

2005

# Business Administration and Economics: Appointment, Promotion, and Tenure Documentation

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State University of New York - College at Brockport  
**Department of Business Administration and  
Economics**

# Governance Documents

Revision Date: March 23, 2005



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# **Vision**

(revised 5/02)

To be recognized by our stakeholders for providing high quality business education.

## **Mission**

(revised 5/02)

The Department provides access to high-quality undergraduate business education for students who have demonstrated the prerequisite ability to succeed. The Department's programs accommodate a broad spectrum of students with varied interests, including transfer and non-traditional students. The Department contributes to student success by preparing students for entry into professional business careers and graduate studies. Students learn theories of business and economics and develop important business skills. In order of emphasis, faculty engage in teaching, scholarship, and service.

## **Department Goals**

- Be recognized by stakeholders for the quality of our programs.
- Recruit capable students from throughout New York State, with an emphasis on Western and Central New York.
- Support the SUNY system by enabling the transfer of credits from junior colleges and other accredited collegiate institutions.
- Prepare students for entry-level professional positions and graduate school.
- Emphasize applied and pedagogical research, recognizing that all forms of scholarship provide benefits to the learning environment.
- Continuously improve program quality using AACSB accreditation standards, assessment, and other benchmarking processes.

## **Program Goals**

All of the Department's programs build on a comprehensive liberal arts education and provide a broad understanding of business-related theory and practice. All programs develop proficiencies in written and oral communication, numeracy, and teamwork.

- The **Accounting Major** prepares students to pursue careers in public accountancy as CPAs. Graduates may also assume positions that support an organization's accounting and financial systems.
- The **Business Administration Major** prepares students to assume entry-level positions in an organization's accounting, financial, marketing, and management systems. Students are able to specialize in accounting, finance, marketing, management, and pre-law.
- The **International Business and Economics Major** provides an interdisciplinary education that includes foreign language proficiency and cross-cultural awareness. Students gain knowledge and develop skills relevant to conducting business in the international domain. Graduates are prepared for careers with organizations with international operations.

# Statement of Purpose: Degree Programs

(revised 5/22/00)

The Department's students pursue one of several degree programs. All of our programs build on a comprehensive liberal arts education and provide a broad understanding of business theory and practice in accounting, economics, finance, international, management, and marketing. All programs develop proficiencies in written and oral communication, numeracy, critical thinking, and teamwork. Graduates have the appropriate academic preparation to pursue graduate business education.

**The Accounting Major** Program provides students with the professional training required to take the CPA examination and pursue careers in public accountancy. Graduates may also assume positions that support an organization's accounting and financial systems.

**The Business Administration Major** Program provides students with the skills and knowledge necessary to assume entry-level positions in an organization's financial, management, and marketing, systems.

**The International Business Program** provides an interdisciplinary education that includes foreign language proficiency and cross-cultural awareness. Students gain knowledge and develop skills relevant to conducting Business in the international domain. Graduates are prepared for careers with organizations with international operations.

## I. Faculty Governance Structure

1. **Standing Committees:** The activities of the Department are supported by the following standing committees. The composition and charge of each committee is described in section II below.

- 1) Appointment, Promotion, and Tenure Committee
- 2) Curriculum Committee
- 3) Strategic Planning Committee
- 4) Outstanding Student Scholarship Committee
- 5) AACSB Accreditation Committee
- 6) Assessment Committee
- 7) Recruitment Committee

2. **Coordinators:** Activities within the Department are supported by the following coordinator positions. The roles and responsibilities of each coordinator are described in section III below.

- 1) Area Coordinators
- 2) Awards and Honors Coordinator
- 3) Hiring Coordinator
- 4) Library Coordinator
- 5) Scheduling Coordinator
- 6) Business Lab Coordinator
- 7) Department Events Coordinator
- 8) Alumni Events Coordinator
- 9) Internship Coordinator
- 10) Assessment Coordinator
- 11) Retention Coordinator
- 12) Web Master
- 13) Seminar Coordinator

3. **Liaisons:** Relationships, between the Department and its external and internal constituents, are supported by the following liaison positions. The charge of each liaison is described in section IV below.

- 1) Faculty Senate Representative

- 2) Faculty Senate Representative (Alternate)
- 3) Departmental UUP Representative
- 4) High School and Community College Liaisons
- 5) Student Ombudsperson

4. **Administration:** The responsibility for oversight, reporting, and administration of the Department's programs rests with the Department Chairperson and the Associate Chairperson. The roles and responsibilities of the Chair and Associate Chair are described in section V below.

**II. Standing Committees: Composition and Charge:** Standing Department committees are permitted to elect Co-chairs if they choose to do so. Such choice is by means of a majority vote within the committee. This election takes place at the time that the committee chair is normally elected. Extra service hours accruing to chairs per the service workload document will be divided equally between the two chairs. (12/1/04) Chairs of standing committees will prepare written quarterly reports describing the activities of the committee. Reports are due to the Department Secretary by 10/15, 12/15, 3/15, and 5/15 each year.

**1) Appointments, Promotion, and Tenure (APT) Committee**

- a) **Composition and Election of Committee:** Five members of the Department faculty, to be elected annually by the Department. In the case of promotion, only tenured members of the Department faculty may serve. In the case of promotion to full professor, at least one member of the committee must be a full professor. A Chairperson will be elected from among the members of the committee. A quorum is four of the five members.
- b) **General Charge:** The Committee will consider and make recommendations on requests for appointment, reappointment, continuing appointment, promotion and Discretionary Salary Increase (DSI) in accordance with the procedures described below. The committee will also consider and make recommendations concerning requests for faculty scholarship support programs administered by the Department.
- c) **Key Processes Supported by the Committee:**
  - (i) **Full-time Appointments.** Consistent with the Department search procedures described in Appendix B, members of the APT Committee will:
    1. Review, and provide comment on, the hiring documents prepared by the Hiring Coordinator.
    2. Review applicant files and complete the initial screening instrument approved for the search, ranking candidates in accord with College policy.
    3. Interview candidates.
    4. Complete interview response rating sheets.

5. Make written recommendations, concerning all new full-time appointments, to the Chairperson and the Department.
  6. Seek input and counsel throughout the hiring process from faculty in relevant specialty areas.
- (ii) **Reappointment, Promotion, and Continuing Appointments:** The Committee will consider and make recommendations on all requests by full-time faculty for reappointment, promotion, and continuing appointment. The Committee shall utilize the Guidelines, Standards, and Procedures For Re-Appointment, Continuing Appointment, and Promotion specified in Appendix A.
- (iii) **Applications for DSI:** All requests for DSI will be made in writing to the APT Committee in accordance with administrative procedures and deadlines.

As part of their request, faculty should include 1) a letter of application, not to exceed two pages, that explains how the faculty meets the criteria for DSI, 2) the most recent Annual Report and Review, and 3) all other supporting materials that might help in the evaluation. Additional materials supporting the candidate's request shall be organized and indexed. The candidate should strive to ease the burden, of those reviewing the candidate's request through the use of a clear, concise, and consistent labeling scheme for all supporting documents.

The APT Committee will consider each request in detail in accordance with published criteria. The Committee may meet with the candidate for purposes of clarification and/or to obtain additional information.

Nominations/recommendations will be submitted to the Department Chair, (in accordance) with administrative guidelines, along with all documentation. Both the Committee and the Chair will formulate separate recommendations and make them known to the candidate. Prior to the Committee's recommendation to the Chair, the candidate will have the opportunity to withdraw his/her request, provided that this is done in writing. The identity of the candidate that withdraws will not be revealed.

All supporting documents, including an inventory of contents provided by the candidate, will be kept on file in the Department Office for the appropriate period of time for the use of the Committee members. Materials removed from the file will be noted on the inventory. . All materials will be returned to the candidate by the appropriate administrative official or will be retained in the Department Office pending disposal

- (iv) **Applications for Scholarship Support:** In accordance with the processes described in Appendix C, the APT committee will evaluate and make recommendations on requests for supplemental research funds, research and grading assistants, and the supplemental release time program.
- (v) **Nominations** as required by administrative protocol, e.g. Chancellor's Awards.

## 2) Curriculum Committee

- a) **Composition and Election of Committee:** Four members of the Department faculty, to be elected annually by the Department. The members of the committee will elect a Chair. In addition, the Advisement Coordinator will be an ex-officio member of the Curriculum Committee.
- b) **General Charge:** The Curriculum Committee will handle all matters on curriculum development and change. Proposals made to the Curriculum Committee shall include all required forms (e.g., course registration form). The activities of the Curriculum Committee shall generally conclude with a written recommendation or report to the broader faculty. Any such recommendations of the Curriculum Committee are voted on by members of the Department during official Department meetings.
- c) **Key Processes Supported by Committee:**
  - (i) **Revision of curriculum:** The Curriculum Committee will review and make a written recommendation on all proposals that change Department program requirements (any major, any minor). This includes changes to course pre-requisites, program pre-requisites, co-requisite core and specialty courses, and GPA and grade policies.
  - (ii) **Review of new course proposals:** The Curriculum Committee will review and make a written recommendation on all new course proposals. New courses should not be recommended unless resource issues have been addressed in the course proposal.
  - (iii) **Review of curriculum:** Every five years, beginning AY2001-2002, the Curriculum Committee shall undertake a comprehensive review of the pre-requisite, co-requisite, and core curriculum of the *Business Administration program*. The review shall include, but is not necessarily limited to, consideration of AACSB curriculum standards for content and integration, a competitive review of the curriculum of several peer (public and private) institutions, the curriculum of several programs generally recognized as outstanding, outcomes assessment results, and input from the specialty areas, students, alumni, and employers. The outcome of this review is to be a written report to the faculty describing the review process and identifying problems. The Department will indicate their agreement or disagreement on problem identification by vote: "Agree" or "Disagree". There must be a majority of "Agree" votes for the problem to be further addressed. For those items\* identified by the Curriculum Committee and agreed to by the Department, the Curriculum Committee may offer recommendations for change
    1. If a majority of the full-time faculty within the specialty area affected, (track, specialty, major, minor, or program in the "problem area") concur with the recommendation of the Curriculum Committee by a vote taken at that meeting, the Department may vote - immediately to either accept or reject

the Curriculum Committee's recommendation. [modified 4/16/04]

*\*Issues directly relating to Prerequisite, Co-Requisite, or Core courses will be handled by area of discipline.*

2. If a majority of the full-time faculty within the specialty area affected, (track, specialty, major, minor, or program in the "problem area") *do not* concur with the recommendation of the Curriculum Committee, the full-time faculty within the area affected will be given the opportunity to independently (1) determine the extent of the problem, (2) and (if and when a deficiency is found) to suggest an alternate solution which it feels is more pedagogically appropriate. [modified 4/16/04]

Recommendations from the area affected and the Curriculum Committee must come before the Department for a vote within ten working weeks from initial vote (breaks and Summer are not counted).

Periodic review of the *Accounting and International Business programs* is the responsibility of the accounting faculty and the International Business Advisory Council, respectively. However, the Curriculum Committee shall review all proposals made concerning changes to these programs with a goal of confirming that 1) proposed changes are logically based (e.g. based on a competitive analysis of other programs) and 2) ensure that proposed changes are consistent with AACSB standards. The Curriculum Committee shall make a written recommendation to the faculty, indicating whether the Curriculum Committee supports the proposals.

The comprehensive review of *specialty area curricula* is the responsibility of specialty area faculty. However, the Curriculum Committee shall review all proposals made concerning changes to these programs and make a written recommendation to the faculty that indicates whether the Curriculum Committee supports said proposal. The Department faculty shall vote on the Curriculum Committee's recommendations.

- (iv) **Review of articulation agreements:** Each year, the Curriculum Committee shall review a subset of the articulation agreements established with other colleges. These include course equivalency and program-to-program articulations. The subset to be reviewed shall include at least one of our primary transfer schools (MCC, GCC, Alfred State) and at least four other programs with which transfer articulations exist. The review shall include collection and analysis of college catalog course descriptions and course syllabi for courses that are accepted as transfer equivalents. The outcome of this review is to be a written report to the faculty describing the review process, findings, and any recommendation for change. The Department faculty shall vote on the Curriculum Committee's recommendations.

- (v) **Periodic review of course guides:** Every five years, beginning AY2000-2001, the Curriculum Committee, working with course coordinators, shall undertake a comprehensive review of Department course guides. The purpose of the review is to ensure that the course guides are complete, consistent in format, and reasonably representative of the courses that we teach; determination of specific course content is the responsibility of the relevant area faculty. The outcome of the review will be a written report to the Chair indicating that review process was undertaken and that the Curriculum Committee believes that the course guides are current. Where the Curriculum Committee believes revision of a course guide is necessary, the Curriculum Committee will work with the relevant course coordinator to achieve said revision. In the event that the Curriculum Committee perceives there to be a deficiency in curriculum vis-à-vis AACSB curriculum standards, the Curriculum Committee will inform both the Chair and the relevant area coordinator in writing.
- (vi) **Catalog revision:** In accordance with the College catalog cycle, the Curriculum Committee will coordinate the review and revision of the Department's entries in the College catalog. In fulfilling this obligation, the Curriculum Committee will collect information from the faculty, through the area and course coordinators. The Curriculum Committee will consult course guides and course registration forms to ensure that catalog course descriptions are reasonably representative.

With respect to revision of the catalog, the Curriculum Committee's primary purpose is to ensure currency, clarity, and accuracy in those parts of the catalog that transcend specific areas, while providing oversight and promoting consistency in the catalog revisions proposed by each area through the area coordinator. Additionally, the Curriculum Committee will consider the effectiveness of the Department's catalog entries from a marketing perspective.

The Curriculum Committee will also review Department course offerings in concert with area coordinators for the purpose of determining whether any courses should be dropped from the course file because of changes in programs or faculty composition. If the Curriculum Committee believes that a course should be dropped from the course file, it will provide a written recommendation and justification to the Department faculty, who will vote on the recommendation.

The Curriculum Committee will forward final recommendations on changes, in writing, to the Chair, who will then review the changes, negotiate any remaining changes with the Curriculum Committee, and then forward the changes as directed by the College.

- (vii) **Analysis of faculty composition on ability to staff programs:** As part of the periodic review of the curriculum described in part (iii) above, the Curriculum Committee, in consultation with the scheduling coordinator, area coordinators,

and Chair, will review the impact of faculty composition on the Department's ability to staff pre-requisite, co-requisite, and core courses. The Curriculum Committee will then provide a written analysis, including any concerns or recommendations for retraining or reallocation of faculty lines, to the Department faculty. The Department shall discuss the Curriculum Committee's analysis and recommendations with the goal of incorporating the Curriculum Committee's analysis into future hiring plans.

- (viii) **Integration of curriculum:** Each year, as part of the annual planning process, the Curriculum Committee shall convene relevant course and area coordinators for the purpose of reviewing and planning curricular integration between and among pre-requisite and core courses. The Curriculum Committee shall work to achieve a consensus among the participants and forward a written curriculum integration plan, to be implemented the following year, for inclusion in the Department planning document.

### 3) **Strategic Planning Committee**

- a) **Composition and Election of Committee:** The membership is comprised of one representative from each of the following committees: AACSB, Assessment, Curriculum, Recruitment, and Retention, plus the Program Administrator as an *ex-officio* member. Each of the five named committee representatives will be either appointed to the SPC or elected to the SPC by the respective committees. The method of appointment or election will be determined by each of the named standing committees shortly after election at the first Department meeting each year. The then-appointed or elected members will elect a SPC Chair. [modified 5/14/04]
- b) **General Charge:** Based on assessment of the operating environment, make recommendations for change in the Department's Strategic Plan, Mission Statement, and Governance Documents and monitor their implementation.
- c) **Duties and Responsibilities:**
- (i) Working closely with area coordinators and other interested faculty, complete an annual review and revision of the existing Statement of Assessment of the Operating Environment that appears in the Annual Planning Document.
  - (ii) Annual review of the Department's Strategic Plan, Mission Statement, and Governance Documents, taking into account changes in the operating environment.
  - (iii) Make written recommendations to the faculty concerning changes in the Department's strategic plan, including strategic objectives, strategies for achieving objectives, implementation details, and required resources. Recommendations will be adopted by a majority vote of the faculty at a faculty meeting.
  - (iv) Make written recommendations to the faculty concerning changes in the Department's Mission statement. In recommending revisions to the Mission Statement, the Strategic planning committee must consider AACSB

accreditation standards that pertain to development of a mission statement. Recommendations will be adopted by a majority vote of the faculty at a faculty meeting.

- (v) Make written recommendations to the faculty concerning the Department's governance documents and governance structures, recommending changes consistent with the evolving operating environment and strategic plan.

#### **4) Outstanding Student Scholarship Committee**

- a) **Composition and Election of Committee:** Three members of the Department faculty, to be elected annually by the Department. A Chair will be elected by the Committee.
- b) **General Charge:** Recognizing high-quality student scholarship (writing, projects, etc.) through administration of an annual award.
- c) **Duties and Responsibilities:**
  - (i) Solicit faculty nominations for best student paper. Solicitation should be made by November 15th and April 15<sup>th</sup> of each year, with a nomination deadline of January 1<sup>st</sup> and May 21<sup>st</sup>.
  - (ii) Evaluate submissions by March 1<sup>st</sup> and September 15th of each year.
  - (iii) Oversee creation of award certificate and notification of student.
  - (iv) Inform Marketing communications and the Editor of the Department Newsletter of the outcome.
  - (v) Establish Criteria and Parameters for award.

#### **5) AACSB Accreditation Committee**

- a) **Composition and Election of Committee:** The committee will consist of the Department Chair plus three members of the Department faculty, elected to five year terms, with one person to be replaced each year. The Department Chair will chair the Committee.
- b) **General Charge:** Examination of Department programs to ensure compliance with accreditation standards.
- c) **Duties and Responsibilities:**
  - (i) Each member of the committee shall become singularly familiar with the AACSB accreditation standards.
  - (ii) Review and evaluate Department programs for compliance with accreditation standards in self-study years.

- (iii) At the direction of the Chair, undertake activities in support of preparing the periodic self-study reports required by AACSB.
- (iv) Review and comment on the self-evaluation report compiled by the Department Chair, verifying accuracy and completeness of report.
- (v) Interact with the site evaluation team assigned by AACSB.

**6) Assessment Committee**

- a) **Composition and Election of Committee:** The Area Coordinators, in addition to the Assessment Coordinator, form the Department's Assessment Committee. The Department Chair is an ex-officio member. The Assessment Coordinator will Chair the Committee.
- b) **General Charge:** Ongoing development and review of the Department's outcomes assessment protocols and assessment results. Additionally, each area coordinator will act as a liaison between the assessment committee and area faculty for the purpose of developing and maintaining assessment protocols for each specialty area in the curriculum.
- c) **Duties and Responsibilities:**
  - (i) Development and maintenance of learning outcomes assessment protocols for prerequisite, corequisite, and core components of the Business Administration degree.
  - (ii) Development and maintenance of assessment protocols for non-learning outcomes, e.g., monitoring program satisfaction, perceptions of program quality, alumni perspectives, and employer perspectives.
  - (iii) Review of assessment results.
  - (iv) Make written recommendations to the faculty concerning the need for corrective actions, as suggested by assessment results. Recommendations will be in the form of motions and adopted by majority vote of the faculty.

## 7) Recruitment Committee

- a) **Composition and Election of Committee:** Three members of the Department faculty, to be elected annually by the Department at the first Departmental meeting.
- b) **General Charge:** To foster recruitment of good students to our programs. To provide liaison capacity and direction for interaction with key constituents, including on campus contacts, such as the enrollment strategies committee, admissions staff and off campus contacts at community college and high schools.
- c) **Key Processes Supported by the Committee:**
  - (i) **On campus recruitment.**
    1. Each member of the committee will attend at least two campus recruitment functions each year.
    2. Work with the Department's administrative support personnel to ensure adequate informational and recruitment materials are available for recruitment functions.
    3. Meet with admissions staff in September of each year for the purpose of understanding Campus on-campus strategy and plans for the coming year, with a goal of maximizing opportunities for our program.
  - (ii) **Off campus recruitment.**
    1. Identify most promising opportunities and strategies for off-campus recruitment and propose specific (next year) action items for inclusion in the Department planning document.
    2. Work with the Department's administrative support personnel to devise, produce, and distribute recruitment materials as per the planning document.
    3. Meet with admissions staff in September of each year for the purpose of understanding Campus off-campus strategy and plans for the coming year, with a goal of maximizing opportunities for our program.
    4. Meet with and coordinate activities of high school and community college liaisons.
  - (iii) **Review and improvement of Recruitment Media.**
    1. Annually review Department recruitment materials and media to ensure that it is up-to-date and accurate.
    2. Seek to improve the quality and appearance of material.
    3. Review corresponding materials from at least two institutions (one peer, one aspiration) with the goal of adopting best practices.
  - (iv) **Devise and Propose Recruitment Strategies**

1. Meet Annually with the Department Strategic Planning Committee and review the Department's current recruiting strategy. Identify opportunities and threats. .
2. Identify most promising opportunities and strategies for recruitment and propose specific (next year) action items for inclusion in the Department planning document.
3. Meet annually with the Department's Council of Students to understand student perspective regarding recruitment, including their positive and negative experiences as they considered SUNY Brockport and the Business Program.

## 8) Retention Committee

- a) **Appointment:** Three members of the Department faculty, to be elected to a two-year term at the first faculty meeting in September.
- b) **General Charge:** Monitor and foster retention of good students. Act as Department liaison with key campus contacts, such as the campus retention coordinator, the registrar, and the director of campus life, etc.
- c) **Duties and Responsibilities:**
  - (i) **Monitor and Report Department Student Retention Patterns.**
    1. Work with key campus constituencies to develop and maintain retention data for the Department's students.
    2. Meet annually with the Department's Council of Students and interested faculty to understand student and faculty perspectives regarding threats to retention, including their positive and negative experiences as students of SUNY Brockport and the Business Program.
    3. Provide an annual written report to the Department detailing retention issues, results, and trends at the Department and College level. Said report to be distributed to Department faculty as an attachment to the Department meeting agenda for the first meeting in March of each year.
    4. Solicit faculty input on retention issues.
  - (ii) **Propose Retention Initiatives.**
    1. Work with College retention director(s) to understand how Department can best participate in, and benefit from, campus-wide retention initiatives.
    2. Contact, annually, a minimum of five schools of business as a foundation for benchmarking retention rates and adopting best practices. Include results in retention report.
    3. Monitor the literature for articles concerning retention of business students, including summary of relevant results in retention report.

4. Make written proposals to Department concerning initiatives designed to improve the retention of good students.
5. Review results of exit surveys and supplement as necessary. Consult with Recruitment Committee to coordinate.

### III. Roles and Responsibilities of Department Coordinators

#### 1) Area Coordinators

- a) **Number and appointment:** One coordinator will be assigned to represent the needs and interests of each of the following areas, corresponding to degrees and areas of specialization reflected in the Department's programs: accounting, economics, finance, international business, management, marketing, and pre-law. Area coordinators are appointed by the Department Chair, in consultation with area faculty, for a period of two years commencing September 1.

In the event that an area coordinator resigns, an interim assignment will be made by the Department Chair. All appointments will be noted in the announcements included to Department meeting agendas.

- b) **General Charge:** Area coordinators support curriculum planning and review, department resource allocation, program assessment, and the annual planning process. The area coordinators, in addition to the Assessment Coordinator, comprise the Department's assessment committee.

- c) **Key Processes Supported by Area Coordinators:**

- (i) **Revision of curriculum:** Area coordinators are responsible for submission, to the curriculum committee, of written curriculum proposals<sup>1</sup> related to their respective area.

The area coordinator will ensure that proposals to the Curriculum Committee will include 1) a narrative describing the change 2) its motivation, 3) a statement addressing resource requirements, and any new or revised course registration forms as appropriate. Proposals should be sent to all members of the Curriculum Committee with an additional copy sent to the Department Chair.

The coordinator will act as liaison to the Curriculum Committee, answering questions, clarifying issues associated with proposals, and communicating the reaction of the Committee back to the area faculty.

- (ii) **Review of curriculum:** Every five years, beginning AY2000-2001, the area coordinators shall initiate a comprehensive review of the courses and curriculum

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<sup>1</sup> In this context, curriculum proposals include proposals for new courses, changes in course prerequisites; changes to the courses required to complete a specialty or degree, changes in GPA or grade policies as they pertain to the area, and changes that materially alter the specialty area's contribution to the prerequisite, corequisite, or core courses that support a degree or minor.

associated with their area. The review will include, but is not necessarily limited to, a mission review, consideration of AACSB curriculum standards for curriculum content and integration, a competitive review of the curriculum of several peer (public and private) institutions, the curriculum of several programs generally recognized as outstanding, prior assessment results, and input from students, alumni, and employers.

The outcome of this review is to be a written report; the report will describe the review process, findings, and any recommendation for changes in curriculum or administration of the area, including assessment. Distribution of the report will be as follows:

- One copy submitted to the Department Chair.
- One copy filed with the Department secretary to provide documentation of the review for AACSB purposes.
- A one-page summary of the findings and recommendations distributed to the Department faculty.

In the event that this review results in proposed modifications to curriculum or requirements, said proposal should be forwarded to the curriculum committee in accord with section IV.2.iii above.

(iii) **Annual planning process:** At the direction of the Department Chair and in accord with the annual planning process identified by the College, the area coordinator will annually solicit input from area faculty for the planning document. Input to be solicited includes:

- important trends and occurrences in the operating environment that are likely to impact area programs or faculty,
- concerns about faculty composition vis-à-vis curriculum and mission of the specialty area.
- initiatives that area faculty would like to pursue in the following year,
- faculty development activities required to maintain the qualifications and competencies of area faculty,
- emerging resource needs in support of the teaching, scholarship, and service activities of the area faculty, and
- faculty response to assessment results obtained in the current or prior years.

Using the input specified above, the area coordinator will draft a written plan for the following year. This plan will detail the goals, objectives, and action plans for the area and area faculty. The plan will assign responsibility for action items and include target dates of completion.

Coincident with submission of the area's plan for the following year, the area coordinator will provide the Department Chair with an inventory of results corresponding to planned activities for the current year. The inventory should

convey whether planned activities were achieved. Where planned activities are not achieved, the area coordinator will provide a brief and frank explanation of why assigned activities were not completed.

- (iv) **Course scheduling:** Area coordinators will review the proposed schedule of courses each semester with the goal of ensuring that the needs of their students are being reasonably met. In particular, the review should investigate whether there are time conflicts in required courses and specialty electives.
- (v) **Assessment:** The area coordinators, in addition to the assessment coordinator, form the Department's Assessment Committee. See Section II.6 above, which describes the roles and responsibilities of the Assessment committee.
- (vi) **Catalog revision:** In accordance with the College catalog cycle and at the direction of the Curriculum Committee, the area coordinator will assemble changes in the catalog description, of the area and its courses, as proposed by area faculty and course coordinators. The area coordinator will then facilitate consensus among area faculty concerning proposed changes to the catalog.

The area coordinator will forward proposed changes in the catalog presentation, in writing, to the curriculum committee.

- (vii) **Advisory boards and focus groups:** The area coordinators, or their designee, will act as representatives of their areas when the department assembles stakeholder groups for the purpose of gaining stakeholder input and feedback.

## 2) Awards and Scholarships Coordinator

- a) **Appointment:** One member of the Department faculty to be elected annually by the Department.
- b) **General Charge:** Identify student recipients for College, School, and Department awards.
- c) **Duties and Responsibilities:**
  - (i) Compile and maintain list of available awards and scholarships and related criteria.
  - (ii) Provide copy of list to Department Secretary when revised.
  - (iii) Solicit nominations (when required) or identify students that meet awards criteria in accordance with administrative deadlines.
  - (iv) Forward nominations to Department Secretary so award recipients may be notified.
  - (v) Assist Area Coordinators in identifying candidates for area specific awards.

### 3) Hiring Coordinator

- a) **Appointment:** One member of the Department faculty, to be elected annually by the Department.
- b) **General Charge:** Support searches for full-time faculty by implementing hiring plans. Assist in evaluation of part-time (adjunct) faculty.
- c) **Duties and Responsibilities:**
  - (i) Be familiar with affirmative action policies and Department and College hiring procedures.
  - (ii) Make written recommendations to the Department concerning changes to the search procedures in Appendix B necessitated by changes in College hiring policy or practice.
  - (iii) Act as a liaison between the Department and College personnel involved in the search process.
  - (iv) Prepare required documents for approved searches.
  - (v) Ensure that copies of search documents are maintained in the Department files.
  - (vi) Forward and track hiring documents through administrative channels, ensuring administrative approvals as required.
  - (vii) Place hiring advertisements.
  - (viii) Oversee initial screening of applicants by APT committee and Chair.
  - (ix) Compile "A, B, C" list of candidates and forward through administrative channels.
  - (x) Arrange for campus visits and schedule interviews.

### 4) Library Coordinator

- a) **Appointment:** One member of the Department faculty to be elected annually by the Department.
- b) **General Charge:** Oversee circulation of vendor materials, provided by library, and process faculty requests for expenditure of the Department's library budget.
- c) **Duties and Responsibilities:**
  - (i) Ensure circulation of vendor cards, provided by the library, among the faculty.
  - (ii) Function as a liaison between the Department and the library staff.
  - (iii) Provide signature authorization for library purchases.
  - (iv) Ensure that budget allocations are spent.
  - (v) At the direction of the Department Chair, help monitor and ensure the fair allocation of library resources among faculty and areas.

## 5) Scheduling Coordinator

- a) **Appointment:** Appointed by Department Chair. Appointment announced in first faculty meeting of the Fall semester.
- b) **General Charge:** Propose draft schedule of classes to the Department Chair, taking into account required sections, faculty preference, course scheduling conflicts, and administrative constraints.
- c) **Duties and Responsibilities:**
  - (i) Solicit and collect faculty course staffing preferences.
  - (ii) Create draft schedule for Department Chair.

## 6) Business Lab Coordinator

- a) **Appointment:** Appointed by Department Chair. Appointment announced in first faculty meeting of the Fall semester.
- b) **General Charge:** Oversee scheduling and operations of the Department's computer laboratories.
- c) **Duties and Responsibilities:**
  - (i) Solicit faculty requests for teaching laboratory resource.
  - (ii) Schedule faculty in teaching laboratory, negotiate conflicts.
  - (iii) Hire, schedule, and provide orientation for student laboratory and hardware assistants.
  - (iv) Post laboratory hours of operations and staffing schedules.
  - (v) Contact campus Satellite Laboratory Coordinator as required to remedy hardware and software problems in laboratories.
  - (vi) Monitor general condition and appearance of Department laboratories.

## 7) Department Events Coordinator

- a) **Appointment:** A member of the faculty, elected annually at the first faculty meeting in September.
- b) **General Charge:** Identify and plan events for the purposes of improving faculty-student interaction and elevating the cohesion of the student body and their attachment to the Department.
- c) **Duties and Responsibilities:**
  - (i) Work with Department staff to plan and implement social events, including holiday and commencement events. This includes identifying a date, venue, speakers (if any), and publicizing events.

- (ii) Work with faculty advisors to student clubs and other interested faculty to devise opportunities to improve faculty-student and student-student interaction.

#### **8) Alumni Events Coordinator**

- a) **Appointment:** A member of the faculty, elected annually at the first faculty meeting in September.
- b) **General Charge:** Develop, enhance, and maintain relationships between the Department and its alumni. Identify opportunities and plan events for the purposes of achieving said relationships.
- c) **Duties and Responsibilities:**
  - (i) Work with Department staff to plan and implement social events, including at least one alumni event each year. Event planning should generally be completed no later than February 1<sup>st</sup> each year. This includes identifying a date, venue, speakers (if any), establishing an agenda as appropriate, and publicizing events.
  - (ii) Work with area coordinators and other interested faculty to and implement opportunities to improve Department-alumni interaction.

#### **9) Internship Coordinator**

- a) **Appointment:** A member of the faculty, appointed by the Department Chair.
- b) **General Charge:** Administer student internships and continuously improve the internship program.
- c) **Duties and Responsibilities:**
  - (i) Process required forms and documentation.
  - (ii) Administer end-of internship evaluation and assign grades.
  - (iii) Provide the Assessment Coordinator with an annual summary report that categorizes employer responses on internship evaluations.
  - (iv) Work with Department staff to market internship program to students and employers. Work with Marketing communications and Department newsletter editor to elevate awareness of internship program.
  - (v) Work with Department staff to maintain a database of companies/contacts that have expressed an interest in sponsoring student interns.
  - (vi) Assist students in identifying internship opportunities.

#### **10) Assessment Coordinator**

- a) **Appointment:** A member of the faculty, appointed by the Chair for a three-year term.
- b) **General Charge:** Execution of the Department's assessment plan. In executing this charge, the Assessment Coordinator will rely on the Associate Chair and the Department

Staff and appropriate College officials as resources to help with preparation and administration of instruments, data entry, preparation and distribution of reports, and archival of results.

c) **Duties and Responsibilities:**

- (i) Procure and administer assessment instruments in accordance with the assessment plan.
- (ii) Analysis of results in consultation with Department Chair.
- (iii) Report results to Assessment Committee and Faculty.
- (iv) Maintain record of activities and archive of results.
- (v) Chair the Assessment Committee.
- (vi) Update the Assessment Plan as it evolves.
- (vii) Modify instruments as directed by the Assessment Committee.

**11) Web Master**

a) **Appointment:** A member of the faculty, appointed by the Department Chair.

b) **General Charge:** Maintain Department Web-site.

c) **Duties and Responsibilities:**

- (i) Ensure contents of site are current.
- (ii) Promote significant Department developments and achievements through website.
- (iii) Forward e-mail inquiries, generated by website, through appropriate channels, e.g. perspective student inquiries to Associate Chair.

**IV. Liaisons: Appointment and Charge**

**1) Faculty Senate Representative**

a) **Number and appointment:** One Representative and one Alternate, elected from the faculty at the beginning of the year. In the event that that the Representative is unable to meet their responsibilities, the alternate will assume their duties.

b) **General Charge:** Represent the interests of the Department in the Faculty Senate and apprise the faculty of relevant developments in the Senate.

c) **Duties and responsibilities:**

- (i) Report to the faculty, at Department meetings, business in the Faculty Senate that has potential to impact the Department, its faculty, or its programs.

- (ii) Determine whether a Department position exists with respect to important votes in the Senate and vote accordingly.
- (iii) Represent interests and concerns, of the Department and its faculty, to the Senate.

## 2) UUP Representative

- a) **Appointment:** A member of the faculty elected annually by the Department.
- b) **General Charge:** To represent the Department members to the UUP Brockport Chapter Executive
- c) .0 Board concerning terms and conditions of employment and to transmit information to said members.
- d) **Duties and Responsibilities:**
  - (i) Attend monthly UUP Chapter Executive Board meetings.
  - (ii) Assist members in understanding their rights and responsibilities under the UUP contract.
  - (iii) Assist members in identifying grievances and the procedure for resolution.

## 3) High School and Community College Liaisons

- a) **Number and Appointment:** Appointed by Chair at the request of the faculty member, i.e., the position is voluntary. Any and all faculty may volunteer.
- b) **General Charge:** In coordination with the Recruitment Committee, establish and maintain relationships between the Department and designated educational institutions from which our students come.
- c) **Duties and Responsibilities:**
  - (i) Maintain contacts with stakeholders at assigned High School or Community College.
  - (ii) Represent the Department and its programs to stakeholders at the High School or Community College, with the goal of improving the degree to which stakeholders perceive our programs to be of high quality.
  - (iii) Inform contacts of changes in our programs or notable program achievements.
  - (iv) Provide feedback to stakeholders at the High School or Community College concerning student performance in our programs.

## 4) Graduate School Liaisons

- a) **Number and Appointment:** Appointed by Chair at the request of the faculty member, i.e., the position is voluntary. Any and all faculty may volunteer.

- b) **General Charge:** Serves as a liaison between the Department of Business Administration and Economics and graduate programs of business and other areas of advanced graduate study.
- c) **Duties and Responsibilities:**
  - (i) Maintain contacts with stakeholders at assigned program.
  - (ii) Represent the Department and its programs to stakeholders at assigned program, with the goal of improving the degree to which stakeholders perceive our programs to be of high quality.
  - (iii) Inform contacts of changes in our programs or notable program achievements.
  - (iv) Seek feedback from administrators of graduate programs concerning student performance in our programs.
  - (v) In coordination with the Department Chair, establish, encourage, and maintain 4+1 programs at designated educational institutions.
  - (vi) Work with admissions and career services to ensure that communications materials regarding 4+1 agreements are accurate.
  - (vii) Assist partner institutions in communicating with our students, including periodic invitations to visit campus, coordinating visits to classes and student clubs.

## 5) Student Ombudsperson

- a) **Appointment:** A junior or senior student, with a major in our Department, recommended by at least one member of the faculty. Selected by the Associate Chair and hired for a term of one year.
- b) **General Charge:** Act as a student-peer liaison between the Department and our students. Seek to understand and communicate student concerns with our programs and represent student interests.
- c) **Duties and Responsibilities:**
  - (i) Maintain 5-10 hours of office hours per week, with staggered times and days, including at least one early evening block.
  - (ii) Listen to student concerns and communicate the same to the Associate Chair.
  - (iii) Answer student questions about the program or direct student to appropriate resource. If resource is unknown, direct student to the Associate Chair.
  - (iv) Where required by Department or College policy, act as student representative on committees.

## 6) Honor Society Officers and Advisors

- a) **Number and Appointment:** Participation is voluntary. Any and all faculty may volunteer. The number of faculty assigned to a particular organization may be determined by the bylaws of the organization.

- b) **General Charge:** To support and administer required activities associated with honor societies.
- c) **Duties and Responsibilities:**
  - (i) Identify students who meet the entrance requirements and solicit their membership.
  - (ii) Organize and conduct induction ceremonies.
  - (iii) Organize and participate in banquets and other events.
  - (iv) Solicit participation of other faculty.

## 7) Student Club Advisors

- a) **Number and Appointment:** One or more member of the Department faculty for each position. Faculty selection to be determined by the corresponding area.
- b) **General Charge:** Support student club activities by acting as liaison to the Department and the College.
- c) **Duties and Responsibilities:**
  - (i) Attend club meetings on regular basis.
  - (ii) Make recommendations regarding appropriate activities.
  - (iii) Suggest guest speakers and other activities to help students develop professional contacts and social acumen.
  - (iv) Assist in arranging and implementing activities, locate funding, and find suitable locations for functions.
  - (v) Ensure that all club activities meet the spirit and letter of College regulations for student clubs.
  - (vi) Understand BSG requirements and bylaws for student clubs and ensure compliance.
  - (vii) Provide historical and professional perspective on the types of activities likely to enhance the image of the Department, SUNY Brockport, and our students.

## 8) Council of Students of Department of Business Administration and Economics

- a) **Composition:** Department Student Liaison, student club officers (or their designees) and interested students. Convened monthly by the Department Chair, co-chaired by the Department Chair and Student Liaison. The Department Administrative Assistant will also attend, take and maintain minutes of meeting and maintain a database as per accreditation needs.

**General Charge:** The Council exists as a forum for students to provide input concerning Department programs, decisions and policies. Agenda items may be initiated by students or by the Department through the Chair. The Council also exists to provide feedback to Department committees as they undertake processes that benefit from student input, i.e., mission review, curriculum review, analysis of assessment results such as student satisfaction levels, etc. The Council shall hold

one meeting each semester open to all students for the purpose of generating feedback.

#### 9) Department Archivist (added September 2003)

- a) **Appointment:** One member of the faculty, appointed annually by the Department Chair.
  - b) **General Charge:** Archive administrative records of minutes and agendas of Department faculty and staff meetings and Department proposals.
  - c) **Duties and Responsibilities:**
    - i) Keep a printed copy and a computerized copy of the agenda for each Department meeting.
    - ii) Keep a printed copy and a computerized copy of the minutes for each Department meeting.
    - iii) Keep a copy of all major agenda items, in their final form, after passage by the Department. The date of passage (month, day, and year) of each such item shall be clearly indicated.
    - iv) Work with Department Faculty Senate representatives to maintain information on status of Department proposals in Faculty Senate.
    - v) Maintain a list of all pending motions in the Department referenced to the last Department meeting at which they were addressed, by date.
    - vi) Maintain all records in items (i-iii) above in a computer-based file directory that is (or shall become, as soon as practicable) available to all Department faculty and staff members.
- 
- a) Maintain documentation of all Department proposals, the status of new programs (i.e., have they been considered by faculty senate, have they reached Albany, when do they take effect, etc.)
  - b) Advise Department faculty and staff on status of proposals and action items as needed.

## V. Administration: Chair and Associate Chair

### 1) Department Chair

- a) **Appointment:** The appointment and reappointment process for Department Chair is described in section 122.08 of the *SUNY Brockport Faculty Handbook*.
- b) **General Charge:** As described in Chapter 122 of the *SUNY Brockport Faculty Handbook*, “the *Policies of the Board of Trustees* provide that chairpersons, in consultation with the members of their departments, are responsible to the President of

the College for the supervision of the department personnel and programs. They have such powers, duties and responsibilities as may be assigned by the President of the College. Chairpersons have a dual role as teacher and administrator. They are accountable for the implementation of College and faculty policies and procedures consistent with those of the College and the appropriate faculty. Chairpersons are responsible for and supervise the instructional program of the departments within the context of the mission and goals of the College and of the appropriate faculty. They serve as spokespersons for the institutional needs of the College and the faculty to the members of the department and for the department needs to the dean and other appropriate administrators of the College. The responsibilities of a chairperson cover six major areas: (A) Academic Planning, (B) Personnel, (C) Students, (D) Budget, (E) Space and Equipment, and (F) General Operations.”

c) **Duties and Responsibilities:** As described in sections 122.02 through 122.07 of the *SUNY Brockport Faculty Handbook*:

(i) **Academic Planning:**

- (1) Ensures that clear goals and objectives, consistent with those of the College and the appropriate faculty, are established by the departments; that department programs are designed to achieve these ends; and that goals, objectives, and programs are periodically evaluated to guarantee that they are suited to the needs of students, both majors and non-majors.
- (2) Supervises the development of a comprehensive and coherent department curriculum.
- (3) Supervises and coordinates the development, revision, and evaluation of courses, sequences, and programs for the academic year and the summer program.
- (4) Recommends to the appropriate dean the schedule of courses for the academic year and the summer session.

(ii) **Personnel**

- (1) Coordinates department recruitment of new faculty, recommends appointments to the dean, oversees the orientation of new faculty.
- (2) Supervises the department affirmative action program and ensures that it is consistent with that of the College.
- (3) Evaluates the teaching effectiveness, scholarship, research, and College and community service of individual faculty members; initiates and oversees the evaluation process of the Departmental Evaluation Group; and makes personnel recommendations to the dean for each member of the department.
- (4) Fosters the scholarly growth, research, creative activities, and teaching effectiveness of departmental members.
- (5) Ensures that the workload within the department is equitably distributed among its members and suited to their individual talents and accomplishments and to the needs of its approved programs.

- (6) Assigns courses for the academic year and summer session after consultation with members of the department and with the concurrence of the dean.
- (7) Supervises clerical, non-teaching personnel, students, and graduate assistants assigned to the department by the dean.
- (8) Counsels and advises faculty on professional matters.
- (9) Supervises faculty to ensure that teaching and institutional obligations are met.
- (10) Records faculty absences from class, keeps records of faculty sick leave and forwards such information to the dean, and/or the Payroll Office.

(iii) **Students**

- (1) Supervises the department advisement program, assigns advisers for majors, provides faculty with advisement materials, and counsels students who seek advice beyond the advisor.
- (2) Supervises the independent study, honors, and thesis programs within the department and ensures that they are consistent with College and faculty policies and directives.
- (3) Maintains department student records.
- (4) Approves waivers from department requirements and recommends to the dean waivers from appropriate faculty or College requirements.
- (5) Approves requests, consistent with College or faculty policies or directives, for independent studies, change of major, undergraduate enrollment in graduate courses, course withdrawals, and permission to take courses at other institutions; recommends to the dean course overloads; signs reports of incomplete work; and participates in academic progress decisions.
- (6) Assists in student orientation and registration.

(iv) **Budget**

- (1) Formulates, after consultation with the department, long-range department budget projections to indicate how resources will be allocated to achieve department goals and objectives.
- (2) Allocates and administers the departmental budget and authorizes valid expenditures from this budget.
- (3) Prepares a yearly report for the Dean delineating how expenditures were related to the department goals and objectives.
- (4) Maintains current records on department expenditures.

- (5) Disseminates full information on budget and expenditures to members of the department.

(v) **Space And Equipment**

- (1) Maintains a current inventory of department equipment.
- (2) Prepares long-range projections of department space and equipment needs.
- (3) Coordinates the allocation and utilization of space and equipment assigned to the department.
- (4) Submits to the dean requests for repairs, maintenance, and plant improvements.
- (5) Supervises the security of department equipment and supplies.

(vi) **General Operations:**

- (1) Maintains records for the department on faculty workloads, student majors, and enrollments; and provides the pertinent data to the dean for the preparation of official faculty and College statistics on these subjects by the Office of Institutional Research.
- (2) Prepares department reports. (Routine reports may be done by the chairperson alone; all other reports should be prepared by the chairperson after appropriate consultation with the department or departmental committees.
- (3) Represents the department to the general public and communicates newsworthy department or individual faculty activities to the Office of Marketing Communications.
- (4) Appoints appropriate departmental committees; prepares agenda for, and chairs, departmental meetings; and coordinates departmental activities.
- (5) Advises the dean and communicates departmental opinions and needs to the dean; transmits faculty and College policies, directives, and opinions to the department; and fosters inter-departmental communication.
- (6) Encourages and participates in inter-departmental and inter-disciplinary activities.
- (7) Attends faculty chairpersons meeting called by the dean.
- (8) Assumes such other responsibilities or duties as the President may assign.

- (vii) **Other:** In addition to the above roles and responsibilities described in the *SUNY Brockport Faculty Handbook*, the Department Chair of Business Administration and Economics provides oversight of, and is ultimately responsible for, the following activities:

- (1) **Assessment:** Planning, budgeting, implementation of plan, administration of instruments, analysis and reporting of results.

- (2) **Accreditation:** Chair of AACSB committee, in-depth knowledge of standards, planning, budgeting, compilation of self-study, liaison to AACSB, representation of Department at AACSB meetings, analysis and reporting of results, insure compliance with standards, especially with regard to standards concerning deployment of faculty and staffing assignments.
- (3) **Personnel Planning and Hiring:** Proposes a hiring plan to the faculty and completes forms as required to procure faculty resources within the College faculty allocation model. Reviews position descriptions, hiring and advertising plans, and screening instruments, providing authorizations as required. Reviews applicant files, participates in telephone and campus interviews. Supports recruiting process.
- (4) **Advisory Boards:** Schedules and Chairs meetings of the Department's Advisory Boards. Has primary responsibility to ensure that advisory boards meet on a periodic basis and that feedback from the boards is documented and is incorporated into the strategic and curriculum planning process.
- (5) **Academic Dishonesty:** In accordance with the College policies described in the publication *Your Right to Know*, supports and counsels faculty who encounter cases of academic dishonesty in their classes.

## 2) Associate Chair

- a) **Appointment:** The Associate Chair shall be selected from faculty members of the Department of Business Administration and Economics. The Department Chairperson shall appoint the Associate Chairperson. The Chairperson may seek input from faculty. The Chairperson will recommend the appointment to the Dean for final approval.
  - (i) The appointment will be for two years.
  - (ii) The Chairperson will review the Associate Chairperson each year and inform the Associate Chairperson of the review information.
  - (iii) If and when the Associate Chairperson relinquishes his/her position as Associate Chairperson, he/she will return to faculty status in the Department of Business Administration and Economics.
  - (iv) If the College eliminates the Associate Chairperson position during the two-year appointment, the Associate Chairperson will automatically assume prior faculty status in the Department of Business Administration and Economics.
- b) **General Charge:** The Associate Chairperson works with and for the Department Chairperson. The Associate Chairperson has a dual role as teacher and administrator. He/she is accountable for implementation of College and departmental policies and procedures consistent with College and departmental mission and goals. He/she assists the Chairperson and is designated as Acting Chair in the Chair's absence. As Acting Chair, he/she has the role and responsibilities of a departmental chairperson. The responsibilities of an Associate Chairperson cover four major areas: (A) Academic

Planning, (B) Personnel, (C) Students, and (D) General Operations.

c) **Role and Responsibilities:**

(i) **Academic Planning:**

- (1) Serves as an ex-officio member of the Department Curriculum Committee.
- (2) Assist the Chairperson in assessment.
- (3) Assist the chairperson in accreditation.
- (4) Assist the Chairperson in academic planning as deemed necessary.
- (5) Continue to have input, as a faculty member, into the specialty area or major when the Associate Chair teaches.

(ii) **Personnel**

- (1) Assist the Chairperson in orientation of new faculty.
- (2) Supervise new faculty during the first academic year as to advisement process and procedures.

(iii) **Students**

- (1) Heads and supervises the departmental advisement program with the help of the Assistant Advisement Coordinator.
- (2) The advisement team will assign advisees for majors, provide faculty with advisement materials,
- (3) Counsel students who are unable to meet with their advisor or who seek advice beyond the advisor.
- (4) Assist faculty in advisement.
- (5) With the Assistant Advisement Coordinator, provide advisement and counsel for all Business Minors.
- (6) Maintains departmental student records.
- (7) Reviews and approves, under certain circumstances, waivers from and substitution of Department requirements.
- (8) Approves requests, consistent with College policies and directives, for change of major, course withdrawals, and permission to take courses at other institutions.
- (9) Work with all readmits to ensure they successfully complete program.
- (10) Assist in student orientation and registration.
- (11) Review and process all ad-hoc “trouble shooting” not within scope of routine faculty advisement.

- (12) Facilitate study-abroad opportunities including course equivalencies and/or petitions to waive or change degree requirements for students taking courses overseas.
- (13) Act as a focal point for department student grade appeals.
- (14) Review all student requests to be seated in closed sections.
- (15) Assists in resolving student complaints about program, courses, and other issues relating to the Department.
- (16) Communicate with perspective Department students, parents, current students, graduating students, parents, and alumni.
- (17) Work with the student liaison to enhance communications and working relationship between students and Department.
- (18) Facilitate the implementation of Department internship. BUS 498 program. Work with departmental administrative support to develop/maintain internship data base, application and screening procedures, student and mentor requirements, and evaluation process.

**(iv) General Operations**

- (1) Assist Chairperson in maintaining records and statistical data.
- (2) Communicates newsworthy Department activities to Office of Marketing Communications.
- (3) Assist Administrative Assistant to the Chairperson, in departmental communications (e.g. newsletters, etc.).
- (4) Attends meetings to represent Department as requested by the Department Chair.
- (5) Meet and counsel perspective students.
- (6) Represent the Department to the external environment when appropriate.

**d) Additional Items**

- (i) The Chairperson shall meet with Associate Chair at least once a semester to evaluate his/her performance.
- (ii) The Associate Chair receives a one course per semester reduced load.
- (iii) The Associate Chair receives a stipend.

# Appendix A

## Guidelines, Standards, and Procedures For Re- Appointment, Continuing Appointment, and Promotion

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# **Guidelines, Standards, and Procedures For Re-Appointment, Continuing Appointment, and Promotion**

Department of Business Administration and Economics  
SUNY Brockport

Revised: 11/15/99

This appendix to the Governance Documents describes the procedures, criteria, and standards, used by the Department of Business Administration and Economics, in the evaluation of faculty requests for re-appointment, continuing appointment, and promotion.

## **I. Overview of Application and Review Process:**

1. **Role of the APT Committee:** The APT Committee is charged with the review of all applications for re-appointment, continuing appointment, or promotion within the Department. The review process will consider the performance of the Candidate with respect to teaching, scholarship, and service as specified in the sections below.

The outcome of the APT Committee review process will be a written report and recommendation to the Department faculty. Said report shall include 1) the Committee's recommendation, 2) the Committee vote on the personnel action being considered, and 3) a supporting narrative summarizing the Committee's conclusions as they pertain to the criteria of teaching, scholarship, and service. In cases where the APT Committee authors multiple reports for multiple candidates, the Committee should seek to produce reports that are consistent in format, style, and organization.

Each member of the APT Committee agreeing with the recommendation shall sign the report. A Committee member not agreeing with the recommendation is not required to sign the report. If a member chooses not to sign the report, it is deemed an abstention unless the Committee member chooses to attach a written statement to the contrary. Members of the Committee not agreeing with the recommendation may prepare a written, signed statement that will become a permanent attachment to the report. Dissenting opinions are to be attached prior to the distribution of the report to the faculty.

2. **Role of the Candidate:** Requests by full-time faculty, to be considered for re-appointment, continuing appointment, or promotion, are to be made in writing to the APT Committee in accordance with current administrative deadlines. It is the responsibility of each individual seeking re-appointment, continuing appointment, or promotion within the Department to prepare a complete and organized package of materials supporting his/her request. Further, it is the responsibility of each individual to know and understand 1) the terms of his/her current appointment and 2) application deadlines for contract renewal, continuing appointment, and promotion.

**Application Contents:** Materials supporting the Candidate's request for re-

appointment, continuing appointment, or promotion, shall be organized and indexed in accordance with any administrative guidelines in effect at the time of the application.

- The application contents should comply with the requirements of the College. [modified 3/3/04]
  - Letters of recommendation that are not marked “personal,” “confidential,” “private” or in other similar ways must be given to the candidate. The candidate will determine how they should be used. Letters of recommendation that are marked “personal,” “confidential,” “private” or in other similar ways must be returned to the author with the request that the “personal,” “confidential,” “private” or other similar designation be removed, the letter withdrawn, or an alternative letter not marked “personal,” “confidential,” “private” or in other similar ways be sent. Responses from the author of such letters may be received by fax, e-mail, or postal service. Such alternative letters or responses must be received by the application deadline in order to be included in the candidate’s application file. [modified 5/14/04]
  - Letters of recommendation (solicited or unsolicited) obtained from students prior to their graduation shall not be included in the portfolio. [modified 5/14/04]
3. The faculty member should strive to ease the burden of those reviewing the faculty member’s request through the use of a clear, concise, and consistent labeling scheme for all supporting documents. Where guidelines do not exist, the following ordering of materials shall be used:
- Letter of application, including criteria weights to be applied;
  - Inventory of materials submitted;
  - Annual reports for the period under review, including comment and signature pages;
  - Teaching Portfolio;
  - Supporting documents related primarily to scholarship;
  - Supporting documents related primarily to service;
  - Grade distributions for all of their courses taught during Fall and Spring semesters for the three most recent years prior to the application, or for applicants with fewer than three years of service, for all Fall and Spring semesters prior to the application submission [modified 3/3/04]
  - Other documents and appendices included by the faculty member.
- Where possible, materials should be organized into three-ring or equivalent binders that are clearly labeled. A faculty member should not expect individuals reviewing his/her materials to sift through unorganized and loose materials contained in boxes.
4. **Criteria to be Considered:** The report and recommendation of the APT Committee will focus on the faculty member’s record in the areas of teaching, scholarship, and service as it pertains to the personnel action under consideration. Any application, for re-appointment, continuing appointment or promotion, must include a statement by the faculty member regarding the relative weights to be applied to the criteria of teaching, scholarship, and service. Each faculty member will select a set of weights such that:

- The weight on teaching is at least 0.5;
- The weight on teaching > weight on scholarship > weight on service;
- The weights applied to scholarship and service must be at least 0.15; and
- The sum of the weights is equal to one.

**The faculty member's right to specify weights in the review process does not remove the obligation of the faculty member to meet minimal performance standards in teaching, scholarship, and service as described later in this document.**

5. **Application Of Criteria Weights In The Review Process:** Members of the APT Committee are charged with applying the weights, as supplied by the faculty member, as they consider the faculty member e's request for re-appointment, continuing appointment, or promotion. Each member of the APT Committee is responsible for ensuring that his/her vote takes into account the weights specified by the faculty member.
6. **Distribution of APT Committee Reports:** The APT Committee members are responsible for conducting the review process and preparing the Committee report in conformance with published administrative deadlines. Further, accommodation of a period of review, by the faculty member and the Department, must be made as described below.

The written report of the Committee will be shared with faculty member prior to forwarding the report to the Department. If the faculty member believes that the report contains errors of fact or omission, the candidate will detail his/her concern, in writing, and forward the concerns to the Chair of the APT committee within two business days of receipt of the report. The APT committee will then be convened to discuss the faculty member's concerns and make modifications, if any, to the report. A final signed copy of the report will then be made available to the faculty member and the faculty. The signed report must be distributed at least five working days before any vote on the Committee's recommendation.

It is understood that the faculty member has the option of withdrawing his/her request at any time prior to when the recommendation is presented by the Committee to the Department for formal vote, provided that the faculty member withdraws his/her request in writing. The identity of the faculty member who chooses to withdraw his/her request will be kept confidential.

Except in cases where the faculty member chooses to withdraw his/her request for re-appointment, continuing appointment, or promotion, the Committee will submit its written report to the Department Chairperson and the Department for the purpose of a departmental vote on the recommendation. The signed Committee report must be distributed to the faculty at least 5 working days before any faculty vote on the Committee's recommendation.

For a reasonable period of time prior to the vote, the faculty member's application and supporting documentation, including an inventory of the contents provided by the faculty member, will be kept on file in the Department office for examination. Materials removed for examination will be recorded on the inventory. All materials will be returned to the faculty member by the appropriate College official or will be retained in the Department office pending disposal.

7. **Voting Process:** The members of the Department vote on the recommendation of the APT Committee. During the faculty meeting at which a vote on the Committee recommendation is taken, the faculty member will have an opportunity to speak to the Department concerning the Committee's recommendation and to address the Department as the faculty member sees fit. The Department will also have the opportunity to ask questions of the faculty member; the faculty member will then be asked to leave the room.

The Department will then have the opportunity (1) to ask questions of the APT Committee and (2) for general discussion. The members of the Department will then vote by secret ballot. The result will be announced to the Department, and then to the faculty member, immediately after the balloting and be recorded in the minutes of the meeting. The Chairperson's recommendation will then be made known to the Department at this time. The Committee's recommendation, along with the Department vote on the recommendation, will be forwarded to the Dean.

## **II. Standards and Procedures for Evaluating Teaching**

As described below, the APT Committee will formulate its recommendation, as it pertains to teaching, based upon the following:

- The faculty member 's teaching portfolio;
  - Classroom evaluations;
  - Student opinions of the faculty member; and
  - Evidence provided concerning professional development and interaction, as it concerns teaching.
1. **A Thorough And Complete Review Of The Faculty Member's Teaching Portfolio:** The faculty member 's teaching portfolio shall contain the following:
    - a) A written statement on the faculty member 's philosophy of education and educational goals as they relate to the mission of the Department and the mission of the College.
    - b) A reflective statement indicating how the materials compiled by the faculty member demonstrate teaching excellence and continued growth as an instructor.

- c) A written statement on the faculty member's educational goals relative to specific courses the faculty member currently teaches or has taught during the review period and how those goals relate to the mission of the Department and the College.
- d) The following course materials:
  - (i) One copy of the faculty member's syllabus (from any semester during the review period) for each course taught during the review period.
  - (ii) One complete set of examinations (i.e., all semester exams and the final exam, if given) for one section of each course taught during the review period. The faculty member may, optionally, also include samples of student work, such as papers or term projects.
- e) Computer printouts of the four global questions for all Instructional Assessment System (IAS) teaching evaluations given during the review period.
- f) Evidence as to the faculty member's involvement with course development and/or instructional innovation.
- g) Evidence of interaction with the professional community during the review period.
- h) Any items the faculty member feels will help the Committee with its deliberations.

No materials relating to summer teaching are required for inclusion in the portfolio. They may be included, however, at the option of the faculty member.

For the purposes of compiling a teaching portfolio, the term "review period" is defined as follows:

- a) **As to re-appointment:** The time period since the faculty member was last reviewed by the Department for re-appointment or, if this is the faculty member's first re-appointment, the time period since the faculty member began full-time employment with the Department.
  - b) **As to continuing appointment:** All academic years the faculty member has been on a "tenure track" line. The faculty member may, however, include information from any academic year he or she was on a non-tenure track line at SUNY-Brockport.
  - c) **As to promotion:** a minimum of the previous five academic years (not including sabbaticals or leaves) or time at current rank, if less than five years.
2. **Classroom evaluation:** Each member of the APT Committee is to observe at least one of the faculty member's classes. Each of the faculty member's courses (excluding internships, independent study, and directed study) must be observed at least once by at least one member of the Committee. If the faculty member teaches multiple sections of a course during the semester the evaluation is taking place, the faculty member may require that at least one member of the Committee observe additional sections of that course. All classroom observations will be arranged with and agreed to by the faculty member prior to each visit. The APT Committee will initiate arrangements for classroom visitation. When conflicts

arise due to teaching schedules, a minimum of three APT Committee members must observe a candidate. The *Classroom Visitation Appraisal Instrument* for this purpose is attached, at the end of this document (pp. A17-21). Each member of the Committee will use these guidelines as the basis for his or her evaluation. Committee members are free to supplement his/her evaluations with any other written comments they deem appropriate. Future APT Committees wishing to modify Attachment 1 may do so, subject to formal departmental approval. [modified 4/21/04]

In undertaking a classroom evaluation, Committee members are to look for evidence as to how the faculty member applies his or her teaching philosophy and attempts to meet the educational goals stated in his or her teaching portfolio, along with evidence of course development and instructional innovation.

The intent of using a standard classroom evaluation form is to 1) promote consistency in the evaluation process and to 2) help a Committee member recall his/her reaction and experience during the classroom evaluation, which may have preceded committee deliberations by a significant period of time. Classroom evaluation forms are intended to support the Committee's deliberation concerning a Candidate and, as such, may be reviewed by any member of the APT committee. However, at the end of the Committee's deliberation, the classroom evaluation form and any supporting notes remain the property of the individual APT committee member that conducted the classroom observation, i.e., evaluation forms are not attached to the Committee report.

3. **Student Opinions Of The Faculty Member:** The IAS form is the mandated survey instrument until such time that an alternative document is developed and approved by both the Department and the College. The faculty member may, at his or her option, provide the Committee with any additional survey instruments used (i.e., additional questions given along with the IAS or essay questions) and any correspondence received from students.

Committee members will review the IAS results submitted for the purpose of determining if the faculty member 's scores meet the minimum acceptable range of 2.25 or lower, as established by the Department.

4. **Professional Development and Interaction:** The faculty member should provide the Committee with evidence that the faculty member is remaining current in his or her instructional field(s), including interaction with business practitioners, for the purpose of both academic and professional growth.
5. **Basis For Judgment:** For a faculty member 's application to be considered "favorable" by an individual APT Committee member, three of the four following standards must be met in the area of teaching:
  - a) The faculty member's teaching portfolio - Evidence presented by the faculty member must show that the faculty member's educational goals, as stated in his/her portfolio, are consistent with the Department and College mission statements and have been met or are in the process of being met.
  - b) Classroom evaluations - A majority of the responses recorded by an individual APT Committee member on his or her survey instrument (Attachment 1) must be either positive (i.e., "yes") or "not applicable".

- c) Student opinions of the faculty member - At least seventy percent of the individual global questions included in the review period must have a mean rating of 2.25 or lower. The faculty member has the opportunity to provide the Committee with supplemental student surveys, including IAS responses to the "non-global" questions.
- d) Professional development and interaction, as it concerns teaching - The faculty member must present some evidence of continuous professional development supporting the assertion that the faculty member is remaining current in his or her instructional field(s).

### III. Standards and Procedures for Evaluating Scholarship

As described and explained below, the APT Committee will formulate its recommendation, as it pertains to scholarship using the following guidelines:

1. **Standards for Scholarly Achievement:** It is not possible to anticipate every possible path that a candidate might follow when undertaking the pursuit of scholarship. The Department recognizes several possible profiles that faculty might assume in meeting expectations for scholarly activity. These include:

**Example 1:** The Scholar who writes in multiple media;

**Example 2:** The Scholar who writes articles in moderation;

**Example 3:** The Scholar who creates the rare breakthrough and publishes it;

**Example 4:** A portfolio comparable in scholarly worth to examples 1, 2 or 3 above.

2. **Basis For Judgment:** All of the above scholarly profiles are recognized and valued equally. Examples conveying minimum expectations for each of these profiles are set forth in the tables below. Faculty who demonstrate that his/her work meets or exceeds the levels of productivity shown in the examples below will have met the Department’s expectation for scholarship. Since individuals may not exactly fit into any of the first three categories, the APT Committee must be flexible in its interpretation of where the faculty member fits and **not** require a faculty member to fit exactly in any of these slots.

The table below provides **examples** of how faculty can meet the minimum "Scholarly Activity" requirements for **Continuing Appointment and/or Promotion to Associate Professor**.

V) <b>Example 1</b> (Diversified portfolio of scholarship)	VI) <b>Example 2</b> (Constant stream of traditional publications)	VII) <b>Example 3</b> (Very high quality scholarship)
<ul style="list-style-type: none"> <li>• 3 publications in peer-reviewed journals plus any 5 of the</li> </ul>	<ul style="list-style-type: none"> <li>• 4 publications in peer-reviewed journals plus any 3 of the</li> </ul>	<ul style="list-style-type: none"> <li>• 2 articles in “top-tier” journals</li> </ul>

<sup>2</sup> As attested to by external sources.

<p>following</p> <ul style="list-style-type: none"> <li>◆ Refereed conference proceeding</li> <li>◆ Published book review or article summary</li> <li>◆ Textbook chapter</li> <li>◆ Chapter(s) of scholarly book(s)</li> <li>◆ Published textbook ancillary</li> <li>◆ Published instructional materials</li> <li>◆ Additional journal article</li> </ul>	<p>following:</p> <ul style="list-style-type: none"> <li>◆ Refereed conference proceeding</li> <li>◆ Published book review or article summary</li> <li>◆ Chapter(s) of scholarly book(s)</li> <li>◆ Additional journal article</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• 2 publications in peer-reviewed journals plus a scholarly<sup>2</sup> book</li> </ul>	<p><b>OR</b></p> <ul style="list-style-type: none"> <li>• 1 seminal publication</li> </ul>
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The table below provides examples of how faculty can meet the minimum "Scholarly Activity" requirements for **Promotion to Full Professor**.

Example 1	Example 2
<ul style="list-style-type: none"> <li>• 3 seminal publications</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• 5 of the following: <ul style="list-style-type: none"> <li>◆ publications in “top-tier” journals,</li> <li>◆ scholarly texts,</li> <li>◆ significant instructional texts</li> </ul> </li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• A combination of the above</li> </ul>	<ul style="list-style-type: none"> <li>• 8 publications in peer-reviewed journals plus a scholarly<sup>3</sup> book</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• 8 publications in peer-reviewed journals plus any 6 of the following: <ul style="list-style-type: none"> <li>◆ Refereed conference proceeding</li> <li>◆ Published book review or article summary</li> <li>◆ Chapter(s) of scholarly book(s)</li> <li>◆ Textbook chapter</li> <li>◆ Published textbook ancillary</li> <li>◆ Published case, teaching materials, etc.</li> <li>◆ Additional journal article</li> </ul> </li> </ul>

**Note:** The numbers shown in the above table for promotion to Full Professor are cumulative, i.e., they include the numbers already achieved at the Associate Professor level.

3. **Tenure-track faculty seeking reappointment** need to demonstrate continuous and substantive progress towards meeting the standards suggested in the tables above.
4. **Faculty at the rank of lecturer** are expected to meet the scholarship obligations negotiated at the time the individual was hired or, alternatively, the obligations that have since been mutually agreed to by the Department Chair and the faculty member. Faculty at the rank of lecturer are expected to remain current in his/her instructional field. To the degree that scholarship helps keep individuals abreast of the literature, it is assumed that instruction benefits. However, professional development and experience may substitute as a mechanism for maintaining qualifications.
5. **The burden of proof rests with the faculty member.** Since APT Committee members cannot be expected to be experts in the faculty member's area of expertise, the faculty member shall be responsible for supporting **all claims** concerning the importance, relevance, or quality of any publications. As noted below, copies of all publications are to be submitted to the APT Committee, not merely citations of those publications. Any claims made by the faculty member concerning the importance of his/her research must be supported. As examples, the faculty member might provide the number of and sources of

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<sup>3</sup> As attested to by external sources.

citations of an article if she/he claims that the article is "seminal". If a faculty member claims that her/his article is in a "top journal", she/he must support the claim that the journal in question is indeed a top journal; that might be done by using some combination of (1) a ranking of journals from a published source, or (2) a ranking of journals from other colleges or universities or (3) multiple testimonials from prestigious institutions attesting that the journal would be considered a leading journal in that sub-field or (4) an assessment of journals from professional groups or (5) other relevant sources such as Cabell's measure of selectivity.

Reiterating the central points from 1, 2, and 5 above, the APT Committee is not able to provide the expertise to evaluate quality in all areas and thus it is the faculty member's responsibility to argue that she/he meets the scholarship requirements suggested by the tables above and to substantiate that claim. The APT Committee is expected to weigh evidence, not to collect it.

6. **Non-traditional forms of scholarship:** In satisfying the standards and requirements for scholarship described herein, a faculty member must make the case for including less traditional or emerging forms of scholarly and creative contributions in his/her scholarship portfolio.
7. **Impact of Teaching Load on Expectations for Scholarship:** Because standards may change over time, it is expected that these guidelines will be modified by the Department at some future time. The criteria above were established under the assumption that the "normal" teaching load is nine hours per semester. Should the "normal" teaching load be redefined, the suggested "Scholarly Achievement" requirements for promotion and tenure should also be redefined.
8. **'Grandfather Clause':** These scholarship guidelines apply to faculty hired subsequent to the adoption date of this document. If the guidelines are changed, faculty hired subsequent to the change will be subject to the new guidelines, while faculty who were formerly subject to older guidelines may choose either the criteria described in this document or the guidelines/criteria in place at the time when the person was appointed to his/her current position.
9. **Required Supporting Documentation:** In addition to a Curriculum Vita, all faculty member for reappointment, promotion and/or tenure are expected to provide the APT Committee with documentation of scholarship which includes, but is not limited to:
  - A reflective statement discussing how the faculty member's scholarship meets the expectations implied by the tables in section III.2 and how the Candidate's scholarship is relevant to his/her teaching and/or service responsibilities;
  - Reprints or photocopies of all published work;
  - Complete copies of works in progress listed in the Vita;
  - Documentation supporting claims of quality or importance of scholarship.

## 10. **Definitions of Terms & Explanation of Concepts**

- (1) The term "peer review" includes editorial review of articles in outlets of relevant academic/professional publications.
- (2) The term "publication" is defined to be either a work in print or a work accompanied by an editor's letter indicating an unconditional acceptance for publication. Furthermore, "publication" shall be restricted to topics relevant to business and economics. Publications may be books or articles in peer-reviewed journals or peer-reviewed edited books. The faculty member may make a case for inclusion of emerging and newer forms of publications, e.g., electronic publications.
- (3) A faculty member who suggests that his/her work is "seminal" must provide supporting evidence for such a claim. For example: the frequency of citation of the seminal work from a recognized and objective source.
- (4) A faculty member who suggests that his/her work is "top-tier" must provide supporting evidence of such a claim.
- (5) The applicant is free to supplement his/her scholarship portfolio with other evidence of quality and contributions, such as testimonials and/or letters from peers or outsiders. A further example of the kind of evidence which the Committee would find helpful and appropriate might include evidence of the number of adoptions, **across institutions**, of a text, monograph, study guide, etc. that is claimed to be a "significant instructional tool".
- (6) The examples in the tables are meant as guidelines. The faculty member is expected to provide substantiating evidence on questions of quality and "importance" of scholarly work. The Committee has a clear responsibility to detect and deny frivolous or exaggerated claims of "scholarly" achievement.
- (7) All applicants should demonstrate evidence of continued performance in the area of scholarly activity, e.g., working papers, papers in progress, conference presentations, grants received, articles under review, etc.
- (8) Some of the "minimal acceptable publications" required for promotion or tenure must have been published in the five years preceding application. For example, for the faculty member applying for promotion to associate professor who claims 4 publications in peer-reviewed journals and 3 published book reviews, some of the publications or book reviews must have been published in the five years preceding the personnel action.

## IV. Standards and Procedures for Evaluating Service

Service has an important role in the academic community. Contributions to the service needs of the Department, the College, the community, and one's profession are an ongoing expectation within the total professional obligation. Sections 1 through 6 below describe the expectations, reporting requirements, and evaluation of service contributions for the Department of Business Administration and Economics.

1. **Scope of Department Service Activities.** Department service activities, and the anticipated effort required to execute each activity, are detailed annually in the Department planning document. These obligations include not only the activities of the major Department Committees, but also those activities required to maintain competitive programs, including program development, program coordination, program assessment, program accreditation, advisement, student recruitment, employer relations, and retention.
2. **Standards For Contributions To Department Service:** All faculty are required to maintain a minimum of four hours per week of office hours and are expected to attend faculty and area meetings. All faculty are expected to shoulder a proportionate share of the Department's advisement and registration activities and to dispatch the same in a professional and competent manner. Minimum standards for competency in advisement include regular availability during scheduled hours, non-cursory review of student course schedules prior to providing approval, returning student phone calls, etc. Additionally, the following expectations must be met:
  - (1) **Minimum Acceptable Contribution to Department Service:** In addition to the service obligations described in the preceding paragraph, all faculty at the **rank of assistant professor and above** are expected to shoulder a proportionate share of the service obligations detailed annually in the Department planning document. The ***minimum acceptable contribution*** in the area of Department service is 60 hours per year, contributed to service activities detailed in the annual planning document, with the anticipated standard hours provided in the planning document used as the basis for calculating hours contributed. This contribution of 60 hours is in addition to the 1) advisement, 2) registration, 3) office hours<sup>4</sup>, and 4) faculty meeting obligations described above. In this context, the term ***minimum*** is meant only to convey the lower limit of a standard and is not meant to convey that a faculty member's contribution is immaterial or trifling. Rather, faculty meeting this minimum standard are judged to have made material and important contributions to the service needs of the Department. As such, the Department service contributions of the faculty member will be categorized as having "met expectations".
  - (2) **Additional Requirements for Promotion.** Faculty members for promotion to Associate Professor are expected to be able to demonstrate service contributions that reflect significant growth in responsibility and leadership over time. Faculty member for Full

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<sup>4</sup> For full-time faculty, a minimum office hour obligation of four hours per week (approximately 120 hours per year) is mandated by College policy.

Professor must demonstrate high quality and substantial contributions to the committees on which they serve. Faculty members for promotion to Full Professor should also be able to demonstrate on-going constructive and leadership roles in non-committee service contributions and a willingness and ability to undertake administrative duties of increased scope or complexity.

- (3) Faculty **at the rank of lecturer** are expected to meet the service obligations negotiated at the time the individual was hired or, alternatively, the obligations that have since been mutually agreed to by the Department Chair and the faculty member.
- (4) With respect to service, the minimum service obligation of **tenure track faculty in their first year** at SUNY Brockport is defined as participation in orientation training provided by the Department and the College, scheduled office hours, and attendance at Department and area meetings. Normal contributions to advisement and registration activities will begin in said faculty member's second year at SUNY Brockport. The standards in 2.1 become effective in said faculty member's second year at SUNY Brockport.

3. **Adjustments To Expectations For Department Service:** The expectations for Department service are based on a nine hour per semester teaching load and continued activity in the area of scholarship commensurate with AACSB standards. However, there may be circumstances where expectations for an individual faculty member's annual contribution, to supporting the service activities identified in the planning document, need to be adjusted to a level below that defined in section 2. These circumstances include increases in the number of sections taught and substantial participation in activities and initiatives sanctioned by the Department but not explicitly accounted for in the planning document. All faculty are expected to meet minimal expectations as defined in 2 unless a documented agreement is reached with the Department Chair as per 3.1 or 3.2 below.

Examples of sanctioned activities include substantial curriculum development (e.g., design of new degrees, curricula, and courses), unanticipated administrative assignments (e.g., Acting Associate Dean), major faculty development initiatives required by the Department, and approved leave for sabbatical or faculty exchange.

Except as noted in (1) and (2) below, the following activities generally **do not** qualify for adjustment in Department service expectations: routine faculty development, consulting or business activities of the faculty, on-going revision of existing courses, and College and professional service activities not explicitly required by the Department or assigned by the Department Chair. Faculty involved in these types of activities, who are having difficulty meeting their Department service obligations, may wish to reduce their levels of College and professional service, keeping in mind that College guidelines for various personnel actions require some activity in these areas. The assignment of three course preparations in a single semester is generally not sufficient to justify an adjustment in Department service expectations. However, when combined with other non-standard obligations (e.g., developing a new course or program) consideration may be given.

- (1) **Adjustment For Increased Teaching Load:** In the event that a faculty member is assigned a teaching load in excess of three courses per semester, a commensurate reduction in service and/or scholarship contribution shall be granted as mutually agreed to

between the faculty member, the Department Chair, and the Dean of Professions. All such agreements will be documented by the Department Chair in 1) a written memo to the faculty member, and 2) in the Chair's comments in the faculty member's annual report, which should explicitly indicate the magnitude and nature of the agreed upon adjustment.

(2) **Other Adjustments:** Any faculty member may make the case for a reduction in expectation for Department service on the basis of time demanded by competing obligations or temporary personal circumstances. In general, requests for reduction in expected Department service level should be related to the need to pursue other initiatives that benefit the Department or College, with priority given to initiatives that appear in Department and College planning documents. In consultation with the Chair, a commensurate reduction in the minimum service load defined in section 2 may be authorized. All such agreements will be documented by the Department Chair in 1) a written memo to the faculty member, and 2) in the Chair's comments in the faculty member's annual report, which should explicitly indicate the magnitude and nature of the agreed upon adjustment.

4. **Standards for College, Professional, and Community Service:** While all faculty are encouraged to participate in service to the College and Profession, determination of the annual scope and intensity of such service is largely left to individual faculty, given their specific interests and aspirations. However, faculty should consider the following:

(1) Faculty are required to meet the requirements and standards for College and professional service as set forth in performance at rank documents sanctioned by the Academic Vice-President's office;

(2) Faculty seeking **continuing appointment and/or promotion to associate professor** should be able to demonstrate significant and on-going service contributions to the College, as well as to their profession or the community. With regard to Community and Professional service activities, activities must be relevant to the Candidate's teaching, scholarship, or specific initiatives of the Department (e.g., recruiting, program marketing, etc.). Candidates seeking **promotion to full professor** must be able to demonstrate substantial leadership in the College and/or their profession.

(3) Outreach, i.e., community activities that enhance the college's reputation, support the school's efforts in advancement, admissions, or student success, and which relate to the faculty member's area(s) of professional expertise, are recognized as a legitimate contribution in the category of Service. (added 3/2/05)

5. **Reporting and Recording of Service Contributions:** The annual report will serve as the primary record of how each faculty member met the service component of his/her professional obligation. In specifying the annual report as the primary record of contributions to service, the intent is to reduce the burden, on both a Candidate and the APT Committee, associated with the compilation and review of a Candidate's record of service for purposes of personnel actions.

In completing their annual reports, faculty shall indicate how they met the standards detailed in section 2 for minimum acceptable contributions to Department service. Faculty should provide a *brief* indication of their specific activities and accomplishments in each service capacity, i.e., simply listing appointments to positions and memberships on Committees is generally not adequate documentation of service contribution for purposes of annual evaluation or future personnel actions. Specifically, faculty should indicate their individual responsibility, participation, and any product developed. However, in the case of the following activities, attendance alone is considered indicative of contribution, and faculty need not elaborate on activities: final registrations, transfer student registration events, and Saturday information sessions and similar recruiting events.

Faculty members should also detail contributions to Community and Professional service, including an assessment of how the activities are relevant to the faculty's teaching, scholarship, specific Department initiatives (e.g., recruiting, program marketing, etc.), or to the central mission of the College.

## 6. Process: Evaluation of Service in Personnel Actions

(1) **Documentation.** With respect to evaluating service contributions, the primary documentation to be considered by the APT Committee in personnel actions is the annual report. However, the application for reappointment, continuing appointment, or promotion should also include:

- A (required) reflective statement discussing how the faculty member's service activities meet the expectations implied by this document and how the degree to which the faculty member's service activities inform his/her teaching or scholarship.
- (Optionally) supporting detail for activities listed on the annual report<sup>5</sup>. The purpose of submitting additional documentation beyond the annual report should be to provide the APT Committee with evidence of the scope, level of responsibility, and quality of service contributions, particularly in the case of promotion.

### (2) **Basis for Judgment.**

- i) In cases of contract renewal, the standards set forth in section 2 and 2.1 provide the primary basis for evaluation by the APT Committee. The APT Committee report must conclude that the faculty member has/has not consistently met Department service expectations as per section 2.1. The report should include reference as to whether the faculty member has shouldered a proportionate share of the Department's advisement activities and dispatched the same in a professional and competent manner. At the second contract renewal (and beyond) for tenure track lines, the APT Committee should also explicitly indicate whether there is evidence

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<sup>5</sup> For example, a supportive letter from a Committee Chair citing specific contributions to the work of the Committee, letters submitted by colleagues, letters of recognition from community agencies or professional organizations that cite contributions and initiatives undertaken by the faculty member, etc.

of growth in the scope and level of responsibility associated with service activities of the faculty member commensurate with promotion to Associate Professor as per section 6.2.iii below.

- ii) **Continuing appointment:** See section 6.2.iii - *Promotion to Associate Professor* below.
- iii) In the case of **Promotion to Associate Professor**, the standards set forth in section 2, 2.1, and 2.2 provide the primary basis for evaluation, by the APT Committee, of the faculty member's Department service contribution. The APT Committee report must conclude that the faculty member has/has not consistently met Department service expectations as per section 2.1 and whether the faculty member has dispatched the same in a professional and competent manner

Additionally, the APT Committee report must indicate how the faculty member's service record does (or does not) demonstrate significant growth in responsibility and leadership in the Department or the College as per section 2.2 and 4. The APT Committee report should address how the faculty member's service record does (does not) meet the requirements for service to the College, Community, and Profession as specified in section 4. With regard to Community and Professional service activities, the APT Committee report should describe how the faculty member's contribution to the service needs of the Community and Profession are relevant to the faculty member's teaching, scholarship, or specific initiatives of the Department (e.g., recruiting, program marketing, etc.).

- iv) In the case of **promotion to Full Professor**, the standards set forth in section 2, 2.1, and 2.2 provide the primary basis for evaluation, by the APT Committee, of a faculty member's Department service contributions. The APT Committee report must conclude that the faculty member has/has not consistently met Department service expectations as per section 2.1 and whether the faculty member has dispatched the same in a professional and competent manner.

Additionally, the APT Committee report must indicate how the faculty member's service record does (or does not) consistently demonstrate high quality and substantial contributions to the Committees on which they serve. The APT Committee should indicate how the faculty member's record does (or does not) demonstrate on-going constructive and leadership roles in non-Committee service contributions and a willingness and ability to undertake administrative duties of increased scope or complexity.

Finally, the APT Committee report should address how the faculty member's service record does (does not) meet the requirements for service to the College, Community, and Profession as specified in section 4. Specifically, the APT Committee report should describe how the material submitted by the faculty member does (or does not) document that the faculty member is a leader in the College and/or their profession. Further, the APT Committee report should describe how the faculty member's contribution to the service needs of the

Community and Profession are relevant to the Faculty member's teaching, scholarship, or specific initiatives of the Department (e.g., recruiting, program marketing, etc.).

- v) In cases where a Faculty member is applying prior service at another institution to meet the residency requirements for promotion or continuing appointment, the service record of the Faculty member at SUNY Brockport may be difficult to assess. In assessing the service contribution of the Faculty member, the APT Committee may also consider the recent service record of the Faculty member at another institution as being indicative of his/her potential service contributions at this institution.

## **V. Review and Revision Of Standards and Procedures**

Any member of the full-time faculty may make a motion to amend the guidelines, standards, and procedures contained herein. Faculty interested in introducing such a motion should seek to have the motion placed on the agenda of a regularly scheduled faculty meeting, where the motion will be introduced, discussed, and adopted only by majority vote. All amendments, as passed by the Department, must specify the implementation date of the amendment and the party or (parties) to whom the amendment applies. [12/1/04]

Additionally, the guidelines, standards, and procedures contained herein will undergo a regular review as part of the Department's strategic planning process, with a goal of maintaining guidelines, standards, and procedures that are consistent with Department and College strategic goals. Those members of the Department charged with recommending revisions to the Department's strategic plans shall introduce motions for change consistent with evolving strategic planning documents.

**SUNY College at Brockport**  
**Department of Business Administration and Economics**  
**Classroom Visitation Appraisal Instrument**

**Person observed:** \_\_\_\_\_

**Observed by:** \_\_\_\_\_

**Course:** \_\_\_\_\_

**Date:** \_\_\_\_\_

For each of the following questions, please circle the symbol that most closely reflects your observation. Explanatory notes are optional and may be included in the comments section for each question.

Symbols: Y = Yes    N = No    NA = Not Applicable

I.    Organization: ways of organizing or summarizing subject matter of the course

- |    |   |   |   |    |
|----|---|---|---|----|
| 1. | Was a preliminary overview of the lecture given at the beginning of the class?<br>Comments:     | Y | N | NA |
| 2. | Was linkage to previous subject matter provided?<br>Comments:                                   | Y | N | NA |
| 3. | Were explanations given on how the subject matter fits into the course as a whole?<br>Comments: | Y | N | NA |
| 4. | Were clear transitions made from one topic to another?<br>Comments:                             | Y | N | NA |
| 5. | Was the class presentation clearly and effectively organized?<br>Comments:                      | Y | N | NA |

II. Clarity: methods used to explain or clarify concepts and principles

- |   |   |   |    |
|---|---|---|----|
| 1. Were relevant examples of concepts provided?<br>Comments:              | Y | N | NA |
| 2. Were new or unfamiliar terms defined?<br>Comments:                     | Y | N | NA |
| 3. Were difficult ideas explained?<br>Comments:                           | Y | N | NA |
| 4. Were important points and key terms addressed?<br>Comments:            | Y | N | NA |
| 5. Were students' questions answered adequately?<br>Comments:             | Y | N | NA |
| 6. Were ways of retaining complicated ideas suggested?<br>Comments:       | Y | N | NA |
| 7. Was subject matter explained in familiar, clear language?<br>Comments: | Y | N | NA |

III. Enthusiasm: use of nonverbal behavior to solicit student interest and attention

- |  |   |   |    |
|--|---|---|----|
| 1. Did the instructor appear enthusiastic about the subject matter?<br>Comments: | Y | N | NA |
|--|---|---|----|

2	Did the instructor use gestures for emphasis? Comments:	Y	N	NA
3.	Did the instructor avoid reading verbatim from prepared notes or text? Comments:	Y	N	NA
IV. Interaction: techniques used to foster student participation in class				
1.	Were students encouraged to ask questions or make comments? Comments:	Y	N	NA
2.	Was constructive feedback provided to students? Comments:	Y	N	NA
3.	Were students praised for their ideas or contributions? Comments:	Y	N	NA
4.	Were attempts made to stimulate student involvement? Comments:	Y	N	NA
5.	Did the instructor make frequent eye contact with students? Comments:	Y	N	NA
V. Pacing: rate of presentation of information/efficient use of class time				
1.	Was class time managed effectively? Comments:	Y	N	NA

2.	Were excessive tangential discussions avoided? Comments:	Y	N	NA
3.	Was time allowed for questions before moving on to the next topic? Comments:	Y	N	NA
VI.	Speech: characteristics of voice relevant to classroom teaching			
1.	Did the instructor speak at an appropriate volume? Comments:	Y	N	NA
2.	Did the instructor speak clearly? Comments:	Y	N	NA
3.	Did the instructor speak at an appropriate pace? Comments:	Y	N	NA
VII.	Rapport: quality of interpersonal relations between teacher and student			
1.	Was an effort made to address at least some students by name? Comments:	Y	N	NA
2.	Did the instructor permit other points of view to be expressed? Comments:	Y	N	NA
3.	Was a professional demeanor maintained while interacting with students? Comments:	Y	N	NA

4. Was the atmosphere in the classroom conducive for learning?

Y N NA

Comments:

Optional Additional Comments:

Department of Business Administration and Economics  
Governance Documents

# Appendix B

Hiring Procedures For Full-Time Faculty

**Hiring Procedures For Full-Time Faculty**  
Department of Business Administration and Economics  
SUNY Brockport

Revised: 1/9/97

- 1) Prior to elections at the first Department meeting of the Fall semester, the Department Chairperson will notify the Department faculty of any searches that have been authorized by the College or searches that are pending authorization.
- 2) For each search authorized, the Hiring Coordinator will prepare drafts of required documents, including the Vacancy Announcement, Initial Screening Instrument, Interview Questions, Interview Response Rating Sheet, and Advertising Plan. Preparation should be in consultation with the Department Chair and informed by the Department's Faculty Resource Management Plan, the Authorization to Search form as approved by the College, and Affirmative Action policies currently in effect.
- 3) The Hiring Coordinator will solicit review and comment, concerning the draft hiring documents, from the APT Committee, relevant area faculty, and the Department Chair, seeking to build consensus with regard to content and wording. Draft documents will be revised accordingly.
- 4) The Hiring Coordinator will forward required documents, including the Vacancy Announcement, Initial Screening Instrument, Interview Questions, Interview Response Rating Sheet, and Advertising Plan through appropriate administrative channels, ensuring that copies are maintained in Department files.
- 5) After receiving affirmative action approval of the hiring documents, the Hiring Coordinator will implement the advertising plan.
- 6) Upon receipt of applicant files, initial screening of applicants shall be done by the Hiring Coordinator, APT committee, and Department Chair. Completed screening forms will be returned to the Hiring Coordinator by the Chair of the APT committee.
- 7) In consultation with the APT Committee, Department Chair, and relevant area faculty, the Hiring Coordinator will compile an "A, B, C" list of candidates, based on the initial screening of candidates. The "A, B, C" list and applicant files will be forwarded through appropriate channels, with a copy maintained in the Department.
- 8) After receiving affirmative action approval for the "A, B, C" ranking, the Hiring Coordinator may arrange phone interviews with each "A" candidate, for the purpose of finalizing the decision concerning which candidates will be invited to campus. The Hiring Coordinator, Department Chair, members of the APT Committee and relevant area faculty will be invited to participate in the phone interviews. A "short list" of candidates, to be invited for on-campus interviews, will be developed.
- 9) Interviewing of candidates: The Hiring Coordinator, at the proper time, will, if possible, invite each member of the relevant specialty area faculty to review the short list noted in 8) and signify (in writing) approval or disapproval of the idea to extend a Department invitation to a particular candidate. If three or more full-time faculty disagree with the decision to invite or not invite a

candidate, and the Hiring Coordinator and Chairperson disagree, a Department meeting will be scheduled to discuss their objections.

- 10) Priority for interviewing shall be as follows: the Dean, Chairperson, Hiring Coordinator, APT Committee, specialty area faculty, all other Department members. Interview questions from the set of questions approved by the Affirmative Action Officer shall be used during the interview process. Members of the APT committee rate the responses of each candidate on the response rating sheet that accompanies the interview questions.
- 11) After consultation with the specialty area faculty, the Hiring Coordinator, and other faculty, the APT Committee will make its written recommendation to the Department within a week after the last candidate for a position has been interviewed. Full consideration will be given to the recommendations of the Chairperson, the needs of the Department, the Faculty Resource Management Plan, and the qualifications conveyed in the official Announcement of Professional Vacancy. Supporting documentation, including completed screening and rating sheets and application materials provided by the candidate, will be kept on file in the Department Office for examination for a reasonable period of time prior to the vote. Materials removed for examination will be recorded on an inventory sheet.
- 12) The Department will meet following the candidates' visits to discuss and vote on the recommendation(s) of the APT Committee. The vote will be by secret ballot. . The record of the vote, together with the Committee's recommendation, will be forwarded to the Dean.
- 13) Should the Chairperson disagree with the Department's decision of any candidate, he/she shall make it known to the Department at the meeting discussed in 12. If, following the meeting, there is still disagreement, the Department's recommendation and supporting material shall be forwarded as the major recommendation. The Chairperson, if he/she chooses, shall, at the same time, forward her/his recommendation with appropriate supporting materials. Any faculty member may submit an individual written opinion, which will be included in the candidate's file and forwarded to the Dean.
- 14) All full-time faculty recruitment efforts (except in unusual circumstances) will conform to the above.
- 15) A report to the APT Committee and the Department will be given at the first meeting in the Fall semester, by the Chairperson, concerning full-time faculty who were hired for the current academic year.

Department of Business Administration and Economics  
Governance Documents

# Appendix C

## Procedures for Allocating Scholarship Support

# **Procedures for Allocating Scholarship Support**

Department of Business Administration and Economics  
SUNY Brockport

Revised: 1/9/01

In addition to the research support offered by the College, the Department will allocate funds from its budget to support the following initiatives:

- I. **Supplementary Research Support Awards Program**
- II. **Supplemental Travel Support Program**
- III. **Research/Grading Assistance Program**
- IV. **Release Time Awards Program**

## **I. Supplementary Research Support Awards Program (\$3500 Per Year)**

The \$3500 is intended to augment existing support, available through the College, for underwriting the cost of research projects. In particular, the College provides a number of scholarly incentive awards that are available annually and applied for as per administrative guidelines. The intent of the Department's program is to fund projects not supported by the College or for which the support offered is inadequate.

**Size of Awards:** The \$3500 is divided into 4 units of \$500 and 5 units of \$300. Applicants can the apply for awards of \$300, \$500, \$600, \$800, or \$1000.

### **Application Process:**

- A) To qualify for this money, faculty must first apply for a scholarly incentive award.
- B) The applications to the APT committee may not exceed two double-spaced pages and must include.
  - I. The name of the applicant(s).
  - II. A description of the project to be funded, including
    - project goals and research plan,
    - a statement of how the project supports the goals of their area as set forth in the planning document,
    - major milestones and tentative time frame for completion of major milestones,
    - the amount requested,
    - anticipated use of funds,
    - anticipated project deliverables, e.g. paper submitted to journal x, data set of size y, presentation at conference z.
    - If the application is for money to augment a scholarly incentive award, the applicant should explain the impact of the additional funds on the project.

- C) Applicants must attach the following to their application.
- I. The application submitted to the scholarly incentive program,
  - II. The reviews of the College committee that evaluated the proposal,
  - III. If the review by the College committee expressed criticisms or concerns, the application to the APT committee should include a narrative, not to exceed one page, describing how the criticisms of the college will be addressed.
- D) The applications cycle is intended to follow that of the scholarly incentives awards (SIA) program. Applications to the SIAI program are typically due by November 1 each year and applicants are notified of their award status by December 1. Applications for additional Department support are due to the Chair by January 25 of each year. Applications are submitted to the Department Secretary, who will mark the date of receipt on the proposal and forward the proposal to the Department Chair. The Department Chair will forward all applications to the APT committee chair no later than January 30. The APT committee will notify applicants of their award status by February 15.

#### **Evaluation Process:**

- A) Timely applications receive priority over late applications.
- B) If the sum of the requested funds is less than \$3500, all proposals will be funded, with the remainder of funds used to support faculty development and travel.
- C) If the sum of the funds exceeds \$3500, funds will be allocated based on the outcome of the review process described in IV-VII below.
- D) For each proposal, each member of the APT committee will assign a score 0-10 with 0 representing poor and 10 representing excellent for each of the following attributes:
  - Clarity of goals
  - Feasibility of research plan,
  - Appeal of deliverables relative to the other applications submitted.
- E) Each referee will assign a score of 0-30 to the proposal, which will be the sum of the points assign to each of the three attributes listed above.
- F) The final score assigned to an application is defined as the average of the total scores assigned by all referees.
- G) To facilitate a broad distribution of funds, the final scores of applicants who received an award in the previous year will be reduced by 3 points (10%).
- H) Committee members who have proposals pending may not evaluate proposals. In cases where there are fewer than three members of the APT committee evaluating the proposals,

the APT committee chair will solicit the assistance of other faculty in the department until three evaluations are obtained.

**Funds Allocation Process:**

- A) The three proposals with the highest scores will be fully funded. Remaining proposals will be funded in rank order of final score until funds are exhausted; the last proposal funded may be only partially funded.
- B) The APT committee will provide, in writing, the results of the allocation process to the applicants and to the department chair. In cases where all proposals are not funded evaluation scores will also be provided.

**II. Supplemental Travel Support Program** (five awards of \$300 per Year)

The \$300 awards are intended to support travel to a second conference during a given year or to augment existing support, available for the through the College, for the first conference attended in a given year. The intent is to fund travel to “important” conferences<sup>6</sup>, i.e. the goal is to support quality rather than quantity. A publication in a published proceeding is required to be eligible.

**Size of Awards:** There are five awards of (up to) \$300 per year. Up to three will be allocated for travel between August 1 and December 31 with the remainder allocated for travel between January 1 and July 31.

**Application Process:**

- A) The application must include:
  - I. A (brief) cover page that includes the name of the applicant and the name and date of the conference for which travel support is requested. . The conference must appear on the Department’s list of “top” conferences.
  - II. Some evidence that a paper has been accepted and will be included in a published proceedings.
- B) Applications will be collected during each calendar month by the department secretary and forwarded, as a batch, to the Department Chair at the end of the month. The secretary will note the date of submission.

Because there are different notification of acceptance dates for various conferences, applications for support can be submitted any time during the year.

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<sup>6</sup> The Department will maintain a list, supplied by the areas, of “top” conferences. The list will be available from the department secretary.

## **Evaluation Process:**

- I. To be eligible for support, the conference must be included on the Department's list of prestigious conferences and result in a published proceeding. (This list will be maintained on-file in the Department office).
- II. All requests received at the beginning of a month (a batch) will be funded, if funds are available.
- III. In the event that availability of funds precludes funding all requests in a batch, priority will be given as follows:
  - a) Requests to support a second conference receive priority over requests for a first conference. (The first conference already receives some support from the College and Department.)
  - b) Individuals who received funding in the previous 18 months will be given lower priority.
  - c) If conflicting requests are not resolved by a) and b) above, awards will be made on a first-come first served basis.

**Other:** The chair will notify the applicants of their funding status and answer any questions on how funds were allocated.

## **III. Research/Grading Assistance Program** (maximum of eight \$400 awards/semester)

The intent of this award is to help people have more time to do their scholarship, either by 1) hiring (student) labor applied directly to a project or 2) leveraging faculty time by hiring students to release faculty from mundane grading activities.

**Size of Awards:** There are eight awards of \$400, per semester.

### **Application Process:**

- A) To qualify for this money, faculty must first identify a (student) worker who is willing and able to complete required tasks.
- B) The applications to the APT committee may not exceed two double-spaced pages and must include.
  - I. The name of the applicant(s) and the (student) worker(s).
  - II. A description of the project to be funded, including
    - project goals and research plan,
    - goals and plan for current semester,
    - anticipated use of contracted labor,
    - anticipated project deliverables, e.g. paper submitted to journal x, data set of size y, presentation at conference z.
    - If the application is for money to augment a scholarly incentive award, the applicant should explain the impact of the additional funds on the project.

- C) If the applicant received an award within the last two calendar years, attach the following to the application.
- I. The nature of the award, i.e. was it for grading or for a research assistant,
  - II. A brief (paragraph) description of the project(s) previously supported,
  - III. An candid assessment of how successful the applicant was in utilizing prior research support.

The applications cycle is intended to correspond to the fall and spring semesters. Unused funds may be applied for use during the summer. Applications for work to be done in the spring semester are due by November 15 with awards announced by December 15. Applications for work to be done in the fall semester are due by August 28 with awards announced by September 10. Awards for work to be done in the summer are due by April 28 with awards announced by May 15. Applications are submitted to the Department Secretary, who will mark the date of receipt on the proposal and forward the proposal to the Department Chair. The Department Chair will forward all applications to the APT committee no later than September 1, November 20, and May 1 respectively.

### **Evaluation Process:**

- I. Timely applications receive priority over late applications.
- II. If the number of awards requested is less than the number of awards available, all proposals will be funded, with remaining funds used to support faculty development and travel.
- III. If the number of awards requested is less than the number of awards, funds will be allocated based on the outcome of the review process described in IV-VII below.
- IV. For each proposal, each member of the APT committee will assign a score 0-10 with 0 representing poor and 10 representing excellent for each of the following attributes:
  - Clarity of goals for utilizing the requested research support,
  - Time feasibility of research plan for time period in question,
  - Whether use of research assistants (or graders) is appropriate for the type of research (or grading) being done.
  - How well the applicant utilized their previous award. (If the applicant has never received an award, a score of 10 will be assigned to this criteria).
- V. Each referee will assign a score of 0-30 to the proposal, which will be the sum of the points assign to each of the four attributes listed above.
- VI. The final score assigned to an application is defined as the average of the total scores assigned by all referees.
- VII. The final scores of applicants who received an award in the previous semester will be reduced by 5 points; scores of applicants who did not receive an award in the previous semester, but did receive an award during the previous calendar year will be reduced by 3 points.

VIII. Committee members who have proposals pending may not evaluate proposals. In cases where there are fewer than three members of the APT committee evaluating the proposals, the APT committee chair will solicit the assistance of other faculty in the department until three evaluations are obtained.

**Funds Allocation Process:**

- I. The four research assistant and four grader proposals with the highest scores will be funded. If less than four requests were made for one category of award (e.g. only three graders are requested), the remaining rewards will be allocated to the other category and awarded in rank order of final score.
- II. The APT committee will provide, in writing, the results of the allocation process to the applicants and to the Department Chair. In cases where all proposals are not funded evaluation scores will also be provided.

#### IV. **Release Time Awards Program** (2 awards per year)

These awards are intended to give faculty, with a demonstrated need, more time to complete a specific research project. The awards are not intended to support course development; faculty who are developing new courses should apply for the College's class room scholarship grant.

##### **Size and Number of Awards:**

There are two awards per year, allowing for a one-course release. One award will be made for the fall semester and one will be made for the spring.

##### **Application Process: (Modified per March 3, 2004 Dept. meeting minutes.)**

A) The application may not exceed three double-spaced pages and must include:

- I. The name of the applicant.
- II. A description of the project to be funded, including
  - project goals and research plan,
  - a statement of how the project supports the goals of their area as set forth in the planning document,
  - major milestones and tentative time frame for completion of major milestones,
  - the anticipated use of release time, estimated to be approximately 80 hours.
  - an explanation of why a less expensive research assistance/or grader award (also estimated to free up approximately 80 hours, i.e. 80 hours @ \$5.00 per hour) is not appropriate for the work to be done.
  - anticipated project deliverables, e.g. paper submitted to journal x, data set of size y, presentation at conference z.

Course release applications for fall and spring of the next academic year must be submitted to the APT Committee no later than October 15 of the current academic year. [modified 3/3/04]  
Applications are submitted to the Department Secretary, who will mark the date of receipt on the proposal and forward the proposal to the Department Chair. The Department Chair will forward all applications to the APT committee within five days of the due date. The APT committee will notify all applicants and the department chair of the committee's final recommendations by April 15 and October 1 respectively.

Award recipients and the Chair are jointly responsible for the identification and orientation of adjunct faculty to be hired to staff courses from which award recipients are released. Release is subject to identification of a suitable replacement instructor. Release is also subject to the Department meeting requirements for full-time faculty coverage. Awards recipients may have to alter their schedules to maintain coverage requirements.

### **Evaluation Process:**

- I. Timely applications receive priority over late applications.
- II. If only one proposal for a given semester, it will be funded.
- III. If multiple proposals are received, funds will be allocated based on the outcome of the review process described in IV-VII below.
- IV. For each proposal, each member of the APT committee will assign a score 0-10 with 0 representing poor and 10 representing excellent for each of the following attributes:
  - Clarity of goals,
  - Feasibility of research plan,
  - The degree to which the applicant has justified the need for release time beyond that which might be provided by the \$400 research assistant/grader awards program.
  - Appeal of deliverables relative to the other applications submitted.
- V. Each referee will assign a score of 0-30 to the proposal, which will be the sum of the points assign to each of the four attributes listed above.
- VI. The final score assigned to an application is defined as the average of the total scores assigned by all referees.
- VII. The final scores of applicants who received an award in the previous 2 calendar years will be reduced by 3 points.
- VIII. Committee members who have proposals pending may not evaluate proposals. In cases where there are fewer that three members of the APT committee evaluating the proposals, the APT committee chair will solicit the assistance of other faculty in the department until three evaluations are obtained.

### **Funds Allocation Process:**

- I. The proposal with the highest score will be funded
- II. The APT committee will provide, in writing, the results of the allocation process to the applicants and to the department chair. In cases where all proposals are not funded evaluation scores will also be provided.

Department of Business Administration and Economics  
Governance Documents

# Appendix D

## Faculty Resource Management Plan

**Faculty Resource Management Plan**  
Department of Business Administration and Economics  
SUNY Brockport

Revised: 1/9/01

I. **Goals:** The Department will manage faculty resources such that:

- Existing programs and areas of strength are maintained.
- Areas of weakness are remedied.
- Emerging trends in management education are addressed.
- AACSB accreditation standards are maintained.
- The faculty resource is continually improved.
- The diversity profile of the faculty is enhanced.
- Faculty size is sufficient to meet the Department's teaching, scholarship, and service responsibilities.

II. **Mechanisms:** The primary mechanisms for affecting changes in the faculty resource are 1) hiring and 2) faculty development. These mechanisms are supported by:

- The hiring process;
- The faculty development processes;
- The annual planning process;
- The strategic planning process; and
- The curriculum development and review process.

III. **Faculty Position Planning and Authorization (full-time):** The hiring process for full-time faculty represents an important opportunity for the Department to continuously improve the credentials and qualifications of its faculty. The hiring process takes place in the context of a College-wide faculty hiring model. The College solicits, annually, requests and justifications for hiring full-time faculty. The Department Chair responds, by completing a *Faculty Position Request Form* as directed by the College. In completing the form, the Chair will pursue the goals specified in section I above.

The planning and authorization process is informed by 1) the annual planning process, 2) the strategic planning process, and 3) the curriculum development and review process, all of which consider the current faculty profile vis-à-vis curricular needs. Known resignations and retirements also inform the process, as do AACSB faculty size and composition standards.

The Department Chair incorporates the findings of the aforementioned planning and review processes into an *Authorization To Search Plan*, which describes the profile, justification, and priorities for faculty lines to be requested from the College. The Chair presents the plan to the Department faculty, typically at the beginning of the spring semester. Revisions are made in accordance with faculty comments and suggestions; the revised plan is then adopted by a majority vote of the faculty.

In accordance with the Authorization to Search Plan, the Department Chair submits required documents to the College, which then reviews and prioritizes requests for new faculty lines. Lines approved by the College are then announced to the Department, and faculty searches are conducted in accordance with the *Hiring Procedures for Full Time Faculty* (Governance Documents, Appendix B) adopted by the Department and approved by the College. The hiring process, which takes place in an affirmative action and equal opportunity employment context, shall seek to generate a large and diversified applicant pool.

IV. **Hiring (Part-time):** Hiring of adjunct (part-time) faculty is done by the Department Chair, as required to staff the schedules proposed by the Department and approved by the College. Relative to hiring full-time faculty, the process of hiring adjunct faculty is, by nature, more ad hoc. The goals delineated in Section I above, however, are still germane. In order to achieve the goals specified in Section I, the following policies are pursued.

- Course schedules will be staffed such that at least 60% of the credit hours in evening and extension programs are staffed by full-time faculty.
- Except in unusual circumstances, adjunct faculty will have earned a masters degree, preferably in a discipline related to business.
- All adjunct faculty will be qualified, by academic preparation and/or professional experience, to teach the classes to which they are assigned.
- Administration of the IAS<sup>7</sup>, in all classes taught, and submission of results to the Department is required of adjunct faculty.
- Adjunct faculty employed (full time) by another organization will be limited to teaching at most two courses per semester.
- Adjunct faculty will receive course guides and representative syllabi for the courses to which they are assigned. Adjunct faculty will submit course syllabi to the Department Secretary at least one week prior to the start of a semester. The Department secretary will forward the syllabi to the appropriate course coordinator(s). Course coordinators will review syllabi to ensure that syllabi reflect the learning outcomes embodied in the course guides. Compliance with the course guide will be indicated on a standard review form. In cases where the course coordinator expresses concerns about a syllabus, the Department Chair will work with the adjunct faculty to resolve the concerns.

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<sup>7</sup> Or other instrument currently adopted by the College.

- V. **Faculty Development:** Faculty development needs and efforts are to be identified and documented as part of the annual reporting and planning process. Faculty should complete a *Faculty Development Plan and Report* (Governance Documents, Appendix E) each year coincident with their annual report. The goal is for a broad cross section of the faculty, normally exceeding 80%, to participate in intellectual development activities that support their teaching, scholarship, and service. This includes interaction with people in organizations, on subjects related to the phenomena about which they teach and research, and the observation of business practices in action.

The College supports faculty development through a number of mechanisms, including seminars and workshops, sabbatical leave, scholarly incentive grants, UUP grants, support for conference travel, the Center for Excellence in Teaching, and the Faculty Residency Program.

In the case of adjunct faculty, individuals are hired for their specific and current knowledge and expertise as it applies to the courses to which they are assigned. However, where adjunct faculty, particularly individuals on term contracts, maintain longer-term relationships with the Department, they will be asked to report development needs and activities on an annual basis, in concert with the annual reporting process.

- VI. **Faculty Size:** In reflection of the teaching mission of the College, but in recognition of the expectations for active scholarship and service profiles among the faculty, the Department will seek to maintain a full-time faculty complement sufficient to afford three course (per semester) teaching loads for assistant, associate, and full professors. Implied is a full-time faculty complement sufficiently large to meet full-time faculty standards as set forth by AACSB. A three course load is also consistent with the *Faculty Roles and Rewards* report adopted by the College.

Department of Business Administration and Economics  
Governance Documents

# Appendix E

Faculty Development Plan And Report

**Faculty Development Plan And Report**  
Department of Business Administration and Economics  
SUNY Brockport

Revised: 1/9/01

The Department of Business Administration and Economics has adopted a Faculty Resource Management Plan (Governance Documents, Appendix D) which relies on continuous faculty development to support continuous maintenance and improvement of faculty qualifications. As part of the annual reporting process, the attached form is to be completed each year by 1) full-time faculty and 2) adjunct faculty who routinely teach two or more sections per semester and who have been teaching in the Department for more than five years.

The purpose of the form is twofold:

1. To document<sup>8</sup> faculty development activities undertaken during the previous years and to indicate the significance of the activity to the teaching, services, and scholarly obligations assigned to the faculty.
2. To plan for activities in the coming year such that budgets can be planned and allocated.

The form is to be completed and attached to the annual report submitted by the faculty.

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<sup>8</sup> For stakeholder groups, such as AACSB and for purposes of documenting performance at rank.

## Faculty Development: AY01-02 Budget Requests and Documentation of AY00-01 activities

Faculty Name: \_\_\_\_\_

<b>Part I: Requests For Development Funds: AY01-02</b>			<b>Estimated Cost</b>	<b>Amount Funded</b>
Requested Training or Activity	Training Source (if known)	Will Support		
1.		<input type="checkbox"/> Teaching <input type="checkbox"/> Scholarship <input type="checkbox"/> Service		
2.		<input type="checkbox"/> Teaching <input type="checkbox"/> Scholarship <input type="checkbox"/> Service		
3.		<input type="checkbox"/> Teaching <input type="checkbox"/> Scholarship <input type="checkbox"/> Service		
4.		<input type="checkbox"/> Teaching <input type="checkbox"/> Scholarship <input type="checkbox"/> Service		
5.		<input type="checkbox"/> Teaching <input type="checkbox"/> Scholarship <input type="checkbox"/> Service		
6.		<input type="checkbox"/> Teaching <input type="checkbox"/> Scholarship <input type="checkbox"/> Service		

<b>Part II: Documentation: Development Activities Undertaken in AY00-01</b>	
<b>Development Activities Related to Teaching (continue on back if required)</b>	
1.	<input type="checkbox"/> Interact w/ practitioners
2.	<input type="checkbox"/> Interact w/ practitioners
3.	<input type="checkbox"/> Interact w/ practitioners
4.	<input type="checkbox"/> Interact w/ practitioners
<b>Development Activities Related to Scholarship (continue on back if required)</b>	
1.	<input type="checkbox"/> Interact w/ practitioners
2.	<input type="checkbox"/> Interact w/ practitioners
3.	<input type="checkbox"/> Interact w/ practitioners
4.	<input type="checkbox"/> Interact w/ practitioners
<b>Development Activities Related to Service (continue on back if required)</b>	
1.	<input type="checkbox"/> Interact w/ practitioners
2.	<input type="checkbox"/> Interact w/ practitioners
3.	<input type="checkbox"/> Interact w/ practitioners
4.	<input type="checkbox"/> Interact w/ practitioners

**Development Activities Undertaken in AY00-01 (continued)**

<b>Development Activities Related to Teaching (continued)</b>		
5.		<input type="checkbox"/> Interact w/ practitioners
6.		<input type="checkbox"/> Interact w/ practitioners
7.		<input type="checkbox"/> Interact w/ practitioners
8.		<input type="checkbox"/> Interact w/ practitioners
9.		<input type="checkbox"/> Interact w/ practitioners
10.		<input type="checkbox"/> Interact w/ practitioners
11.		<input type="checkbox"/> Interact w/ practitioners
12.		<input type="checkbox"/> Interact w/ practitioners
<b>Development Activities Related to Scholarship (continued)</b>		
5.		<input type="checkbox"/> Interact w/ practitioners
6.		<input type="checkbox"/> Interact w/ practitioners
7.		<input type="checkbox"/> Interact w/ practitioners
8.		<input type="checkbox"/> Interact w/ practitioners
9.		<input type="checkbox"/> Interact w/ practitioners
10.		<input type="checkbox"/> Interact w/ practitioners
11.		<input type="checkbox"/> Interact w/ practitioners
12.		<input type="checkbox"/> Interact w/ practitioners
<b>Development Activities Related to Service (continued)</b>		
5.		<input type="checkbox"/> Interact w/ practitioners
6.		<input type="checkbox"/> Interact w/ practitioners
7.		<input type="checkbox"/> Interact w/ practitioners
8.		<input type="checkbox"/> Interact w/ practitioners
9.		<input type="checkbox"/> Interact w/ practitioners
10.		<input type="checkbox"/> Interact w/ practitioners
11.		<input type="checkbox"/> Interact w/ practitioners
12.		<input type="checkbox"/> Interact w/ practitioners

Department of Business Administration and Economics  
Governance Documents

# Appendix F

Performance at Rank:  
Minimum Performance Criteria for  
Tenured Faculty

**Performance at Rank: Minimum Performance Criteria for Tenured faculty**  
Department of Business Administration and Economics  
SUNY Brockport

Effective beginning in AY2000-2001

Revised: 1/9/01

This appendix describes the performance at rank criteria adopted by the faculty of the Department of Business and Economics for *tenured faculty*. The criteria address performance in the areas of teaching, scholarship, service, and professional development. Scholarship expectations for graduate faculty are also specified.

These criteria were developed with an understanding that they are to be used to foster quality and continuous improvement. The Department does not intend for these criteria to be used in a punitive fashion. Rather, the intent of these criteria is to provide guidelines so that tenured faculty have a clear understanding of when they are not meeting expectations and to ensure that appropriate remedial programs, as described within, are developed.

**I. Minimum Performance at Rank for Tenured Faculty:**

**A. Teaching:** All full-time faculty must report IAS scores, for all classes taught during the academic year, in their Annual Report. Tenured faculty will meet the minimum performance at rank expectations if, for each class taught during the academic year, they have either:

1. Achieved an average score of 2.25 or better on both Question 3 and Question 4 of the College IAS9 instrument, or
2. Achieved a rating of good, very good, or excellent on both Question 3 and Question 4 from 80% or more of the students completing the survey.

The IAS form is the mandated survey instrument until such time that an alternative document is developed and approved by the College. Faculty members wishing to use another form of student evaluation in place of the IAS instrument, to demonstrate teaching effectiveness, must get prior Department approval of the alternative instrument.

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<sup>9</sup> Or equivalent on instrument adopted by College.

- B. Scholarship:** Tenured faculty will have met minimum performance at rank expectations in scholarship if they have:
1. Three scholarship activities<sup>10</sup>, relevant to the area(s) of instruction, in the previous five years, or
  2. Two scholarship activities, relevant to the area of instruction, in the previous three years.
  3. Faculty members who have received their doctorate within the last three years have met performance at rank expectations.

**C. Service:** Tenured faculty will have met minimum performance at rank expectations in service if they have met the applicable guidelines in the Department's *Guidelines, Standards, and Procedures For Re-Appointment, continuing Appointment, and Promotion*, Section IV, 1-5. (Governance Documents, Appendix A, pp 9-12).

**D. Professional Development:** Tenured faculty must demonstrate that they are remaining current in their professional and instructional field(s). Faculty will have met minimum professional development expectations if they have undertaken at least three professional development activities in the preceding five years. Development activities must be relevant to the area of instruction; examples of development activities include:

- Conference Attendance
- Meeting CPE Requirements For A License
- Journal Refereeing
- Maintaining Currency In Professional Publications
- Significant Attendance Of Professional Society Meetings
- Training Exercises Or Workshops
- Workplace Residency Experiences
- Sabbatical
- Consulting
- For-Credit Courses

II. **Reporting:** Reporting of Teaching, Scholarship, Service, and Professional Development activities will occur via the annual report.

III. **In the event that a faculty member does not meet performance at rank in any of the four categories above,** said faculty shall append a remedial plan to the Annual report, providing specific action plans and/or time-lines for meeting performance requirements. Said faculty will discuss the plan with the Department Chair, who will assist the faculty

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<sup>10</sup> Scholarship activities must be peer-reviewed and include publications in journals, conference proceedings and abstracts, published book reviews or article summaries, published textbook chapters, chapters of scholarly books, published textbook ancillaries, and published instructional materials.

member in identifying and procuring any resources required by the plan.

- If the Department Chair is satisfied that the plan presented by the faculty is feasible and will remedy the situation, the Department Chair will assert that the faculty is making satisfactory progress towards meeting performance expectations. If the Chair deems the remedial plan to be unsatisfactory with regard to remedying the situation, the Chair will ask the faculty to make specific modifications.
- Faculty who do not meet performance at rank expectations and who do not append a remedial plan that is satisfactory to the Chair will be deemed, in the Chair's comments on the annual report, as not meeting performance at rank expectations.
- Faculty who disagree with the Chair's evaluation of Performance at Rank and/or the Chair's assessment of the feasibility/appropriateness of the remedial plan, may request a meeting with the Chair and the Dean of Professions to seek a resolution to the disagreement.
- After all other procedures in this Appendix and any other relevant college processes have been exhausted, faculty deemed to not be performing at rank with respect to scholarship may be required to contribute more in teaching and/or service. That decision will be made by the Dean of Professions after appropriate consultation with the Department Chair. (added 3/2/05)

**Note:** Peer-reviewed journal articles include articles published in an academic or professional journal listed in a recognized source such as Cabell's.

# Appendix G

## Modifications to Governance Document Department of Business Administration and Economics

**Modifications to this document are embedded in the document at the relevant location, and the date of change is noted. Changes are highlighted. Changes are only reflected in the document subsequent to motions adopted by vote in department meetings. Such motions and votes are documented in minutes to department meetings, maintained by the department secretary.**