach or consulting activity related to primary teaching area
- Papers presented at research seminars
- Papers presented at scholarly meetings
- Participation in continuous professional education programs
- Proposing and receiving a major grant
- Publically available materials describing the design and implementation of new curricula or courses
- Publicly available technical reports for organizational projects and consulting
- Published cases with instructional materials
- Research monographs or teaching manuals
- Reviews of scholarly, professional, trade, or popular books
- Scholarly, professional, trade, or text books
- Significant contributions to trade journals/magazines authored by others
- Significant presentations at trade meetings
- Technical reports related to funded research projects
- Attending approved professional organization conference
- Creating and/or delivering executive education seminars that are fully subscribed

*This list is not intended to be an exhaustive list of contributions and experiences. Other self-developed activities may also be appropriate.

Table 3: Examples Professional Engagement Activities

- Maintaining an active consulting practice with evidence of multiple major clients
- Maintaining an active legal practice
- Maintaining an active accounting service
- Operating or owning a profitable business (for part-time instructors)
- Others if deemed appropriate by the faculty member and his or her department chair
- Publishing and maintaining a newsletter or series of reports that attracts a solid

subscription base.
- Serving as a member of a board of directors for a for-profit business

Draft

WOODBURY SCHOOL OF BUSINESS
TENURE CRITERIA
Voted into effect by the faculty on August 22, 2012

Faculty Tenure in the WSB follows the University Tenure Policy. This document outlines procedures and tenure criteria for the School.

Vision and Mission Statements

As a community-engaged school of business that integrates teaching and scholarship, we aspire to be a school of choice and a leader in student development, entrepreneurship, global involvement, and innovative teaching.

The Woodbury School of Business provides an education that is built on

- Quality instruction and student involvement
- Faculty and student scholarship
- Community outreach and engaged learning
- Integration and application of knowledge
- Social, ethical, cultural, and global literacy

Faculty Development

Faculty Development involves the annual set of activities designed to advance a faculty member's skills and abilities in the areas of Teaching, Scholarship, and Service. The faculty member establishes performance goals associated with all phases of academic performance and submits an Annual Faculty Plan for review and approval to his/her Department Chair, who then sends it to the Dean for approval.

This plan covers the time period of July 1 through June 30. The faculty member submits an Annual Faculty Plan to his/her Department Chair by **September 15** along with an Annual Activity Report related to the goals set in the Plan for the previous academic year ending June 30. The Chair gives feedback on the Annual Plan and Annual Activity Report through Digital Measures. In the years faculty members apply for midterm or tenure review, they submit a Faculty Portfolio by **September 15.** All other dates are as outlined in the University Tenure

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Policy. In the years a faculty member is applying for midterm or tenure review, it is suggested the prior year Annual Activity Report be completed by September 1 so Chair feedback can be added before the report is included as part of the Faculty Portfolio.

The School's mission must always be considered by faculty members as they initiate goal setting within this process. School resources and faculty resource needs, equipment needs, time constraints, and any other appropriate variables must be taken into consideration in the Faculty Development goal-setting process.

Teaching, Scholarship, and Service

Faculty members are assessed in three areas: teaching, scholarship, and service. To receive tenure, faculty members are expected to be excellent in teaching and competent in the other areas as they support the WSB Mission Statement. Collegiality is also important across these three areas and may be evaluated through peer evaluations provided as part of the University Tenure Policy.

Faculty members applying for midterm review should demonstrate and document appropriate progress toward achievement of the tenure criteria based on the time frame for their midterm and tenure reviews. They may also want to give evidence of what they will do to meet the tenure criteria in the remaining time they have before applying for tenure.

When applying for midterm or tenure review, it is the responsibility of the candidate to demonstrate his/her results within the three areas. While advice may be sought from a department chair, a colleague, or members of the RTP Committee, it is ultimately up to the candidate to provide appropriate documentation. The material provided in the Faculty Portfolio should be complete and well organized.

Teaching

In the WSB, our most important work is to be exemplary teachers. Being effective at teaching implies that the professor is interested in helping students learn the subject matter of a course, including the rigor of the challenges provided, and is involved in engaging the students to strive for accomplishments that stretch their academic horizons.

Exemplary teachers enhance the learning process by being good at learning themselves. They strive to stay competent in their disciplines by being well read and active in scholarly activities that enhance their competency. They must respect students just as they want to be respected in turn. They must be prepared to teach, exhibit enthusiasm for what they teach, be concerned with their students and their progress of learning in the course, and be an example to their students as the consummate professional—a role model.

Applicants for tenure are responsible to demonstrate the quality and effectiveness of their teaching. Applicants should consider providing several types of evidence in addition to the

student evaluations required by the University Tenure Policy. Methods used to evaluate teaching effectiveness may include, but are not limited to, the following:

- Student course teaching evaluations (Evaluations from at least 70 percent of the students in each class are expected for the year before tenure is requested). Evaluations can be obtained by giving students incentive to complete the online evaluations or by using paper and pencil evaluations in the classroom.
- Peer evaluations
- Third-party expert evaluations
- Self-evaluations
- Evidence of instructional creativity and innovations
- Teaching improvement grants (both sought and received)
- Teaching improvement seminars or conferences attended
- Participation in programs sponsored by the Faculty Center for Teaching Excellence (FCTE)
- Evidence of student achievement
- Unsolicited written comments from students and alumni
- Report from employers and graduate schools reporting student success
- Research in pedagogy or other recognized published work regarding ways to increase learning
- Demonstrated improvement in student evaluations
- Other evidence of exemplary teaching

Scholarship and Creative Work

The training of any academic puts an emphasis on excellence in both teaching and scholarly activities. These two important activities complement one another. Scholarship advances and strengthens teaching skills. A contribution to scholarship is expected of faculty members annually. Faculty members are encouraged to publish in their respective academic discipline. However, interdisciplinary work with other faculty members is also encouraged.

To achieve tenure, faculty members must publish at least three scholarly publications, which may include peer-reviewed, refereed journal articles, peer-reviewed chapters in books, and peer-reviewed appellate briefs within the probationary period. Proceedings articles are excluded. The quality of publications will be taken into account.

In addition, faculty members applying for tenure must document other validating experiences to support their scholarly efforts (see Table 2 in the WSB Guidelines for Faculty Qualifications). Because tenure is a forward-looking decision, applicants must also document ongoing research beyond the minimum three scholarly publications and the required validating experiences. Evidence of ongoing research may include: submitted, unpublished articles; data collected for research; and drafts of articles to be submitted for publication.

Service

Service involves participation in activities that demonstrate collegiality and contribute to the academic community represented by the Department, School, University, and one's chosen academic discipline. Additionally, service is evidenced in significant service to the community related to the faculty member's discipline. Service includes, but is not limited to, the following:

- Activities beyond faculty member's primary duties that help strengthen the School and/or University
- Participation in School- or University-sponsored intellectual activities
- Participation on and contribution to Department, School, or University committees
- Service to the profession, including serving on committees, holding executive office, organizing professional meetings, providing adjudicating service, and serving on editorial boards
- Service to the public by serving and participating in volunteer organizations related to faculty member's discipline, serving on advisory boards, and holding a public office
- Other evidence of service to the Department, School, University, or community

Evidence should be provided to document both participation in and contribution to service activities. For on-campus service, a short memo from a committee chair or other appropriate university official could provide such documentation.

RTP Committee

The Woodbury School of Business RTP (Retention, Tenure, and Promotion) Committee shall consist of at least five (5) tenured faculty members and shall have an odd number of members. RTP Committee members are elected for a three-year term. The members will be elected from among eligible faculty members on a rotating basis. The RTP committee will have one faculty member elected from each department in the WSB.

In January, an election will be held to replace any faculty member who will complete a three-year term at the end of the academic year. Immediately following this election, those who will be serving on the RTP Committee for the following year will elect from among themselves a Chair. This person will assume the duties of Chair-Elect for the remainder of that academic year and become the Chair of the committee for the following academic year. Although the existing Chair will continue his/her duties for the remainder of the academic year, the Chair-Elect will make appropriate notifications by March 1, as outlined in the University Tenure Policy, to those who need to apply for midterm or tenure review by September 15 of that year. The Chair-Elect will also consult with these faculty members by March 15 for input in determining suitable candidates from whom to solicit peer evaluations. These procedures will ensure consistency of communication between the RTP Committee and the candidates for review in a given year.

If a faculty member resigns during his or her term, an election will be held for a member to complete that term. That faculty member would then be eligible for election when his or her term expires. If necessary to maintain an odd number of members and/or five members on the committee, additional members may be elected as at-large committee members. Neither the Dean nor Department Chairs shall serve on the RTP Committee.

Tenure Process

Faculty members apply for tenure according to the University Tenure Policy. Evaluation of non-tenured faculty members occurs annually by the Department Chair. Primary responsibility for developing and maintaining a Faculty Portfolio lies with the individual tenure-track faculty and the Department Chair (or Dean in those cases where the candidate is a Department Chair). The Department Chair documents faculty assessment, including performance, commendations, and disciplinary action, all of which are included in the file.

All other details for tenure are as outlined in the University Tenure Policy.

Procedures for appeals are outlined in the University Faculty Appeals for Promotion and Tenure Policy.

The criteria in this document will take effect when approved and will then apply to faculty members hired in the WSB after the date of approval.

SCHOOL OF BUSINESS--ACADEMIC RANK POLICY*
(2006)
Utah Valley State College
*Section numbers aligned with the College Policy Rubric

1.0 Rationale

1.1 The selection and promotion of a faculty member is of paramount importance to Utah Valley State College (UVSC). UVSC seeks to appoint excellent faculty, reward their achievement, and encourage them to become active participants in this scholarly institution. Promotion is granted in recognition of distinctive achievement. This policy is based on a firm expectation of ever-developing excellence in a faculty member's role as a teacher-scholar, and one's contributions to the mission of UVSC. The purposes of this policy are 1) to place new hires in an appropriate academic rank; and 2) to create a new process for promotions. This policy does not address retention or tenure.

While many members of the academic community may end their careers at UVSC at an academic rank below that of Professor, faculty members are encouraged to aspire to Professor status and prepare themselves to attain the rank of Professor.

2.0 Terms

2.1 *Appropriate Degree* – the qualifying credential (academic degree, certification, professional qualification, expert designation, etc.) for a discipline, field, or area of specialization that will support the pursuit of academic and/or professional standards of excellence and outstanding performance. The degree must satisfy the Department RTP Committee criteria for academic rank placement or advancement. All degrees shall be from regionally accredited institutions.

2.2 *Departmen/School Rank Policy* – the set of criteria and procedures unique to each School by which academic rank is determined.

2.3 *Exemplary* – a consistently high level of professional work in the areas of teaching, scholarship, and service over and above competency. Exemplary denotes performance that has achieved distinction clearly above that of Associate Professor. Evaluations of teaching, scholarship, and service shall be made in comparison to other UVSC faculty in the same discipline, field, or area of specialization.

2.4 *Scholarship* – research and other creative work unique to teach discipline which adds to that discipline in knowledge or skills.

2.5 *Terminal Degree* – the highest appropriate degree for a discipline, field or area of specialization.

3.0. Attainment of Rank Advancement and Review Process

3.0.1. Rank Advancement is intended to recognize the accomplishments of faculty members. All candidates for advancement must hold an appropriate terminal degree, such as a Ph.D., as complementing a specific department. Candidates must have contributed to the School of Business in terms of excellence in job performance in the areas of teaching, scholarship, and service. Letters of request for advancement are due to the Department Chair on December 1.

3.0.2. Evaluation of faculty occur annually by the Department Chair. Completion of the Annual Faculty Plan is done in conjunction with the Annual Activity Report, which is an evaluation of the past year's performance. Teaching evaluations are done every semester according to College policy and are part of the annual evaluation.

3.0.3. After the granting of tenure, the faculty member and the Department Chair meet to review the faculty member's Rank Advancement Plan based on the College, School, and Department policies. The faculty member, with the assistance of the Department Chair and Dean, is responsible for developing and maintaining a Rank Advancement Review File. The Department Chair documents faculty assessment, including performance, commendation, and disciplinary action, all of which are included in the file. A copy of the faculty member's file is maintained in the Department Chair's as well as the Dean's Office.

3.1. Rank Advancement Review File and Annual Activity Reports

3.1.1. The Rank Advancement File should include the Annual Faculty Plan for each year and the Annual Activity Report for each year of employment, along with the Department Chair's comments concerning these activities. The cumulative reports should show the faculty member's goals and his/her success in meeting those goals for all of the years from the time the faculty member was hired until the application for promotion is made.

3.1.2. The Rank Advancement File and Annual Activity Reports must contain student evaluations and other documentation of teaching competency, evidence of scholarly and/or creative activities, and documentation of service to the department, school, college, profession, and the larger community. The Annual Faculty Plan and Annual Faculty Report are due to the Department Chair on January 15 of each year.

3.2. Appeals to Decision Process

3.2.1. Candidates may appeal a decisions made by the RTP Committee and Department Chair within one week of receiving written notice. A written appeal is directed to the Department Chair who forwards the appeal to the RTP Committee.

3.2.2. Candidates may appeal a written decision by the Dean. Appeals must be received within one week after the candidate receives the written notice. The appeal is directed to the Dean of the School of Business.

3.2.3. Candidates may appeal a written decisions from the AAVP and the President's office one week after receiving a written letter notification. The written appeal is directed to the Office of the AAVP. Appeals may also be filed to the Board's decision. See section 3.8.5 or policy C-5.5. Faculty Academic Freedom, Professional Responsibility, Tenure section VII.F regarding Due Process.

3.3. Initial Assignment and Rank Advancement for Tenure-Track Faculty Members

3.3.1. Newly hired Tenure-Track Faculty shall be assigned an appropriate rank according to the School of Business Rank Policy. Credit for previous academic experience, professional experience, and/or professional training may be considered for determination of the appropriate rank.

3.3.2. Minimum Qualifications for Initial Appointment

Instructor. An earned Master's degree, or equivalent, from a regionally accredited college or university, in related area.

Assistant Professor. An earned appropriate terminal degree, such as a Ph.D., or equivalent, or an ABD with appropriate time for completion. Appropriate experience is expected.

Associate Professor. An earned appropriate terminal degree, such as a Ph.D. or equivalent, and successful attainment of tenure at a regionally accredited college or university.

Professor. An earned appropriate terminal degree such as a Ph.D., or equivalent degree, a minimum of five years of teaching, service, and scholarship as a tenured Associate Professor, at a regionally accredited college or university. Years in rank refer to time employed (i.e. Professor, Associate Professor, Assistant Professor, and Lecturer) in the academic or visiting professor ranks.

3.3.3. Minimum Qualifications for Rank Advancement for Tenure Track

Assistant Professor. An earned appropriate terminal degree such as a Ph.D or equivalent. Two years of teaching, service, and scholarship at UVSC or from an accredited college or university.

Associate Professor. An earned appropriate terminal degree, such as a Ph.D. or equivalent, and/or successful promotion in the School of Business. (UVSC Tenure Policies—F-2.6. Tenure Policyies and Procedures).

Professor. An earned appropriate terminal degree, such as a Ph.D or equivalent, a minimum of two years teaching at UVSC, and a minimum of five years of teaching, service, and scholarship at a regionally accredited college or university as an Associate Professor.

Years in rank refer to time employed (i.e. Professor, Associate Professor, Assistant Professor, and Lecturer) in the academic or visiting professor ranks. Years of tenure spent at regionally accredited colleges or universities may be accepted for promotion but are reviewed as exceptions. School of Business instructors are not usually promoted before five years in rank.

3.4. Rank Advancement for Non-Tenure-Track Faculty Members

3.4.1. Newly hired Non-Tenure-Track Faculty shall be assigned an appropriate rank. Credit for previous academic or professional experience and/or training may be considered for determining the appropriate rank.

3.4.2. Minimum Qualifications for Initial Appointment

Lecturer. An earned Master's degree or equivalent in an appropriate discipline or professional field.

Appointment in Residence (Executive, Entrepreneur, or Professional). Regional, national, or international reputation and substantial body of work in an appropriate discipline with strong Department, School, Dean, and VPAA endorsement. (See Policy C-5.10 Faculty Non-Competitive Selections for initial hiring information).

Visiting Faculty/Scholar. Rank consistent with the academic rank the individual held in a previous faculty position or rank appropriate to the Visiting Faculty/Scholar position as negotiated and decided among the Department Chair, Dean, and VPAA. This appointment may be given to an individual under temporary appointment to the institution. (See Policy C-5.10 Faculty Non-Competitive Selections for initial hiring information).

3.4.3. Minimum Qualifications for Rank Advancement on Non-Tenure Teachers

Senior Lecturer. Master's degree, from a regionally accredited college or university, or equivalent, and seven years of college service.

Senior Appointment in Residence (Executive, Entrepreneur, or Professional). Regional, national, or international reputation and substantial body of work in an appropriate discipline with strong Department, School, Dean, and VPAA endorsement. (See Policy C-5.10 Faculty Non-Competitive Selections for initial hiring information).

Senior Visiting Faculty/Scholar. Rank consistent with the academic rank the individual held in a previous faculty position or rank appropriate to the Visiting Faculty/Scholar position as negotiated by the Department Chair, Dean, and VPAA. This appointment may be given to an individual under temporary appointment to the institution. (See Policy C-5.10 Faculty Non-Competitive Selections for initial hiring information).

3.5. Composition and Duties of the Department RTP Committee

3.5.1. Composition. The School of Business RTP Committee shall consist of at least five (5) tenured faculty members and shall have an odd number of members. The RTP Committee will be elected from among eligible tenured faculty members on a rotating basis. An elected individual may serve one, three-year term. At the expiration of that term, the faculty member is not eligible for reelection in the next election, but may run again in the subsequent elections. A faculty member must wait one year to run for election again after the expiration of his or her term. One or two members of the committee will be elected each year.

If a faculty member resigns during his or her term an election will be held for a member to complete that term. That faculty member is then eligible for election when his or her term expires. An alternate may be elected to serve when a member of the committee is being considered for rank advancement or a member resigns from the committee.

The RTP committee may have one faculty member elected from each department in the School of Business. If necessary, to maintain an odd number of members and/or five members on the committee, additional members may be elected as at-large committee members. Neither the Dean nor Department Chairs shall serve on the RTP Committee.

One tenured faculty member will be elected for a three-year term to represent the School of Business on the College RTP Committee. The Dean, and Department Chairs, are not eligible to serve on this committee. RTP Committee members requesting promotion shall recuse his/her input during rank and promotion evaluation.

3.5.2. Duties: The School RTP Committee shall:

1. Periodically update the Department Rank Policy consistent with this policy and the evaluation criteria common to their discipline.

2. Periodically update a plan for documentation in the Rank Advancement File that verifies the fulfillment of the criteria of its Department Rank Policy.

3. Meet procedural timelines for evaluation of each candidate's Rank Advancement File.

4. Ensure that due process is afforded all candidates during the rank advancement review process.

5. Be thoroughly conversant with the College policy as well as the School of Business Rank Policy.

6. Where requested, make thoughtful recommendations regarding appropriate initial placement and advancements in rank.

7. Assist in training new faculty in the requirements for rank advancement.

3.6 School of Business Rank Advancement Policy

3.6.1. Required Elements

1. **The School of Business Rank Policy** is *consistent with the approved UVSC Rank Advancement policy. Appendix B, School of Business Rubric, assists the RTP Committee in recording assessments for appropriate categories. Policies include:*

a. *The Rank Advancement Review File should include the Annual* **Faculty Plan** for each year and the Annual Activity Report for each year of employment along with the Department Chair's or Associate Chair's comments concerning these activities. The cumulative reports should show the faculty member's goals and his or her success in meeting those goals for all of the years from the time the faculty member was granted tenure until the application for promotion is made.

The Rank Advancement Review File and Annual Activity Reports must contain student evaluations and other documentation of teaching competency, evidence of scholarly/creative endeavors, professional growth, and documentation of service to the department, school, college, profession, and the larger community. The Annual Faculty Plan and Activity Report are due to the Department Chair or Associate Chair on **September 1** of each year.

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b. *The criteria for achieving rank advancement within the School of Business include the following:*

Instructor/Lecturer
Teaching
Faculty member meets classes on schedule, maintains office hours, responds to online information and feedback, uses appropriate subject matter, implements appropriate teaching methods, and tests and assesses students' learning through appropriate class and/or team projects and examinations. Faculty receives acceptable student evaluations, peer assessments, and Department Chair assessments. Candidate achieves other appropriate yearly goals as established by the faculty member and Department Chair and approved by the Dean.

Scholarship and Research
Faculty member keeps current in content areas, researches new or applicable information in his/her discipline, directs or presents in professional organizations or associations, and may publish in acknowledged journals.

Service and Citizenship
Faculty member attends faculty meetings, keeps office hours, contributes to department, school, and college committees as assigned, and contributes to local, regional, and/or national professional societies or associations.

Assistant Professor
Teaching
Faculty member meets classes on schedule, maintains office hours, responds to online information and feedback, uses appropriate subject matter, implements appropriate teaching methods, and tests and assesses students' learning through appropriate class and/or team projects and examinations. Faculty members implement revised or experimental teaching approaches resulting from published and unpublished research in his/her discipline.

Faculty member receives acceptable student evaluations, peer assessments, and Department Chair assessments. Faculty member achieves other appropriate yearly goals as established by the faculty member, the Department Chair, and approved by the Dean.

Scholarship and Research
Faculty member researches, collaborates with colleagues and students, mentors, writes, presents in peer reviewed conferences and workshops, and publishes in refereed and discipline-related online or printed bulletins, papers, or journals. Faculty member publishes in journals, newsletters, online journals, etc. as ranked and equated by the faculty member and the Department Chair. Faculty member achieves three refereed publications every five years and contributes to two other appropriate peer-reviewed scholarly activities every five years.

Faculty member submits abstracts and presents and publishes in refereed professional organizations and proceedings as determined by the faculty member and the Department Chair. Faculty member achieves other appropriate yearly goals as established by the faculty member, the Department Chair, and approved by the Dean.

Service and Citizenship
Faculty member attends faculty meetings, seminars, roundtables, and contributes to department, school, and college committees as elected or assigned. Faculty member contributes to local, regional, national professional services groups, or societies and associations. Faculty member chairs and leads department, school, college committees, or clubs as assigned and is an acknowledged contributor to community or service organizations.

Associate Professor
Teaching
Faculty member meets classes as scheduled, maintains office hours, responds to online information and feedback, uses appropriate subject matter, implements appropriate teaching methods, and tests and assesses students' learning through appropriate class and/or team projects and examinations. Faculty member implements revised or experimental teaching approaches resulting from published and unpublished research in his/her discipline.

Teacher achieves high ratings from student evaluations, peer assessment, and Department Chair assessments. Faculty member also achieves other appropriate yearly goals as established by the faculty member, and Department Chair, and as approved by the Dean.

Scholarship and Research
Faculty member researches, collaborates, mentors, writes, and publishes in refereed and discipline-related newsletters, bulletins, online quarterly journals, proceedings, papers, and journals as evaluated by the faculty member, the Department Chair, and as approved by the Dean. Faculty members publish a minimum of three refereed articles every five years.

Scholarship and Research Presentations
Faculty member submits abstracts and presents and publishes in two or more refereed professional meetings or conferences, and may serve as an officer or advisor in area, national and international associations. Faculty contributions are evaluated and ranked by the RTP Committee, the Department Chair, and approved by the Dean for rank advancement. Faculty achieves other appropriate yearly goals as established by the faculty member, the Department Chair, and as approved by the Dean.

Service and Citizenship
Faculty member attends faculty meetings, contributes to department, school, and college committees as elected or assigned, and contributes to local, regional, or

national professional service groups, societies, or associations. Faculty member may lead department, school, college, or clubs as assigned and is an acknowledged contributor to community and service organizations.

Professor

Faculty member achieves a consistently high level of professional work in teaching, scholarship, and service. The criteria for rank of Professor shall require contributions in teaching, research, and citizenship by the faculty member and requires a term of five years in tenure (see exception policy). Visiting Professors are hired without tenure.

Teaching

Faculty member meets classes on schedule, maintains consulting hours or office hours, responds to online information and feedback, uses appropriate subject matter, and implements appropriate and teaching methods. Faculty member tests and assesses students' learning through appropriate class, team projects, presentations, or exams. Faculty member implements revised or experimental teaching approaches resulting from published and unpublished research in his/her discipline.

Faculty member achieves a local, national, or international, academic reputation and may consult or accept assignments to teach or demonstrate methodology or pedagogy to colleagues in local, national, and international organizations.

Faculty member achieves high ratings from student evaluations, peer assessments, and Department Chair assessments, and reaches high evaluation numbers. Faculty member achieves other appropriate yearly goals as established by the faculty member, the Department Chair, and as approved by the Dean.

Scholarship and Research

Faculty member researches, collaborates, mentors, writes, presents, and publishes in refereed and discipline-related newsletters, bulletins, online quarterly journals, proceedings, papers, and journals as ranked and equated by the faculty member, the Department Chair, and as approved by the Dean. Faculty member achieves a minimum of three refereed publications every five years.

Faculty members may consult as individuals, or in teams, to local, national, and international societies or agencies and include students in researching, writing, presenting, publishing, and sponsoring discussion and critique groups. Faculty member may consult to business and educational institutions according to UVSC Policy.

Scholarship and Research Presentations

Faculty member submits abstracts and presents and publishes in two or more refereed professional meetings or conferences and may serve as an officer or advisor in area, national, and international associations. Faculty contributions are

evaluated and ranked by the faculty member, the Department Chair, and approved by the Dean. The faculty member's annual goals are approved by the faculty member, the Department Chair, and by the Dean.

3.6.2. Written Copies Provided to Faculty Members. An electronic or written copy of School of Business Rank Policy shall be provided to faculty members and to new faculty member upon employment. Whenever the Rank Advancement Policy is revised, copies of the new policy shall be provided to faculty members.

3.6.3. School Rank Advancement Policy Approval. The Rank Advancement Policy shall be subject to approval by the Department Chair, School RTP Committee, Dean, VPAA, and an oversight committee of the Faculty Senate as established in its bylaws. Subsequent revisions to the School Rank Advancement Policy shall also be approved by these same entities.

3.6.4. Reapplication. With the exception of initial appointment at hire, a candidate may reapply for advancement in rank when he/she meet the criteria necessary and through discussions with his/her department chair, dean, and the AAVP, and as approved by the School of Business RTP Committee.

3.7. The Rank Advancement File

3.7.1. Creating and Maintaining the Rank Advancement File.

1. Candidate's File. The candidate shall create and maintain his or her own Rank Advancement File and submit it to the Department Chair and the School of Business RTP Committee according to the due dates in Appendix A.

2. Department Chair's File. The Department Chair shall create and maintain a Rank Advancement File for each member of the department who desires to advance in rank. The Rank Advancement File maintained by the Department Chair shall contain documentation about the candidate related to or received as a function of the duties of a Department Chair.

The Rank Advancement File maintained by the Department Chair shall be submitted to the School of Business RTP Committee according to the due dates established in Appendix A, School of Business Rank Advancement Policy. If the candidate is a Department Chair, Associate Department Chair, or Program Coordinator, the Dean shall be responsible for creating and maintaining the candidate's Rank Advancement File.

3.7.2. Contents of the Rank Advancement File

1. Contents. The Rank Advancement File may contain documents desired by the candidate or solicited by the School of Business RTP Committee, Department Chair, or Dean. Recommended components are itemized in Appendix C and Exhibit 1, School of Business Rank Advancement Document.

At a minimum, the Rank Advancement File will contain the Request for Rank Advancement Form and curriculum vitae. Letters of commendation or reprimand must be included in the Rank Advancement File, but these may be rebutted in writing by the candidate. The Department Chair (or Dean if the candidate is a Department Chair) shall notify the candidate of any negative information contained in the Rank Advancement File and provide the candidate with the opportunity to rebut the negative information in writing. Such rebuttals shall be included in the Rank Advancement File. (See 3.12 for information concerning appeals and 4.0 for Rank Advancement Procedures).

2. Combining Files. After the candidate and the Department Chair submit their Rank Advancement Files to the Chair of the School of Business RTP Committee, the two files will be considered one Rank Advancement File.

3. Adding Documents. Once the two Rank Advancement Files have been combined, no additional documents shall be added to the Rank Advancement File except for the written recommendations of the reviewers, any written rebuttals to those recommendations, or materials specifically requested by the School of Business RTP Committee. Material may be added by the candidate or administration to the candidate's file until January 15. This additional information could include recent publications and other positive items. Negative items such an ethical or discriminatory actions may also be added. (See 3.12 for information concerning appeals and 4.0 for Rank Advancement Procedures).

3.8. Rank Advancement File Review Process

3.8.1. At each stage of review, the candidate has the right to have the Rank Advancement File fairly and carefully considered according to the assessment criteria established by the School of Business Rank Policy.

3.8.2. At each stage of review, a written recommendation shall be placed in the Rank Advancement File. The candidate and all others who have participated in the review to that point shall receive a copy of the recommendation.

3.8.3. The candidate shall have five business days, or one week, to respond in writing to a negative recommendation by the School of Business RTP Committee, Department Chair, or Dean. The written response is sent to the person making the recommendation and is included in the Rank Advancement File for subsequent reviewers. (See 3.7 for information concerning appeals and 4.0 for Rank Advancement Procedures).

3.8.4. The candidate has the right to retract and retrieve his/her advancement or promotion application at any point of the process without prejudice.

3.8.5. Appeals may only be made on decisions, not recommendations, and must be based on errors in Due Process. (See policy C-5.5 Faculty Academic Freedom, Professional Responsibility, Tenure section VII.F regarding Due Process).

3.9.6. The Board of Trustees has final authority in approving all rank advancements

3.8.7. UVSC Rank Advancement Policy criteria supercede individual School or Department rank advancement policy.

3.9. Incentives and Rewards

UVSC recognizes the contribution of its faculty in teaching, scholarship, and service. The institution shall, within budgetary restraints, provide compensation or the advancement in rank of its faculty.

3.10. Exceptions

A candidate may request exceptions to the policy and procedures of the School of Business document and/or Department documents by written **letter or memo** petition to the School of Business RTP Committee and Department Chair. After receiving a recommendation from the School of Business RTP Committee, the Department Chair, Dean, and VPAA has final authority to approve the exception. Exceptions must be requested at least one month prior to the due date for submission of the Rank Advancement File to the Department Chair or the School of Business RTP Committee.

3.11. Appeals

The candidate has the right to appeal the final outcome of the rank advancement process to a Due Process Committee following the procedures outlined in UVSC Policy C-5.5 Faculty Academic Freedom, Professional Responsibilities, Tenure, section VII.F, or other policies subsequently adopted for this purpose. The recommendation of the Due Process Committee will go to the Board of Trustees who may accept or reject the recommendation.

3.12. Effective Date of Policy

This policy replaces Policy F-1.3 Academic Rank and becomes effective July 1, 2005. Faculty members retain the rank and years of service held prior to the effective date.

4.0. Procedures

4.1. Procedure for Rank Advancement (see Appendix A, School of Business Rank Advancement document).

4.1.1. The candidate begins the formal process for rank advancement by submitting the Request for Rank Advancement Form. Submit the Rank Advancement File to the School of Business RTP Committee Chair by **December 15**. The School of Business RTP Committee Chair requests the Rank

Advancement File from the Department Chair. The contents of both Rank Advancement Files shall hereafter be referred to as the Rank Advancement File. This final Rank Advancement File shall be submitted to the School of Business RTP Committee Chair no later than **December 15**.

4.1.2. Upon receipt of the Request for Rank Advancement Form and the Rank Advancement File, the RTP Committee Chair makes the file available to each member of the committee for review. The School of Business RTP Committee places its written recommendation and a copy of the School of Business Rank Advancement Policy in the Advancement File, which is then forwarded to the Department Chair (or Dean if the candidate is the Department Chair) no later than **January 15**. The candidate receives a copy of the recommendation. The candidate has five business days (or one week) to respond in writing, if necessary, to rebut the recommendation. The rebuttal becomes a part of the file.

4.1.3. The Department Chair (or Dean, if the candidate is a Department Chair) shall review the Rank Advancement File according to the assessment criteria established by the School of Business Rank Policy. The Department Chair's written recommendation (or that of the Dean, if the candidate is a Department Chair) is placed in the Rank Advancement File which is then forwarded to the Dean (or to the VPAA, if the candidate is a Department Chair) by **February 1**. The candidate and the School of Business RTP Committee receive a copy of the recommendation. The candidate has five business days to respond in writing, if necessary, to rebut the recommendation. The rebuttal becomes a part of the file.

4.1.4. The Dean shall review the Rank Advancement File according to the assessment criteria established by the School of Business Rank Policy. The Dean's written recommendation is placed in the Rank Advancement File which is then forwarded to the VPAA by **February 15**. The candidate, the School of Business RTP Committee, and the Department Chair receive a copy of the recommendation. The candidate has five business days to respond in writing, if necessary, to rebut the recommendation. The rebuttal becomes a part of the file.

4.1.5. The VPAA shall review the Rank Advancement File and send his or her written recommendation to the President of the institution by **March 1**. The Rank Advancement File shall be made available to the President of the institution. The candidate, School of Business RTP Committee, Department Chair, and Dean receive a copy of the recommendation.

4.1.6. The President of the institution sends his or her written recommendation to the Board of Trustees by the **March meeting.** The Rank Advancement File shall be made available to the Board of Trustees. The candidate, School of Business RTP Committee, Department Chair, Dean, and VPAA receive a copy of the recommendation.

4.1.7. The Board of Trustees evaluates the recommendation and, if necessary, the Rank Advancement File for each candidate no later than their **April meeting**. The

President then informs the candidate in writing of the decision. A copy of the letter is also sent to the School of Business RTP Committee, Department Chair, Dean, and VPAA.

Appendix B

Summary of Deadlines and Dates in the Rank Advancement Process

No later Than **December 15**	Candidates submit the Request for Rank Advancement Form and the combined Rank Advancement File to the School of Business RTP Committee Chair. Four copies of the File need to be submitted to the RTP Chair.
No later Than **January 15**	The School of Business RTP Committee forwards the Rank Advancement File containing its written recommendation to the Department Chair (or Dean, if the candidate is a Department Chair). The candidate receives a copy of the recommendation.
No later Than **February 1**	The Department Chair (or Dean, if the candidate is a Department Chair) reviews the Rank Advancement File and forwards the Rank Advancement File with his or her written recommendation to the Dean. The candidate and School of Business RTP Committee receive a copy of the recommendation.
No later Than **February 15**	The Dean reviews the Rank Advancement File and forwards the Rank Advancement File with his or her written recommendation to the VPAA. The candidate, School of Business RTP Committee and Department Chair receive a copy of the recommendation.
No later Than **March 1**	The VPAA reviews the Rank Advancement File and forwards his or her written recommendation to the President of the institution by <u>March 1</u>. The Rank Advancement File shall be available to the President of the institution. The candidate, School of Business RTP Committee, Department Chair, and Dean receive a copy of the recommendation.
No later Than **March 15**	The President of the institution forwards his or her written recommendation to the Board of Trustees by the <u>March meeting</u>. The Rank Advancement File shall be available to the Board of Trustees. The candidate, School of Business RTP Committee, Department Chair, Dean, and VPAA receive a copy of the recommendation.
No later Than **April 30**	The Board of Trustees grants or denies rank advancement no later than its April meeting. The President reports that decision to the candidate by letter, with a copy sent to the School of Business RTP Committee, Department Chair, Dean, and VPAA.
By **July 1**	Rank advancement becomes official.

WOODBURY SCHOOL OF BUSINESS
TENURE POLICY PROCEDURES

Faculty Tenure in the WSB follows the University Tenure Policy. This document outlines procedures and additional policies for the School.

Mission Statement

As a community-engaged school of business that integrates teaching and scholarship, we aspire to be a school of choice and a leader in student development, entrepreneurship, global involvement, and innovative teaching.

The Woodbury School of Business provides an education that is built on
- Quality instruction and student involvement
- Faculty and student scholarship
- Community outreach and engaged learning
- Integration and application of knowledge
- Social, ethical, cultural, and global understanding

Faculty Development

Faculty Development involves the annual set of activities designed to advance a faculty member's skills and abilities in the areas of Teaching, Scholarship, and Service. The faculty member establishes performance goals associated with all phases of academic performance and submits an Annual Faculty Plan for review and approval to his/her Department Chair, who then sends it to the Dean for approval.

This plan covers the time period of July 1 through June 30. The faculty member submits an Annual Faculty Plan to his/her Department Chair by **September 15** along with an Annual Activity Report related to the goals set in the Plan for the previous academic year ending June 30. The Chair gives feedback on the Annual Plan through Digital Measures. In the year faculty members apply for tenure, they submit a Faculty Portfolio by **September 15.** All other dates are as outlined in the University Tenure Policy.

The School's mission must always be considered by faculty members as they initiate goal setting within this process. School resources and faculty resource needs, equipment needs, time constraints, and any other appropriate variables must be taken into consideration in the Faculty Development goal-setting process.

Teaching, Scholarship, and Service

Faculty members are assessed in three areas: teaching, scholarship, and service. To receive tenure, faculty members are expected to be competent in all areas and excellent in either teaching or research or preferably both.

Teaching

In the WSB, our most important work is to be exemplary teachers. Being effective at teaching implies that the professor is interested in helping students learn the subject matter of a course, including the rigor of the challenges provided, and is involved in engaging the students to strive for accomplishments that stretch their academic horizons.

Exemplary teachers enhance the learning process by being good at learning themselves. They strive to stay competent in their disciplines by being well read and active in scholarly activities that enhance their competency. They must respect students just as they want to be respected in turn. They must be prepared to teach, exhibit enthusiasm for what they teach, be concerned with their students and their progress of learning in the course, and be an example to their students as the consummate professional—a role model.

Methods to evaluate teaching effectiveness may include, but are not limited to, the following:

- Student course teaching evaluations (Evaluations from at least 70 percent of the students in each class are expected for the year before tenure is requested). Evaluations can be obtained by giving students incentive to complete the online applications or by using paper and pencil evaluations in the classroom.
- Peer evaluations
- Third-party expert evaluations
- Self-evaluations
- Evidence of instructional creativity and innovations
- Teaching improvement grants (both sought and received)
- Teaching improvement seminars or conferences attended
- Evidence of student achievement
- Unsolicited written comments from students and alumni
- Report from employers and graduate schools reporting student success
- Research in pedagogy or other recognized published work regarding ways to increase learning
- Demonstrated improvement in student evaluations
- Other evidence of exemplary teaching

Scholarship and Creative Work

The training of any academic puts an emphasis on excellence in both teaching and scholarly activities. Arguably, these two important activities complement one another. Scholarship advances and strengthens teaching skills. A contribution to scholarship is expected of faculty members annually. Faculty members are encouraged to publish in their respective academic discipline. However, interdisciplinary work with other faculty members is also encouraged.

Faculty members must publish **at least** three scholarly publications, which may include peer-reviewed, refereed journal articles, peer-reviewed chapters in books, and peer-reviewed appellate briefs. Proceedings and articles from proceedings are excluded.

Service

Service involves participation in activities that demonstrate collegiality and contribute to the academic community represented by the Department, School, University, and one's chosen academic discipline. Additionally, service is evidenced in significant service to the community related to faculty member's discipline. Service includes, but is not limited to, the following:

- Activities beyond faculty member's primary duties that help strengthen the School and/or University
- Participation in School- or University-sponsored intellectual activities
- Service to the profession, including serving on committees, holding executive office, organizing professional meetings, providing adjudicating service, and serving on editorial boards
- Service to the public by serving and participating in volunteer organizations related to faculty member's discipline, serving on advisory boards, and holding a public office
- Other evidence of service to the Department, School, University, or community

It is the responsibility of the candidate to demonstrate excellence in effort and results within the three areas. Collegiality is an important part of the tenure process, and the RTP committee will seek peer evaluations (as outlined in the University document) from others internally and externally.

RTP Committee

The Woodbury School of Business RTP (Retention, Tenure, and Promotion) Committee shall consist of at least five (5) tenured faculty members and shall have an odd number of members. The members will be elected from among eligible faculty members on a rotating basis. The RTP committee will have one faculty member elected from each department in the WSB.

At the August School of Business faculty meeting, an election will be held to replace any faculty member who has served a three-year term. If a faculty member resigns during his or her term, an election will be held for a member to complete that term. That faculty member would then be eligible for election when his or her term expires. If necessary to maintain an odd number of members and/or five members on the committee, additional members may be elected as at-large committee members. Neither the Dean nor Department Chairs shall serve on the RTP Committee.

Tenure Process

Faculty members apply for tenure according to the University Tenure Policy. Evaluation of non-tenured faculty members occurs annually by the Department Chair. Primary responsibility for developing and maintaining a Faculty Portfolio lies with the individual tenure-track faculty and the Department Chair (or Dean in those cases where the candidate is a Department Chair). The Department Chair documents faculty assessment, including performance, commendations, and disciplinary action, all of which are included in the file.

All other details for tenure are as outlined in the University Tenure Policy.

Procedures for appeals are outlined in the University Faculty Appeals for Promotion and Tenure Policy.

These procedures will take effect in 2011.