



# **FACULTY GUIDE**

**December 2022**



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## INDIANA STATE UNIVERSITY AND SCOTT COLLEGE OF BUSINESS DOCUMENTS

Mission Statement (10/28/2019, Amended )

Strategic Plan 2022

Faculty Constitution (8/19/2016, Amended 01/19/2018, Amended 4/22/2022)

Faculty Performance Evaluation Model (4/16/2020, Amended 12/2/2022)

<https://www.indstate.edu/academic-affairs/faculty-resources/faculty-evaluation>

The Scott College of Business has adopted the most recent University Review Process, dated 4/16/2020, as approved by the Board of Trustees with the following modifications: In order to for an individual to be considered as either meeting or exceeding expectations in the categories of Scholarship and Learning, that individual has to be AACSB qualified using the last 5 years of data. A vote was taken at the 12/2/2022 SCOB Faculty meeting affirming that each department would adhere to the College guidelines as developed and adopted by the Scott College of Business.

Evaluation and Promotion Policy of Instructors (9/9/2016)

Expectations of Business College Professors (FAC Amended 12/4/2017, Approved by Faculty 1/29/2018, Amended 10/28/2019)

Promotion and Tenure (4/19/2013)

Faculty Qualifications and Engagement Criteria (8/19/2016, Amended 10/30/2020)

Undergraduate Business Core Curriculum Learning Goals (9/20/2013, Amended Spring 2018)

Graduate Faculty Status (1/10/2020)

MBA Learning Goals (8/19/2016)

NFO – New Faculty Orientation (2016)

<https://www.indstate.edu/academic-affairs/faculty-resources/new-faculty>

Scott College of Business PDF Usage (2019)

Journal Petition Process for Inclusion on the SCOB Addendum List (Approved 4/30/2021)

**Reference the *Indiana State University Handbook* for University Policies and Procedures**

<https://www.indstate.edu/handbook>

## MISSION STATEMENT

*(Updates approved by faculty October 28, 2019)*

The Indiana State University Scott College of Business is dedicated to providing an internationally-accredited professional education to qualified students at both the undergraduate and Master's levels. We aim to provide an experiential learning environment that builds career-ready skills and competencies thereby preparing students for global citizenship and leadership roles in both public and private organizations. In tandem with this commitment, the College supports, encourages, and produces applied and educational research, development of mutually beneficial relationships with the business community, and service to the region and the professions.

### ***Instruction***

The Scott College of Business is committed to pedagogical excellence in physical and virtual teaching environments. With the support of professional development activities, faculty assess and improve their pedagogy. They integrate technology, connect students to the business community, and prepare career-ready students for the life-long learning needed to adapt to, and succeed in, a complex global society.

### ***Intellectual Contributions***

Through research, the faculty of the Scott College of Business contribute to the scholarship of their professions. By pursuing this inquiry, the faculty apply theory, engage in critical thinking, develop teaching materials, and share their results in a national and international arena.

### ***Professional Service***

Faculty contribute their professional expertise to organizations by consulting and by serving in leadership or advisory roles. Faculty engage in community and business outreach via experiential learning projects leading to the development of career-ready competencies required by employers in their respective areas. By assuming positions of responsibility in professional organizations, faculty foster the regional, national, and international exchange of ideas.

The Scott College of Business recognizes the synergy created by these areas and encourages the faculty to incorporate scholarship and service in the classroom and to involve students in these areas whenever possible. Our commitment to instruction, intellectual contributions, and professional service enables us to be known as a distinctive learning-centered Scott College of Business within our geographic region.

## Vision

The Scott College of Business will enhance its state and national reputation by:

- Providing innovative on-campus and online experiential learning to equip students with career-ready skills to function successfully within and beyond the classroom;
- Creating and disseminating quality scholarship commensurate with the highest accreditation;
- Engaging faculty, staff, and students with their communities; and
- Advancing the college's distinction in the field of financial services, business analytics, and other areas of business to create internal and external synergies with key partners.

## Shared Commitment

Our primary focus and commitment is to excellence in learning by engaging students, faculty, staff, and the extended community in an environment that:

- Stages rich and productive interactions among participants and with community members;
- Co-develops interdisciplinary programs to leverage cross functional synergies;
- Provides learning activities within and beyond the classroom focused on bridging theory with practice;
- Advances the role of research in learning and scholarship and supports communication of results to the extended national and international community;
- Integrates global and ethical perspectives, current practices and technologies into learning;
- Utilizes experiential learning to advance the knowledge and practice of effective and responsible decision-making;
- Prepares learners to contribute to their professions through an emphasis on career readiness competencies and skills; and
- Supports the continual professional development of all of its participants.

## SCOTT COLLEGE OF BUSINESS STRATEGIC PLAN 2022

### STUDENT SUCCESS

**Goal 1:** To recruit and enable the success of more qualified students by providing them with knowledge, professional development, and other experiences that will give them a competitive edge in the global marketplace. **(Highest Priority)**

**Goal 2:** To target resources and efforts toward distinctive and innovative programs, and learning opportunities.

### FACULTY SUCCESS

**Goal 3:** To target resources and efforts to support faculty growth and development in teaching, research, and learning.

**Goal 4:** To advance the scholarship and practice qualification of faculty by providing resources in support of “maintenance of qualification.” **(High Priority)**

### STAFF SUCCESS

**Goal 5:** To recruit and retain capable staff to support intellectual contributions, student learning, instructional development, and information technology for degree programs.

**Goal 6:** To target resources and efforts to support staff growth and development.

### PARTNER SUCCESS

**Goal 7:** To provide quality programming for our community and professional audiences in the region, state, and nation.

**Goal 8:** To enhance involvement of alumni and business communities in our programs

**Goal 9:** To increase external support for the college in the form of revenue-generating programs, fundraising, and grants.



## INDIANA STATE UNIVERSITY SCOTT COLLEGE OF BUSINESS FACULTY CONSTITUTION

### I. PURPOSE OF THE STATUTES

The purpose of these statutes is to set forth the role that the Scott College of Business Faculty, hereafter referred to as Business Faculty, shall have in establishing the goals and educational philosophy and in formulating and implementing the policies of the Scott College of Business.

### II. AUTHORITY AND GOVERNMENT

#### A. Source of Authority

The primary and advisory authority of the Business Faculty to participate in determination of the policies of the Scott College of Business shall be within the limitations of the Constitution and Bylaws of the Faculty of Indiana State University.

#### B. Representative Government

The Constitution and Bylaws of the Faculty of Indiana State University, Article VIII, Section I, guarantees the Faculty of the Scott College of Business a representative form of government in respect to the formulation and administration of internal policy and the right to participate in the selection, evaluation, and removal of its chief administrative officer or officers. Similarly, the Faculty of each academic subdivision of the Scott College of Business is guaranteed the right to participate in the selection, evaluation, and removal of department chairpersons.

#### C. Autonomy of the College

The Scott College of Business shall be autonomous in matters of internal policy, subject to the provisions of the Constitution and Bylaws of the Faculty of Indiana State University and to actions of the University Faculty, the Faculty Senate, and the Board of Trustees.

### III. BUSINESS FACULTY ORGANIZATION

#### A. Business Faculty

##### 1. Membership

All appointees holding academic rank in the Scott College of Business constitute the Business Faculty, including adjunct, part-time, and temporary faculty.

##### 2. Voting Members

Members of the Business Faculty who are voting members of the University Faculty, and no others, shall be voting members. Adjunct, acting, part-time, emeritus, and visiting members are not voting members.

#### B. Officers

The officers of the Business Faculty shall be Chairperson, Vice Chairperson, and Secretary. The officers shall be known as the Executive Committee.

1. Members of the Business Faculty who are voting members of the University Faculty shall be eligible to be an officer. Candidates for the positions of Chairperson and Vice-Chairperson must be tenured. Candidates for the position of Secretary must be graduate faculty. Faculty members who are departmental chairpersons may not serve as officers of the Business Faculty, nor may those who hold higher administrative rank.
2. The officers are to be elected for a one-year term and may not serve for more than two consecutive terms.
3. The officers shall be elected in April, take office July 1, and serve for 12 consecutive months.
4. A candidate for Chairperson, Vice Chairperson or Secretary shall be nominated by a petition signed by seven (7) voting faculty members of the Scott College of Business. Nominations shall close by the third Monday in April, and the names of the nominees shall be placed upon a ballot which shall be distributed to the voting members of the Scott College of Business Faculty by the Faculty Secretary.
5. If the office of Chairperson becomes vacant before the end of the term of office, the Vice Chairperson shall assume the office of Chairperson, and the office of Vice Chairperson shall be vacant. Any time the office of Vice Chairperson or Secretary becomes vacant before the end of the term of office, it shall be filled by the nominee who received the second highest vote in the last election. A special election will be held if there is no such nominee; a petition for a special election must be signed by one-fourth of the voting members of the College.
6. The Executive Committee shall confer with each of the standing committees with regard to appropriate committee charges for the ensuing year.

C. Meetings

1. The Business Faculty shall meet at least once each semester during the academic year.
2. Additional meetings may be called by the Dean or Chairperson of the Faculty. A meeting must be called upon petition by seven members of the Business Faculty, presented to any of the Faculty officers.
3. Agenda shall be published and circulated by the Secretary at least two College days and preferably one week in advance of each meeting of the Business Faculty. These agenda shall be compiled by the Chairperson and the Secretary of the Business Faculty.
4. A simple majority of the voting membership of the Business Faculty shall constitute a quorum.
5. With the exception of amendments to these statutes, a motion before the Business

Faculty shall pass when approved by a majority of those present and voting. Decisions to bring a matter to the floor without consideration by a Standing Committee shall require a two-thirds majority of those present and voting.

6. The Secretary of the Faculty is responsible for having minutes of Business Faculty meetings published and circulated within two weeks after each meeting.

D. Electronic voting

1. If, in the judgment of the Executive Committee, an electronic vote is appropriate for a matter under consideration, such a vote may be taken.
2. An announcement of the vote, including a complete statement of the motion (including its proposer and seconder), and any accompanying rationale, must be distributed to the voting faculty at least three working days before the vote begins. The voting period will be no less than 24 hours. The Executive Committee will determine and distribute instructions for voting.
3. A petition to remove the motion from electronic voting and to call a meeting of the faculty to consider the motion will be granted if signed by at least seven members of the faculty and presented to any faculty officer at least 24 hours prior to the start of the voting.

IV. STANDING COMMITTEES OF THE BUSINESS FACULTY

A. Source of Authority

The Standing Committees of the Business Faculty are created by these Statutes. Meetings of the Standing committees are open to Business Faculty, except when a Committee determines otherwise.

B. Membership

1. Faculty members of the Standing Committees shall be elected by the respective departments. Faculty members who are departmental chairpersons may not be elected as voting members of the Standing Committees, nor may those who hold higher administrative rank. No more than one Faculty member per discipline area may serve on any one standing committee except in instances in which a department is unable to meet the requirement due to staffing issues. Elections for the coming academic year shall take place in April. Committees begin service on July 1 and serve for 12 consecutive months. When vacancies occur during the term of office, a departmental election shall be held to elect a replacement.
2. Administrative and student members shall participate in all privileges and duties of the Committees, including the privilege of making and seconding motions, but excluding the privilege of voting.
3. Only voting members may attend executive sessions unless invited by the voting

members of the committee.

4. Selection of student representatives will occur in April after the election of the new members of the Standing Committees. Student representatives shall serve a one-year term. If a student representative is unable to fulfill the term, the Student Affairs Committee shall appoint a replacement upon the advice and recommendation of the relevant Standing Committee.

C. Term of Office

Members of Standing Committees shall be elected for one-year terms. Initial terms beginning January 2011 will be for one half year.

D. Officers

Each Standing Committee shall elect its own officers from among the Faculty in its membership.

E. Meetings

1. Each committee shall meet as often as necessary to conduct business but not less frequently than once each semester during the academic year.
2. A member of a standing committee must be present for discussion, either physically or electronically, in order to cast a vote on a motion. Reasonable efforts should be made to reschedule discussion prior to a vote in order to accommodate a committee member's absence.

F. Responsibility

1. Subject to the limitations of the Constitution and Bylaws of the Faculty of Indiana State University, the Standing Committees shall recommend policies to the Business Faculty through the Chairperson of the Business Faculty in the areas in which they have primary and advisory authority.

In the performance of these advisory functions it is necessary that the Standing Committees be apprised in advance of significant prospective actions by the Administrators of the Scott College of Business.

2. In addition to the constitutional duties of the Standing Committees, each committee shall confer with the Executive Committee regarding appropriate charges for the ensuing year.
3. At the end of the spring semester, each Committee shall present a resume of its activities for the year to the Business Faculty.
4. Subcommittees may be selected from Faculty other than those on the Standing Committees except the Chairperson of the Subcommittee who shall be a member of the Standing Committee.

5. Minutes of Standing Committee meetings shall be published in a timely fashion and be distributed to the Business Faculty and administrators.

G. Committees

1. Curricular and Academic Affairs Committee

- a. Membership

- (1) Faculty: two elected representatives per department  
SCOB Faculty Vice Chairperson
    - (2) Administration: Dean or dean's representative
    - (3) Ex officio: SCOB Assessment Coordinator
    - (4) Students: One SCOB undergraduate major

- b. Duties

- (1) To formulate and recommend policies governing the undergraduate curricula to facilitate continuous improvement, including such areas as:
      - (a) new curricula and programs.
      - (b) working closely with the Assessment Committee to institute change based on assessment evidence.
      - (c) revision of existing curricula.
      - (d) changes in requirements for undergraduate degrees in the Scott College of Business.
      - (e) establishment, abolition, or merger of subdivisions within the Scott College of Business.
      - (f) integration of technology.
    - (2) To review the philosophy of the Scott College of Business periodically including:
      - (a) an examination of individual courses of instruction, including Business core master course outlines, in light of the philosophy of the Scott College of Business.
      - (b) an examination of the relationship of existing and future curricula to the College philosophy and University philosophy.
      - (c) To appoint subcommittees as needed.
    - (3) To encourage and coordinate assessment of learning in all of undergraduate programs of the College including:
      - (a) to assist in the design, collection, and analysis of assessment data.
      - (b) to advise and assist in the creation of assessment reports for the College, the University, and external agencies.
      - (c) to develop a library of resources to support assessment of student learning.
      - (d) to work closely with the SCOB Assessment Coordinator to institute change based on assessment evidence.
      - (e) to tap assessment expertise and appoint subcommittees as needed.

- c. Agenda and Minutes

Both agenda and minutes shall be published and circulated to the Business Faculty.

2. Graduate Committee

- a. Membership

- (1) Faculty: one graduate Faculty representative per department
- (2) SCOB Faculty Secretary
- (3) Administration: MBA Director and Dean or dean's representative
- (4) Ex officio: SCOB Assessment Coordinator
- (5) Students: One SCOB graduate student

b. Duties

- (1) To formulate and recommend policies and processes governing the graduate program and to facilitate continuous improvement including such areas as:
  - (a) curriculum development and assessment, including master course outlines.
  - (b) admission and retention of students.
  - (c) graduation requirements for students.
  - (d) awarding of scholarships, fellowships and assistantships.
- (2) to recommend appointments to the graduate faculty.
- (3) To encourage and coordinate assessment of learning in all of graduate programs of the College including:
  - (a) to assist in the design, collection, and analysis of assessment data.
  - (b) to advise and assist in the creation of assessment reports for the College, the University, and external agencies.
  - (c) to develop a library of resources to support assessment of student learning.
  - (d) to work closely with the SCOB Assessment Coordinator to institute change based on assessment evidence.
  - (e) to tap assessment expertise and appoint subcommittees as needed.
- (4) to appoint subcommittees as needed.

c. Agenda and Minutes

Both agenda and minutes shall be published and circulated to the Business Faculty.

3. Faculty Affairs Committee

a. Membership

- (1) Faculty:
  - One tenured elected representative per department,
  - The SCOB Faculty Chairperson,
  - A Senior Instructor (when possible) elected at large from the SCOB faculty solely for the purpose of evaluating the performance and/or the promotion of instructors when necessary,
  - Chairperson of the AFIRM Departmental Personnel Committee,
  - Chairperson of the MISBE Departmental Personnel Committee,
  - Chairperson of the MO Departmental Personnel Committee.
- (2) Administration: Dean or dean's representative

A departmental personnel committee chairperson must abstain from voting on any action that has originated in the faculty member's departmental personnel committee, or from another SCOB departmental personnel committee in which they served as a tiebreaker.

- b. Duties
    - (1) To fulfill the advisory functions of the Business Faculty on such matters as:
      - (a) selection and removal of principal administrative officers in the Scott College of Business as well as creation or abolition of such offices.
      - (b) policies for Faculty travel and meetings.
      - (c) advise the Dean on Scott College of Business development and physical facilities.
    - (2) To formulate and recommend policies and procedures pertaining to Business Faculty.
      - (a) appointment, retention, tenure, promotion and grievances
      - (b) facilitation of teaching and research, including adjustment of the teaching load.
    - (3) To evaluate applicants for tenure, promotion, leaves, and retention, and to make recommendations to the Dean who will transmit the recommendations to the appropriate University office.
    - (4) To consider all matters involving working conditions within the College.
    - (5) To receive grievance statements, determine if hearings are necessary, and conduct hearings if warranted.
    - (6) To appoint subcommittees as needed.
    - (7) Should a Faculty Senate seat become vacant before the end of the term of office because of death, resignation, leave of absence, or other cause, it shall be filled for the period of vacancy by appointment by the Faculty Affairs Committee.
  - c. Agenda and Minutes
    - Publish to the Business Faculty all minutes and agenda except matters pertaining to IV, G, 3, b, (3).
4. Student Affairs Committee
- a. Membership
    - (1) Faculty: One representative per department.
    - (2) Administration: Directors of Student Services and Student Professional Development
    - (3) Student: One SCOB undergraduate major or graduate student.
  - b. Duties
    - (1) To formulate and recommend policies and procedures and plan events related to students in the Scott College of Business including:
      - (a) recruitment and student success
      - (b) advisement and development of students enrolled in the Scott College of Business.
      - (c) business scholarships, honors, and awards, including Beta Gamma Sigma
    - (2) Ensure student representatives are established where appropriate on standing committees.
    - (3) To appoint subcommittees as needed.
  - c. Agenda and Minutes

Both agenda and minutes shall be published and circulated.

5. Teaching, Learning, and Research Committee
  - a. Membership
    - (1) Faculty: one representative per department.
    - (2) Administration: Dean or dean's representative.
    - (3) Students: one SCOB undergraduate major or graduate student.
  - b. Duties
    - (1) To encourage excellence and continuous improvements in teaching, learning, and research.
    - (2) To formulate and recommend policies and procedures for assessment of teaching effectiveness.
    - (3) To plan and deliver a minimum of one faculty development program each semester.
    - (4) To develop a library of resources to support research and teaching excellence.
    - (5) To determine faculty development and resource needs to effectively provide instruction in business courses in support of our mission.
    - (6) To engage faculty in activities that address the College's collective responsibility for instruction and intellectual contributions.
    - (7) To appoint subcommittees as needed.
  - c. Agenda and Minutes

Both agenda and minutes shall be published and circulated.

#### V. DEPARTMENTAL PERSONNEL COMMITTEE

The composition of departmental personnel committees is a part of the Constitution of the Scott College of Business even though this committee is a departmental committee and not a Scott College of Business standing committee. This structure is provided to guarantee a consistent structure in all departments and to guarantee faculty, regardless of department affiliation, a representative way of selecting Department Personnel Committee members.

- A. Membership: One tenured, full-time faculty member per discipline area, regardless of the number of disciplines in the department. In the case of a tie vote, the department chair will designate an additional tenured, full-time faculty member from within the department to break the tie. If no additional faculty member is available within the department, the department chair will request assistance from the chairperson of another SCOB Departmental Personnel Committee to break the tie. Also, each department will elect a non-tenure-track regular faculty member (a senior instructor when possible) from departmental faculty membership solely for the purpose of evaluating the performance and/or the promotion of instructors when necessary. Department chairpersons and those who hold higher administrative positions, as well as members of the Faculty Affairs Committee, are not eligible to serve.



- B. Selection Process: Members shall be elected by each department every year and shall serve for a one-year term.
- C. Duties
  1. To make recommendations to the Department Chairperson regarding applicants for tenure, promotion, and leaves, and regarding retention of faculty members.
  2. To make recommendations to the Department Chairperson regarding professional performance (using criteria established in the Department, College, and the University.)
  3. To handle other additional personnel issues in the Department as necessary.
- D. Voting: A member of the department personnel committee must be present for discussion, either personally or electronically, in order to cast a vote on a motion. Reasonable efforts should be made to reschedule discussion prior to a vote in order to accommodate a faculty member's absence.

## VI. SPECIAL COMMITTEES

The Business Faculty may for special purposes and for determinate periods create Special Committees to investigate and make recommendations on any matter within its jurisdiction.

## VII. GRIEVANCES

This section is written in conjunction with and in support of the Constitution of the Faculty of Indiana State University. Faculty involved in these procedures should refer to that document for further guidance.

A member or members of the Faculty may present grievances in writing to any Faculty Officer. The Faculty Officer will pass the grievance statement to the Faculty Affairs Committee, with a copy to the respondent(s) within three working days of receipt of the statement. The respondent(s) will have ten working days after receipt of a copy of the grievance to submit a response to the Faculty Affairs Committee. Within twenty working days of initially receiving the grievance, this committee shall determine whether the grievance is of such a nature as to warrant a hearing. If it is determined that a hearing shall be held, the Faculty Affairs Committee shall examine the issue expeditiously with proper attention to due process as outlined in the Constitution of the Faculty of Indiana State University, and present the decision in writing to the aggrieved party(ies) immediately, indicating the route of appeal. Members who are parties to the grievance shall be excused from the hearing committee. Should the grievance be against the Faculty Affairs Committee, the Executive Committee shall appoint an alternate hearing committee.

## VIII. CONSTITUTIONAL AMENDMENTS

Any seven voting Faculty members may submit proposed amendments and/or revisions to this document to the Faculty Chairperson. These amendments shall be distributed to the Business Faculty one week prior to a meeting held for the purpose of considering the proposed amendment. Approval by a 2/3 majority of all voting Faculty members and by the Faculty Senate is required.

## **Scott College of Business Standing Committee Requirements**

Per the Scott College of Business Faculty Guide, each committee meets at a minimum of once a semester. To development documentation for AACSB and other reporting obligations; each committee will do the following:

- Report to the faculty the work done by the committee during the year-end faculty meeting.
- Provide a written report detailing work done throughout the academic year and upload to the TEAMS site.
- Upload minutes of the meetings in the TEAMS site at the end of each academic year.

To ensure that meetings are scheduled and minutes are taken, an administrative assistant will be assigned to each committee.

**INDIANA STATE UNIVERSITY  
FACULTY PERFORMANCE EVALUATION MODEL  
AS ADAPTED BY THE  
SCOTT COLLEGE OF BUSINESS**

Faculty Performance Evaluations are a means by which Indiana State University can assess and acknowledge the work of its faculty. Through the evaluation process, the institution can recognize and celebrate the performance of its most productive colleagues, provide reassuring feedback of the continuing contributions of the faculty, and identify those individuals in need of additional support to meet the professional expectations of their colleagues. Moreover, with evaluation results, ISU's administrators may demonstrate to external constituencies that ISU Faculty meet professional standards of performance, on an ongoing basis, in all domains of their work. The faculty performance evaluation model is not a substitute for existing faculty dismissal processes. This process is designed to be faculty-driven through peer evaluation, and use broad categorization rather than a ranking process.

Toward this end, all regular university faculty shall be evaluated using a three year cycle and a record of that evaluation placed in their official personnel files each year. In Years 1 and 2 of the cycle they will be evaluated by their chair and dean, either of whom may trigger a review by the college personnel committee, which may then lead to a full review or not. In year 3, faculty will be evaluated by their department personnel committee and department chair in independent reviews.

Pre-tenure faculty and instructors subject to annual review and faculty who were promoted effective August of year 3 of the review cycle will not be included in this process. In these, as in all faculty evaluative processes, Indiana State University subscribes to existing AAUP guidelines.

**ANNUAL DATA ENTRY**

Each faculty member shall place into the Faculty Activities Database (FAD) evidence of their teaching/librarianship, scholarship/creative activity, and service activities by September 20 each year for the previous August 1-July 31 period. Evidence of teaching effectiveness must include, at a minimum, syllabi and the University-wide student course evaluations for any courses taught during the review period. Faculty may include evidence providing support of effectiveness in other domains, but only the domains in which the faculty member has an assignment shall be considered relevant. Faculty who serve as chairpersons also may submit materials related to their administrative duties in the three faculty domains, as appropriate.

(It should be noted that faculty who serve as chairpersons undergo a separate, triennial evaluation of their administrative effectiveness. See Faculty Handbook, Section 350.4). Only that portion of the chairperson's activities related to the faculty-specific domains shall be evaluated within the framework of the Faculty Performance Evaluation as described in this document.

## **EVALUATION SYSTEM**

### **Process for Years 1 and 2**

#### **Chair Review**

Each year, after September 20, the chairperson/executive director shall review the faculty member's materials for the review period in the FAD and evaluate the faculty member's performance in each assigned area. This evaluation will include a rationale for a determination of not meeting expectations in any of the three faculty domains. The faculty member will be notified of the results of this evaluation by October 20.

#### **Dean Review**

Each year, after September 20, the Dean shall review the faculty member's materials for the review period in the FAD and evaluate the faculty member's performance in each assigned area. The Dean will also review department chairpersons in the three faculty domains. This evaluation will include a rationale for a determination of not meeting expectations in any of the three faculty domains. The faculty member will be notified of the results of this evaluation by November 10.

#### **Outcomes of Chair and Dean Reviews**

If both the chair and the Dean agree that the faculty member is meeting expectations in all three domains, the review is complete.

If they do not agree, then the college personnel committee shall determine by November 30, based on the faculty member's materials and the review by the chair and Dean whether a full review is required. If they determine that a full review is not required, the review process is complete.

If both the chair and the Dean agree that the faculty member is NOT meeting expectations in at least one of the three domains, a full review will be conducted.

#### **Full Review**

If a full review is required, the faculty member will have the opportunity to provide a one page narrative of no more than 3000 characters to explain, rebut, or appeal the finding of not meeting expectations. This narrative will be due no later than December 10.

A full review involves review by the departmental personnel committee, department chair, college personnel committee, and Dean. Each level of review will consider the narrative submitted by the faculty member along with the faculty member's FAD materials for the review period. The department personnel committee and chair will have their independent evaluations made by January 20 and will meet to reconcile any differences and forward their findings to the college by January 25. If the two evaluations are not reconciled, the college personnel committee and the Dean, working together, will make a final determination. When the department level evaluations are reconciled but the Dean disagrees with the evaluations, the college personnel committee will make a final determination. The review process must be completed no later than February 10.

Faculty who undergo a full review in year 1 or year 2 and are found to be meeting expectations in all faculty domains, may not receive their anticipated across-the-board pay increase in the same payroll that all faculty receive theirs'. Those impacted will receive those increases (current month and back pay) on the next monthly payroll.

### **Completed Review**

Once the review process is complete, the chair shall meet with each faculty member within one month of the completion date to discuss the previous years' activities and goals for subsequent years.

### **Process for Year 3**

#### **Narrative**

In every year 3, faculty have the option to submit a one page narrative that briefly summarizes their activities, with no more than 1000 characters (approx. 143 words) devoted to each domain of faculty work in the FAD.

#### **Department Committee and Chair Review**

The department committee *and* the department chairperson/executive director will independently read and evaluate the submitted materials for each faculty member. Department chairs will be evaluated by their department committee. The department committee and department chair will then meet together to discuss their evaluations and reconcile them if they disagree. Faculty who are chairing departments other than the department of their faculty status shall have their performance in the domains of faculty work assessed by their home department.

During this meeting, the chairperson/executive director may provide to the department committee official university data, peer or professional teaching evaluations, and/or sensitive personnel information documented in the faculty member's official personnel file (see Faculty Handbook, Section 570) that is germane to the review. Individual or collected student complaints shall not be inserted unless they have resulted in a letter of admonishment regarding deficient performance.

The department will complete the review process for each eligible faculty member and notify them of the results by October 31.

#### **College Review**

Each year 3, after September 20, the Dean shall review the faculty member's materials for the review period in the FAD and evaluate the faculty member's performance in each assigned area. The Dean will also review department chairpersons in the three faculty domains. This evaluation will include a rationale for a determination of not meeting expectations in any of the three faculty domains. The faculty member will be notified of the results of this evaluation by November 10.

#### **Unreconciled Evaluations**

When any of the domain-specific performance evaluations are not reconciled at the department level, the college personnel committee and the dean, working together will make a final determination. When the department level evaluations are reconciled but the Dean disagrees with the evaluations, the college personnel committee will make a final determination. The review process must be completed no later than December 10.

### **Completed Review**

Once the review process is complete, the chair shall meet with each faculty member within one month of the completion date to discuss the previous years' activities and goals for subsequent years.

### **Consequences (For All Years)**

#### **Failure to Upload Materials to FAD**

Absent exigent circumstances, faculty who do not submit materials for evaluation, will on advice from the chairperson, executive director (if one exists), and dean and at the discretion of the provost, be subject to: 1) being designated as *Does Not Meet Expectations* in each domain of their responsibility; 2) having a professional development plan constructed for them by their department committee, executive director (if one exists), department chairperson, and dean; 3) ineligibility for any compensation adjustments until the next triennial review period; and/or 4) a letter of admonishment from their chairperson (Faculty Handbook Section 350).

#### **Does Not Meet Expectations**

Faculty who receive domain-specific performance evaluations of *Does Not Meet Expectations* will have a professional development plan constructed for them with their input by their department committee, executive director (if one exists), department chairperson, and dean within two weeks of the completed review. Failure to agree to submit a professional development plan or failure to show improvement by the end of the designated improvement period may lead to additional consequences.

Faculty who receive domain-specific performance evaluations of *Does Not Meet Expectations* will be ineligible for any salary adjustment and may remain ineligible for any adjustment until achieving at least a *Meets Expectations* designation in a Faculty Performance Evaluation.

#### **Professional Development Plans**

The faculty member and their chairperson/executive director will meet to develop the professional development plan. The plan may include (but is not limited to) identifying professional development goals, mentoring, and/or a partial or temporary reassignment of responsibilities. The plan, developed with the input of the faculty member, shall then be recorded in a letter and returned for review to the department committee. The committee may accept the plan or return it to the chairperson/executive director with further recommendations.

## **Appeal Process**

Within 5 days of notification of their evaluation at the department level, a faculty member may forward to the college a one-page objection to any portion, representation, or conclusion of the evaluation. The college committee and the dean shall consider the objection when finalizing the evaluation.

A faculty member may appeal a domain-specific assessment of *Does Not Meet Expectations* to the appropriate college appeals/grievance committee. Appeals may be made on the basis of a) inadequate consideration of the submitted materials; or b) inadequate consideration of the department's recommendation.

Within five (5) working days of notification, the faculty member will provide to the college appeals/grievance committee material that explains the basis for the appeal. The committee will review all material relevant to the performance evaluation. No later than February 1, the committee will report its recommendation affirming or disputing the domain-specific assessment to the faculty member and to the dean. The recommendation by the appeals committee will constitute the final recommendation of the domain-specific assessment of the faculty member's performance. If the committee affirms, the domain-specific assessment will be *Does Not Meet Expectations*. If the committee disputes, the domain-specific assessment will be *Meets Expectations*. The dean will forward the final recommendation of the appeals committee to the provost for a final decision and the appeal ends.

### **Criteria**

In alignment with Indiana State University's and the applicable college's mission, each department will establish the criteria and process by which to evaluate teaching/librarianship, scholarship/creativity, and service. It is strongly advised that each department's criteria be specific to its disciplinary goals and/or program requirements and be reviewed on a regular basis. It is expected that each department's criteria will be more specific than the general guidelines below.

A college may choose to use a single set of guidelines for every department within that college. A department may choose not to create its own criteria in which case the college guidelines shall apply. In both exceptional cases, the college and or department must state that its faculty members are governed by the college criteria in its governing documents.

No criteria may be used to review a faculty member's domain-specific performance unless those criteria have been in place for at least one calendar year prior to the departmental evaluation of materials and were the result of a departmental vote. The inclusion or consideration of any materials or information other than that provided by the faculty member or the department chairperson/executive director is prohibited.

### **Teaching/Librarianship, Scholarship/Creativity, and Service**

Evaluators (committee members, chairpersons, executive directors and/or other immediate supervisors, deans) should focus on the quality of the work in each domain in order to determine whether the faculty member is meeting or not meeting expectations.

### **Teaching/Librarianship**

*Meets Expectations:* A faculty member meets his/her department's definition of *Meets Expectations*.

*Does Not Meet Expectations:* A faculty member fails to meet his/her teaching responsibilities as laid out in section 310.1 of the University Handbook, or regularly engages in one or more of the following practices: teaches courses or practices librarianship in a fashion that produces substantiated breaches of propriety or professionalism including failure to complete required attendance, interim or final grade reporting; refuses to have his/her teaching or librarianship evaluated\*; does not substantively cover the prescribed course content; has evaluations\* well below those typical of departmental colleagues; generally provides an environment inappropriate to facilitate learning; or in other ways does not meet his/her department's definition of *Meets Expectations*. University, college, and department wide metrics shall be used, in part, to evaluate a faculty member.

\*The Faculty Senate has endorsed a University policy that states that students have the right to evaluate teaching. That policy, however, does not imply that those evaluations should be the sole source of information regarding quality of teaching. The Faculty Senate strongly encourages departments and colleges to use teaching evaluation systems with multiple sources of input that includes student, peer, and chairperson evaluations.

### **Scholarship/Creativity**

*Meets Expectations:* A faculty member meets his/her department's definition of *Meets Expectations*.

*Does Not Meet Expectations:* A faculty member does not have a recent record of scholarship/creativity, and provides no evidence of progress on any project of significant magnitude, or in other ways does not meet his/her department's definition of *Meets Expectations*.

### **Service**

*Meets Expectations:* A faculty member meets his/her department's definition of *Meets Expectations*.

*Does Not Meet Expectations:* A faculty member does not work with colleagues to advance the mission of the department, college, and/or University, or in other ways does not meet his/her department's definition of *Meets Expectations*.

### **Irrelevancy of Contributions in Unassigned Domains**

Contributions in unassigned domains are not to be considered during this process.

### **Interpretation**

All questions regarding the interpretation of this document shall be directed to the Faculty Senate chairperson. The faculty Senate chairperson shall immediately consult the other Senate officers and the provost on all such questions of interpretation. Their agreed-upon interpretation shall be communicated to the person or body asking for it and shall be



considered the final interpretation of these sections. If the Senate officers and the Provost fail to agree on an interpretation, they will present both the question and their respective interpretations to the university President who shall render the final interpretation. The final interpretation will be sent, in writing, to all relevant parties (and at the discretion of the Provost to the deans and chairpersons/executive director) and to the chairperson of the Faculty Affairs Committee of the Faculty Senate for inclusion in the ongoing improvement process described below.

#### **Ongoing Improvement to the Review Process**

After each complete three-year review cycle, the Faculty Senate's Faculty Affairs Committee (FAC) will be charged with issuing a report to the Executive Committee of the Faculty Senate concerning the effectiveness of the review process in meeting the goals stated in the preamble of this document. In that report, FAC may offer recommendations for improving the review process for the next cycle.

**INDIANA STATE UNIVERSITY – SCOTT COLLEGE OF BUSINESS**  
**EVALUATION AND PROMOTION POLICY OF INSTRUCTORS**  
**SCOB FAC approved, September 9, 2016**

Tenured Faculty, Tenure-Track Faculty and Instructors are classified as Regular Faculty in the University Handbook (305.2.1.1). Instructors perform at least 15 hours of instruction per term, or equivalent, and normally work pursuant to a 3 year contract.

The process for yearly evaluation of Instructors and for promotion to Senior Instructor is delineated in the University Handbook in the section entitled Policies and Procedures for the Evaluation, Renewal, and Promotion of Instructors (305.11). The department and the department chair are to use relevant departmental established criteria for annual reviews and for promotion to senior instructor, and the Dean and the College Committee are to use the college criteria. In the Scott College of Business, departments use the same criteria, established at the college level. When instructor materials are reviewed internally within the college, the established college criteria are to be used, taking into account the terms and conditions of the appointment and comments generated during previous annual reviews. Instructors who meet the requirements outlined in this policy may seek promotion to the position of Senior Instructor. Promotion is not mandatory for retention.

#### **YEARLY EVALUATION OF INSTRUCTORS**

The following appears in the University Handbook regarding the yearly evaluation of instructors (305.11.1.1):

**Criteria and Responsibility for Evaluation.** Each department and the college shall maintain established criteria and standards for satisfactory performance by Instructors and ensure that the criteria and standards are easily accessible to Instructors. The Instructor's departmental colleagues shall have primary authority and responsibility for assessing academic discipline-specific performance.

#### **Scott College of Business Instructor Evaluation Criteria and Standards**

The following is the Scott College of Business criteria and standards used to evaluate instructors yearly for the first six years of employment.

##### **Teaching and Advising**

Teaching is central to the mission for all faculty at Indiana State University and is the primary focus of the Scott College of Business. Evidence of good teaching includes but is not limited to:

- determining and communicating appropriate learning objectives, acquired skills, instructional outcomes, and evaluation of instructional techniques;
- maintaining currency in subject matter and integrating course content with the theory and practice of business;
- participating in community engagement and experiential learning opportunities, when appropriate;
- if assigned advisees, counseling and advising students (classroom, curriculum and professional development);
- providing feedback of progress to students and advisees in a timely fashion;
- respecting students as persons, being concerned about their progress, and being willing to hear their points of view without prejudice; and
- holding classes and examinations as scheduled. However, in the event alternative arrangements are made, informing the students in advance of such changes.

The evaluation of teaching is a qualitative process requiring multiple sources which could include but are not limited to student evaluations, classroom visits, course syllabi, continued instructional development, and other teaching and learning materials supporting the quality, relevance, and delivery of subject matter.

### **Intellectual Contributions and/or Professional Engagement**

Instructors at the Scott College of Business are required to be qualified using AACSB 2020 criteria. Instructors are typically hired as 1) Practice Academics, 2) Scholarly Practitioners, or 3) Instructional Practitioners. The definitions of these terms as well as the standards necessary to remain qualified in each of these categories are defined below in the 2020 SCOB document entitled "Faculty Qualifications and Engagement Criteria."

All instructors are required to maintain their professional qualification through Professional Engagement and/or scholarly activities. The instructor must be AACSB qualified at the point of evaluation. Absence of qualification could result in non-renewal of the instructor's contract whether that individual be an instructor or a senior instructor. When the instructor is being evaluated in the domain of Professional Engagement, the evaluators must use the criteria delineated in the 2020 SCOB document entitled "Faculty Qualifications and Engagement Criteria" specified for the AACSB classification of that faculty member.

## **Service**

All instructors are required to participate in normal college service activities, such as assessment, and full participation in departmental and college faculty meetings. However, instructors with fifteen hour teaching loads should not be required to fulfill leadership roles on committees or be asked to provide substantive service time commitments to the University. Instructors, however, are not precluded from serving the University as they wish. Evaluation of the service contributions of instructors on a 15 hour teaching load should consider that time available for service activities for these instructors is greatly limited.

Instructors, however, may be required or may choose to engage in professional engagement service activities in order to be classified as qualified using the criteria specified in the 2016 SCOB document "Faculty Qualifications and Engagement Criteria." Those activities would be evaluated under the "Intellectual Contribution" domain.

All instructors who have less than a 15 hour teaching load, due to service duties assigned by the Dean, be they advising, leadership roles in program areas, or others, will have those duties specified in their contract. The work associated with these assignments will be evaluated by the personnel committee in the instructor's service assessment, and if appropriate, may also be incorporated into the Intellectual Contribution (Professional Engagement) domain.

## **DEPARTMENTAL AND COLLEGE REVIEW**

Each department within the Scott College of Business will have a peer review committee elected annually whose membership will be one tenured, full-time faculty member per discipline area. In the case that fewer than three discipline areas constitute the department, then two tenured, full-time faculty members from each discipline. Also, each department will elect a non-tenure-track regular faculty member (a senior instructor when possible) from departmental faculty membership for the purpose of evaluating the performance and/or the promotion of instructors when necessary. Departmental colleagues will have primary authority to evaluate academic-specific performance of instructors. It is the Instructor's responsibility to present to reviewing bodies evidence of satisfactory performance in the specified areas of responsibility in accordance with the established criteria and standards.

Department chairpersons and those who hold higher administrative positions, as well as members of the Faculty Affairs Committee, are not eligible to serve on the peer review committee. The review of an instructor to be accomplished by the chair of the department is independent of the peer review committee.

The process of departmental and college review is consistent with the process specified in the University Handbook (305.11.1.2).

## **EVALUATION OUTCOME AND REAPPOINTMENT RECOMMENDATION**

The following appears in the University Handbook regarding possible outcomes of the yearly evaluation of instructors (305.11.1.3):

**Possible Outcome of Annual Review.** Annual reviews through the sixth year result in a recommendation for continuation, conditional continuation (years one and two, four and five), reappointment (third year), or termination of contract during the contract period and reappointment or non-reappointment in final year of the contract period. Contracts of Instructors who do not demonstrate satisfactory performance shall be terminated. Termination of contract or non-reappointment is also contingent upon the mission and need of the department as well as available resources at the time the review decision is made. Instructors who receive recommendations of non-reappointment (in the third or subsequent year of an appointment) may be offered an appointment as a part-time temporary faculty for the subsequent term when continuing need is demonstrated and resources remain available.

After the independent evaluations by the departmental peer review committee and the departmental chairperson are accomplished, the Dean provides a copy of the evaluation of the peer review committee and the departmental chairperson to the faculty member. The chairperson will meet with each instructor to discuss the written findings of the performance review in order to address concerns raised, if any, in the evaluation. The instructor must be notified in writing of the result of the evaluation, and the written notification must delineate deficiencies, if any. Instructors will sign an acknowledgement to indicate awareness of the nature of the evaluation of the peer review committee and the chair. The instructor may write a letter to the Scott College of Business Faculty Affairs Committee indicating his/her position with regards to the findings/recommendations. The Faculty Affairs Committee will then forward its independent evaluation and recommendation to the Dean and the candidate. Before the Dean evaluates the findings of FAC, the candidate will have the opportunity to produce a written response to those findings. The Dean then has the obligation to review all materials and forwards his/her recommendation to the Provost.

## **APPEALS FOR CONDITIONAL CONTINUATION OR TERMINATION**

If the determination by the Provost is that of termination of contract, the instructor may elect to formally appeal the determination to the University Promotion and Tenure Oversight committee.

## **PROCEDURES, CRITERIA, AND REQUIREMENTS FOR PROMOTION TO SENIOR INSTRUCTOR**

The following appears in the University handbook under Criteria for Academic Rank (305.4.4.2):

**Senior Instructor.** Documented evidence of highly effective teaching or librarianship and evidence of continuous professional growth in teaching are required; evidence of achievement in research, scholarship, or creative activity and/or of service is required, if such activities were expectations of the Instructor.

### **REQUIREMENTS FOR PROMOTION TO SENIOR INSTRUCTOR**

**Time in Rank.** Instructors are eligible to apply for Senior Instructor in the last year of their second three year contract. The candidate must have achieved positive yearly evaluations in each of the three domains (listed below) for the previous years and successfully addressed all shortcomings identified in those evaluations. The instructor must have demonstrated the ability of working in a professional manner within the department.

**Teaching.** Yearly evaluations will help serve as documented evidence of highly effective teaching and may serve as evidence of continuous professional growth in this domain. The candidate may submit supplemental evidence of excellence and professional growth in teaching through course evaluations completed by students, reports by invited class visitors, syllabi and instructional materials, student advising and counseling evaluations if available, other written reports volunteered or solicited, as well as evidence of participation in programs designed to improve pedagogy.

**Intellectual Contribution and/or Professional Engagement.** Evidence of achievement in intellectual contribution and/or professional engagement will be demonstrated by the candidate having been AACSB qualified during the 6 year period being evaluated, which is a necessary and rigorous condition for promotion.

**Service.** All candidates must have demonstrated a responsibility to participate in the internal affairs and governance of the department and the college. However, service assignments for instructors with 15 hour teaching loads should be limited. The candidate will maintain a professional manner in meeting service responsibility.

For those faculty who have received release time from the 15 hour teaching load, due to service assignments, positive evaluations of those activities is an expectation for promotion.

## **APPLICATION AND REVIEW PROCEDURES**

By the announced deadline, a candidate seeking promotion is required to file with the departmental chairperson a completed Promotion Application Form along with an up-to-date curriculum vitae and supporting materials. The departmental Personnel Committee reviews the candidate's portfolio, indicates approval or non-approval of promotion, and provides a detailed written rationale in response to the stated criteria. The departmental chairperson, after receiving the recommendation from the departmental Personnel Committee, makes a separate recommendation; communicates to the candidate the departmental Personnel Committee recommendation and rationale, along with his or her own recommendation and rationale; and transmits the candidate's Promotion Application Form and supporting materials to the Faculty Affairs Committee, along with the departmental recommendations. After receiving the feedback from the departmental Personnel Committee and the department chairperson, the candidate may elect to withdraw his/her application for promotion or prepare a response which is forwarded with the candidate's materials to the next level. The Faculty Affairs Committee will then review and make its recommendation of approval or non-approval for promotion and transmit the recommendation to the Dean and the Candidate. Before the Dean evaluates the findings of FAC, the candidate will have the opportunity to produce a written response to those findings. The Dean then has the obligation to review all materials and forwards his/her recommendation to the Provost.

## **APPEAL FOR THE DENIAL OF PROMOTION**

If the determination by the Provost is that of denial of promotion, the instructor may elect to formally appeal the determination to the University Promotion and Tenure Oversight committee.

**INDIANA STATE UNIVERSITY – SCOTT COLLEGE OF BUSINESS  
EXPECTATIONS OF BUSINESS COLLEGE PROFESSORS  
AT INDIANA STATE UNIVERSITY IN THE 21<sup>ST</sup> CENTURY**

The Indiana State University Scott College of Business Mission Statement begins with the following paragraph:

The Indiana State University Scott College of Business is dedicated to providing an internationally-accredited professional education to qualified students at both the undergraduate and master's levels. Our primary focus is to provide an experiential learning environment that prepares students to take leadership roles in both public and private organizations. In tandem with this commitment, the College supports, encourages, and produces applied and educational research, development of relationships with the business community, and service to the region and the professions.<sup>1</sup>

Experiential learning and community engagement are important components of the ISU experience. Activities that support these components are highly valued.

**STATEMENT OF PURPOSE**

**Policy Concerning Minimum Professional Standards for  
The Scott College of Business Tenured and Tenure-Track Faculty**

The purpose of this policy is to establish standards which:

- facilitate the maintenance of AACSB accreditation,
- promote equity of effort among faculty, and
- develop minimums for achieving standard performance in teaching, intellectual contributions and service

**INTRODUCTION**

Teaching, intellectual contributions and service comprise the primary components of faculty endeavor. Variations in talents, interests, and stage-of-career imply that different faculty, and the same faculty at different times, will demonstrate different levels and types of performance within and among these components. Additionally, faculty rank and departmental mission provide other determinants of diversity, thus differences among faculty are expected AND encouraged.

Any development of standards involves a dynamic process; i.e. appropriate standards will be

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<sup>1</sup> The Mission of the Scott College of Business of Indiana State University was revised and approved by the faculty on 10/28/2019, and is included in its entirety at the end of this document.



developed and monitored so that effectiveness in teaching, intellectual contributions and service can be evaluated. It is understood that these standards will be continuously evolving, as will the entire academic environment, in response to societal needs and strategic directions of the university.

Development of “Minimum Professional Standards” for the Scott College of Business is a necessary and unifying concept because of the homogeneous nature of a professional College which has one primary accrediting body and is comprised of organizational units with similar goals and similar stakeholders. Implementation of these standards is expected through the organizational units of the Scott College of Business; the broad criteria identified in the standards will require definition and interpretation by individual departments (units). Overall, these standards will establish the basis upon which faculty evaluations for performance can be based.

## **BACKGROUND**

The Scott College of Business Faculty Affairs Committee had engaged in vigorous debate throughout the 1996-1997 academic year over faculty performance standards. Those discussions had been in response to Dean Donald Bates Memoranda of September 11, 1996 to Scott College of Business Faculty and August 29, 1997 to the Scott College of Business Faculty Affairs Committee. Throughout this engaging process, the Committee had wrestled with maintaining a balance between general performance criteria and accommodating individual strengths *and* differences *at* different times in one’s career.

The Committee had relied on many resources throughout this process; Ernest Boyer’s “Scholarship Reconsidered: New Priorities For The Professorate” (1990), a variety of responses *from* eighty-seven AACSB member business programs concerning their College or college statement or document, responses *from* a survey of Scott College of Business faculty, and FAC meetings with Dean Bates on March 19, 1997 and October 6, 1997.

The Committee intended to establish MINIMUM standards for faculty performance within the Scott College of Business. In other words, the following expectations would need to be met by all faculty in order to achieve Standard Performance in any given year. Further, faculty were expected to meet minimum standards for each area; teaching, intellectual contributions, and service. The goal in establishing these standards was not to have all faculty meet just the minimum, rather FAC hoped that these standards would be exceeded by the vast majority of Scott College of Business faculty.

Interpretation and implementation of minimum performance added another dimension to the process. Underlying both of these difficult areas was the need for flexibility. While it was important to establish minimum standards for all faculty within the College, it was also necessary to provide a role for the department (more important the peers in one’s discipline). For this reason, FAC recommended that a faculty member’s peers, within the department, be

the implementing force of these standards. Thus, the peer group could set additional criteria beyond those mentioned. Finally, the role of the department was envisioned to be that of administering the procedural process including fair and impartial appeal mechanism.

## TEACHING

Teaching is central to the mission for all faculty at Indiana State University and is the primary focus of the Scott College of Business. Evidence of good teaching includes but is not limited to:

- providing opportunities for experiential learning and community engagement;
- regularly participating in course level and program level assessment activities, including but not limited to: incorporating assessment activities into selected classes, participating in faculty assessment teams, implementing accepted assessment techniques, and following up on assessment results – taking appropriate steps to ensure continuous improvement in teaching and student learning;
- developing innovative courses and teaching materials;
- maintaining currency in subject matter and integration of the course content with the theory and practice of business;
- developing and reviewing curriculum;
- counseling and advising students (classroom, curriculum and professional development);
- providing feedback of progress to students in a timely fashion;
- respecting students as persons, being concerned about their progress, and being willing to hear their points of view without prejudice; and
- holding classes and examinations as scheduled. However, in the event alternative arrangements are made, informing the students in advance of such changes.

Faculty are highly encouraged to incorporate mission-based activities throughout the domains of faculty work to effectively develop an integrated professional identity. In addition to the above, any of the following mission-based activities accomplished within the area of teaching may be cited as evidence to support good teaching:

- **Undergraduate Student Academic Advising.** The academic advisor serves to guide students through curriculum, academic policy and procedure, and helps to improve student success by encouraging problem solving, critical thinking, and decision making. Undergraduate academic advising may be categorized as either teaching/librarianship or service as determined by the academic college and department/school. Not all faculty are assigned to provide academic advising to undergraduate students.
- **Graduate Student Advising/Mentoring.** Graduate student advising/mentoring socializes students into the profession and guides students' professional thinking and writing. Graduate student advising/mentoring may be categorized as either teaching/librarianship, scholarship, or service as determined by the academic college

and department/school. Not all faculty are assigned to provide academic advising/mentorship to graduate students.

- **Community Engagement.** Examples of community engagement may include research experiences, performances/exhibitions, teaching or tutoring, and clinical experiences that reflect direct collaboration between faculty members and the wider community.
- Faculty are encouraged to seek such associations, where appropriate. Not all faculty are expected to participate in community engagement.
- **Experiential Learning.** Examples of experiential learning may include internships, research experiences, performances/exhibitions, student teaching or tutoring, clinical experiences, and capstone projects. Faculty are expected to provide experiential learning activities for their students, where appropriate. Not all faculty are expected to participate in experiential learning.

The evaluation of teaching is a qualitative process requiring multiple sources which could include but are not limited to student evaluations, classroom visits, course syllabi, continued instructional development, and other teaching and learning materials supporting the quality, relevance, and delivery of subject matter.

### Minimum Standard for Teaching

Given that teaching is the primary focus for all faculty in the Scott College of Business, to meet the minimum standard of performance for teaching, all faculty will be expected to show evidence of:

- determining and communicating appropriate learning objectives, acquired skills, instructional outcomes, and evaluation of instructional techniques;
- maintaining currency in subject matter and integrating course content with the theory and practice of business;
- counseling and advising students (classroom, curriculum and professional development);
- providing feedback of progress to students in a timely fashion;
- respecting students as persons, being concerned about their progress, and being willing to hear their points of view without prejudice; and
- holding classes and examinations as scheduled. However, in the event alternative arrangements are made, informing the students in advance of such changes.

### **INTELLECTUAL CONTRIBUTIONS**

In support of teaching and learning, there is a need for contributions in basic scholarship, applied scholarship and instructional development (instructional design, pedagogies, teaching related research) by all faculty. Given the Scott College of Business mission, it is expected that the emphasis will be on applied scholarship and instructional development.

“Applied Scholarship” is defined as the application, transfer, and interpretation of knowledge to improve management practice and teaching. “Instructional Development” is the enhancement of the educational value of instructional efforts of the institution or discipline. Evidence of intellectual contributions include, but are not limited to:

- publishing in refereed journals;
- writing articles for trade journals and in-house publications;
- giving presentations at local, state, regional, national, and international meetings;
- publishing in proceedings;
- submitting successful external grant proposals;
- writing textbooks;
- developing instructional software and publicly available materials;
- writing cases with instructional materials; and
- compiling a collection of works for publication.

Faculty are highly encouraged to incorporate mission-based activities throughout the domains of faculty work to effectively develop an integrated professional identity. In addition to the above, any of the following mission-based activities accomplished within the area of intellectual contributions and/or professional engagement may be cited as evidence to support good scholarship:

- **Community Engagement.** Examples of community engagement may include research experiences, performances/exhibitions, teaching or tutoring, and clinical experiences that reflect direct collaboration between faculty members and the wider community. Faculty are encouraged to seek such associations, where appropriate. Not all faculty are expected to participate in community engagement.
- **Experiential Learning.** Examples of experiential learning may include internships, research experiences, performances/exhibitions, student teaching or tutoring, clinical experiences, and capstone projects. Faculty are expected to provide experiential learning activities for their students, where appropriate. Not all faculty are expected to participate in experiential learning.

#### Minimum Standard for Intellectual Contributions

In order to meet the minimum standard of performance for intellectual contributions as a tenured or tenure-track faculty, it is expected that each faculty member must achieve a minimum of 8 points in intellectual contributions, of which a minimum of 6 points must be earned from Category A publications, and at least 2 additional points earned from either Categories A or B within the rolling 5 year period.

## SERVICE COMPONENT

Service, both internal and external, is an integral part of the mission of the Scott College of Business.

Faculty have a responsibility to actively participate in the internal affairs and governance of the department, the College, and the university. Activities include regular and ad hoc committee work, special assignments and more than casual involvement with College-related groups including student organizations.

Another source of service can come from involvement in one's professional discipline where the contribution can be in the form of growth to either the individual or the profession. Obtaining certification or designation through a relevant professional organization or society documents individual professional growth. Activities directed toward the profession can include serving as a chair, discussant or reviewer in local, regional or national conferences. Holding key leadership roles in professional organizations provides another form of service as does serving as a journal editor or referee.

Engagement with the external community is also an important link and connection for the Scott College of Business. Consulting with businesses and other organizations or conducting professional development seminars are examples of service to the business and corporate community.

Faculty are highly encouraged to incorporate mission-based activities throughout the domains of faculty work to effectively develop an integrated professional identity. In addition to the above, any of the following mission-based activities accomplished within the area of service may be cited as evidence to support good service:

- **Undergraduate Student Academic Advising.** The academic advisor serves to guide students through curriculum, academic policy and procedure, and helps to improve student success by encouraging problem solving, critical thinking, and decision making. Undergraduate academic advising may be categorized as either teaching/librarianship or service as determined by the academic college and department/school. Not all faculty are assigned to provide academic advising to undergraduate students.
- **Graduate Student Advising/Mentoring.** Graduate student advising/mentoring socializes students into the profession and guides students' professional thinking and writing. Graduate student advising/mentoring may be categorized as either teaching/librarianship, scholarship, or service as determined by the academic college and department/school. Not all faculty are assigned to provide academic advising/mentorship to graduate students.
- **Community Engagement.** Examples of community engagement may include research

experiences, performances/exhibitions, teaching or tutoring, and clinical experiences that reflect direct collaboration between faculty members and the wider community. Faculty are encouraged to seek such associations, where appropriate. Not all faculty are expected to participate in community engagement.

- **Experiential Learning.** Examples of experiential learning may include internships, research experiences, performances/exhibitions, student teaching or tutoring, clinical experiences, and capstone projects. Faculty are expected to provide experiential learning activities for their students, where appropriate. Not all faculty are expected to participate in experiential learning.

### Minimum Standard for Service

To meet the minimum standard of faculty performance for service, it is expected that all faculty will demonstrate a significant commitment of time and energy to service activities each year. As faculty members advance in their careers, significant involvement is expected in university governance, or in professional organizations or with the business/professional community.

### **OVERALL PERFORMANCE**

It is expected that all faculty will maintain a level of professionalism which will translate into at least meeting the minimum standards of performance for each area (teaching, intellectual contribution and service) every year. Additionally, there is an implicit understanding that all faculty will, at times, maintain varying levels of emphasis on teaching, intellectual activities, and service. For promotion and tenure decisions, higher levels of performance beyond meeting minimum standards will be expected and required. For untenured faculty, scholarship productivity will be a significant component of the tenure decision. For both untenured and tenured faculty, promotion beyond current rank will require ongoing evidence of scholarly activities.

## **MISSION STATEMENT**

The Indiana State University Scott College of Business is dedicated to providing an internationally-accredited professional education to qualified students at both the undergraduate and Master's levels. We aim to provide an experiential learning environment that builds career-ready skills and competencies thereby preparing students for global citizenship and leadership roles in both public and private organizations. In tandem with this commitment, the College supports, encourages, and produces applied and educational research, development of mutually beneficial relationships with the business community, and service to the region and the professions.

### ***Instruction***

The Scott College of Business is committed to pedagogical excellence in physical and virtual teaching environments. With the support of professional development activities, faculty assess and improve their pedagogy. They integrate technology, connect students to the business community, and prepare career-ready students for the life-long learning needed to adapt to, and succeed in, a complex global society.

### ***Intellectual Contributions***

Through research, the faculty of the Scott College of Business contribute to the scholarship of their professions. By pursuing this inquiry, the faculty apply theory, engage in critical thinking, develop teaching materials, and share their results in a national and international arena.

### ***Professional Service***

Faculty contribute their professional expertise to organizations by consulting and by serving in leadership or advisory roles. Faculty engage in community and business outreach via experiential learning projects leading to the development of career-ready competencies required by employers in their respective areas. By assuming positions of responsibility in professional organizations, faculty foster the regional, national, and international exchange of ideas.

The Scott College of Business recognizes the synergy created by these areas and encourages the faculty to incorporate scholarship and service in the classroom and to involve students in these areas whenever possible. Our commitment to instruction, intellectual contributions, and professional service enables us to be known as a distinctive learning-centered Scott College of Business within our geographic region.

## **INDIANA STATE UNIVERSITY – SCOTT COLLEGE OF BUSINESS PROMOTION AND TENURE POLICY**

The “Expectations of Business College Professors at Indiana State University in the 21<sup>st</sup> Century” establishes a framework of minimum performance standards for Scott College of Business faculty in the areas of teaching, intellectual contributions (research and scholarship), and service for reappointment of probationary faculty on tenure-track appointment, the awarding of tenure, and the awarding of promotion. From this document there is a clear expectation that for promotion and tenure a higher level of performance than meeting the minimum standards is expected. The policies contained herein build on the “Expectations”. Thus both documents form the basis of Scott College of Business promotion and tenure policy. It is understood that the Scott College of Business and Departments have an obligation to provide an environment conducive to success in teaching, intellectual contributions, and service.

The primary policies governing appointments to the Indiana State University faculty, reappointment of probationary faculty on a tenure-track appointment, the awarding of tenure, and the awarding of promotions are described in the University Handbook as approved by the Board of Trustees as of February 4, 2000. The procedures outlined below reflect the Scott College of Business's interpretation and implementation of these policies; build on the Scott College of Business Faculty Expectations document, and require probationary faculty and those evaluating them to be conversant with the full range of expectations.

Upon appointment, probationary faculty will be provided with a copy of the Scott College of Business Constitution, the College’s Expectations document, and Promotion and Tenure Policies and Procedures. Furthermore, the appointment letter must specify previous service awarded and dates of eligibility for tenure and promotion. Any change or renegotiations of the probationary faculty member’s responsibilities must be in writing and placed in the faculty member’s official file.

Pre-tenure faculty members are evaluated at the College-level on an annual basis by the Departmental Personnel Committee, Department Chairperson, College Faculty Affairs Committee and Dean. A formative review is to be conducted at least two years prior to the year in which the pre-tenure faculty submits his or her tenure dossier. Applications for promotion are evaluated by the same entities in the year of petition. The responsibilities and composition of the Departmental Personnel Committee and Faculty Affairs Committee are described in the Scott College of Business Constitution.

Meeting all deadlines for submission of supporting materials, including providing an up-to-date curriculum vitae, is the responsibility of the faculty member who is applying for reappointment, tenure or promotion. A copy of the faculty member’s appointment letter as well as any written renegotiations of responsibilities is to be included in the reappointment, tenure, or promotion dossier. Deadlines for submission are specified by the Provost and Vice President of Academic Affairs and will be distributed to faculty on an annual basis. The Department Chairperson will



notify faculty members at the beginning of each academic year regarding dates when supporting materials for reappointment, tenure and promotion are due to the Departmental Personnel Committee.

## **RETENTION GUIDELINES FOR PRE-TENURE FACULTY**

It is to be clearly understood by pre-tenure faculty that meeting the minimum “Expectation” standards will not satisfy the tenure requirements. In other words, for teaching, intellectual contributions, and service, the tenure candidate must exceed the stated minimum standards of performance.

**Teaching.** Faculty members should be active in the profession, provide instruction based on current scholarship, and be sensitive and responsible in the classroom. The last of these includes the obligation to provide students a syllabus and series of assignments designed to meet departmentally-established course objectives, including continuous learning and instructional assessment and improvement, as stated in the Master Course Outline for each course. Finally, each Department is obliged to evaluate the instructional competence of its faculty.

**Evaluation of Teaching.** Probationary faculty members must submit a portfolio that contains the results of student evaluations (SIRs—personally designed form may be included also) for every regularly assigned course, and they are encouraged to arrange for classroom observation and feedback by the departmental chairperson and/or one or more departmental colleagues. They also must submit copies of syllabi, sample examinations, and course assignments; and provide information about newly developed courses. Candidates may submit other instructional material that reflects his/her presentation of subject matter in the light of relevant, up-to-date scholarship. In addition, faculty should provide evidence of quality student advising and counseling and demonstrate clear evidence of working in a professional and cooperative manner within the department.

**Evaluation of Intellectual Contributions (Research and Scholarship).** While basic research will be considered as admirable, the Scott College of Business’s mission focuses on applied scholarship. A probationary faculty member has the responsibility of demonstrating scholarly intellectual contribution involvement through the refereed or peer reviewed publication (in print or on-line) of scholarship that contributes to the advancement of knowledge and application in his/her discipline. The presentation of papers at professional conferences, especially at the national level; the procurement of grants; and book reviews and proceedings are encouraged. The latter activities shall not, however, substitute completely for the absence of articles or textbooks in the discipline, especially for probationary faculty in the third year and beyond. Forthcoming publications for which appropriate documentation is provided may be used to satisfy a portion of the scholarly criterion. Since it may take time for probationary faculty to acclimate themselves to the rigors of the professorate, levels of activity deemed satisfactory in the first two, or even

three years, of probation may not be satisfactory in later years to qualify the candidate for tenure.

**Evaluation of Service.** Probationary faculty will be expected to carry out modest service assignments at the departmental level during their first two years of service. The acceptance and successful execution of more substantial assignments at the departmental level and/or College or University assignments will ordinarily be expected of those in the third year and beyond. It is expected that the candidate will maintain a professional and cooperative manner in meeting the service responsibility.

**Nature of the Reappointment Recommendation.** The departmental Personnel Committee, consisting of tenured faculty; the departmental chairperson, acting independently; and the Scott College of Business Faculty Affairs Committee may make one of three recommendations in writing: reappointment, conditional reappointment, or non-reappointment. After the Dean provides a copy of the reappointment recommendation form to the faculty member, the Chairperson will meet with each candidate to discuss the findings of the performance review in order to address concerns raised, if any, in the reappointment recommendation. Candidates will sign an acknowledgement to indicate awareness of the nature of the reappointment recommendation. Candidates may write a letter to the Scott College of Business Faculty Affairs Committee indicating their position with regards to the findings/recommendations and request a revision be made. The Faculty Affairs Committee will forward its recommendation to the Dean. A recommendation to reappoint that is accompanied by negative comments, should be taken as a warning that failure to improve may lead to conditional reappointment. Conditional reappointment is an indication that substantial weaknesses were found in the probationary faculty member's performance which, if not rectified, will lead to non-reappointment.

## **GUIDELINES FOR THE RECOMMENDING OF TENURE**

**Eligibility.** Regular faculty members become eligible for continuous appointment (award of tenure) according to the Policies Regarding the Awarding of Tenure as specified in the University Handbook.

**Evaluation of Teaching.** By the end of a tenure-track faculty member's probationary period, he or she must have matured into an effective University teacher. Strong evidence of teaching competence and effectiveness is expected. Competence and/or effectiveness in teaching will be evaluated in terms of the following criteria: high academic standards, subject matter currency and competence, ability to communicate subject matter, availability to students, efforts to assess and improve teaching effectiveness and student learning, and demonstrated evidence to work in a professional and cooperative manner within the department.

The following types of information and activity will be evaluated:

- A summary statement explaining the candidate's teaching objectives, methods, accomplishments, and overall contributions to the development of the Department, College, and University curricula (when appropriate, such reports may be supported by letters from faculty colleagues who have direct knowledge of the candidate's work).
- Summary results of student evaluations.
- Summary results of peer evaluations.
- Copies of syllabi, examinations, course assignments, newly developed courses, and other instructional material that reflects the candidate's presentation of subject matter in the light of relevant, up-to-date scholarship.
- A summary statement explaining the candidate's student advising and counseling objectives, methods, accomplishments, and results of advising evaluations if available.
- An explanation of special considerations related to the candidate's instructional accomplishments, such as student load, arranged courses offered, or service on thesis committees.
- A description of demonstrable efforts undertaken to assess and improve instruction (for example, regularly assessing learning outcomes in courses taught and implementing improvements where appropriate).
- Information regarding personal contributions to the field of teaching (for example, participation on national, regional, or local panels dealing with such matters as pedagogy, course design, or curricular development).
- An explanation of special teaching accomplishments, awards, or citations.
- Other information the candidate believes to be pertinent.

**Evaluation of Intellectual Contributions (Research and Scholarship)**. Scholarly accomplishments and continuing intellectual contribution activity are important considerations in tenure evaluation. The candidate must give evidence of having published scholarship in his/her discipline. The following types of accomplishments will be evaluated:

- Articles or textbooks, published, in print or on-line, or accepted for publication.
- Published proceedings.
- Research grants received.
- Presentations at national, regional, and state meetings.
- Scholarly recognition in the form of requests to serve on the editorial boards of journals, to organize professional conferences or programs, and the like.
- Reviews of scholarly books in professional journals.
- Other materials that reflect the candidate's scholarly activity.

The candidate's achievements will be evaluated on the basis of quantity, quality, and relevance to the candidate's area(s) of expertise. The written comments of senior colleagues outside the University who share one or more areas of expertise with the candidate and who are conversant with the candidate's scholarship are welcome. The record should show that the probationary faculty member has developed into an accomplished scholar who has attained professional recognition. This will be evidenced by the candidate having consistently exceeded the Scott College of Business minimum expectations with a significant amount of intellectual contributions being published articles or textbooks.

**Evaluation of Service.** While service is a necessary ingredient toward tenure, it will not be allowed to substitute for teaching and intellectual contributions. By the time of tenure evaluation, a probationary faculty member should have demonstrated value to the professional community in some service capacity. Service contribution might be evidenced by the candidate's having successfully assumed a leadership role on Departmental or College committees (although significant service performed beyond the departmental level would be typical). Involvement, particularly in a leadership capacity, in professional organizations such as track chair at professional conferences, or evidence of noteworthy consulting engagements are other means of demonstrating service. Utilizing one's expertise in community activities provides another form of service. Furthermore, it is expected that the candidate will maintain a professional and cooperative manner in meeting service responsibilities.

**Nature of the Tenure Recommendation.** The departmental Personnel Committee and the departmental chairperson, acting independently, may recommend tenure or non-tenure. These recommendations should be formulated in terms of the criteria cited above and transmitted to the Faculty Affairs Committee (FAC) of the Scott College of Business. The FAC then evaluates each candidate and transmits its recommendation and rationale for tenure or non-tenure to the Dean of the Scott College of Business.

## **PROCEDURES, CRITERIA, AND REQUIREMENTS FOR FACULTY PROMOTION**

**Procedures.** By the announced deadline, a candidate seeking promotion is required to file with the departmental chairperson a completed Promotion Application Form along with an up-to-date curriculum vitae and any supporting materials. The departmental Personnel Committee, reviews the candidate's papers and indicates approval or non-approval of promotion, and provides a detailed written rationale in response to the stated criteria. The departmental chairperson, after receiving the recommendation from the departmental Personnel Committee, makes a separate recommendation; communicates to the candidate the department Personnel Committee recommendation and rationale, along with his or her own recommendation and rationale; and transmits the candidate's Promotion Application Form and supporting materials to the Faculty Affairs Committee, along with the departmental recommendations. After receiving the feedback from the departmental

Personnel Committee and the department chairperson, the candidate may elect to withdraw his/her application for promotion or prepare a response which is forwarded with the candidate's materials to the next level. The Faculty Affairs Committee will then review and make its recommendation of approval or non-approval for promotion and transmit the recommendation and rationale to the Dean of the Scott College of Business.

a. **Requirements for Promotion to Professor.**

**Time in Rank.** Associate Professors are eligible to apply for Professor in their fourth (4) year. Satisfying the minimum time in rank is not a sufficient condition for promotion. Only in exceptional cases will the candidate have the qualifications necessary at the minimum time in rank.

**Preparation.** Other than in very exceptional cases meriting suspension of this criterion, the candidate must hold an earned doctorate or other terminal degree in the area in which he or she is teaching or in a closely related field.

**Teaching.** A candidate for promotion to the rank of professor should be a superior teacher worthy of emulation by colleagues and should be capable of directing the studies of advanced students (for example, be a member of the Graduate Faculty). Evidence may include, but is not limited to, SIRs and other instruments of course evaluation, reports by invited class visitors, syllabi and instructional materials, student advising and counseling evaluations if available, and other written reports volunteered or solicited. The candidate must also provide clear evidence of working in a professional and cooperative manner within the department.

**Intellectual Contributions (Research and Scholarship).** A candidate for promotion to the rank of professor must present evidence of noteworthy and substantial publication in journals and/or textbooks within one's field(s). Conference presentations and published proceedings, especially at the national level, may be offered in combination with a somewhat more modest record of published work to help make one's case for having met the scholarly criterion. It is incumbent upon the candidate to provide copies of all work published and evidence of oral presentations made while in the rank of associate professor. If the candidate wants work accepted for publication to be considered, appropriate documentation must be made available to those reviewing his or her papers.

**Service.** The nominee for promotion to the rank of professor should present evidence of substantial concern for and effort on behalf of the Department, the College, the University, and the profession. Among other things, this may take the form of serving in a substantial way on Department, College, and University committees; participating in the University's governance structure; serving as an officer or in another significant role in a professional organization in one's discipline; and performing in a consultancy role. It is expected that the

candidate will maintain a professional and cooperative manner in meeting service responsibility.

Note: The same requirements for teaching, intellectual contributions, and service apply for hiring an individual at the rank of full professor in order to award tenure at the time of appointment.

**b. Requirements for Promotion to Associate Professor.**

**Time in Rank.** Promotion and tenure shall be linked for individuals at the Assistant Professor level. Assistant Professors are eligible to apply for Associate Professor in their sixth (6) year of continuing faculty achievements under a regular faculty appointment in accredited institutions, at least four (4) years must have been served under a regular faculty appointment at Indiana State University.

**Preparation.** Other than in exceptional cases meriting suspension of this criterion, the candidate must hold an earned doctorate or other terminal degree in the area in which he or she is teaching or in a closely related field.

**Teaching.** The candidate for promotion to the rank of associate professor should be a superior teacher. Evidence may include, but is not limited to, SIRs and other instruments of course evaluation, reports by invited class visitors, syllabi and instructional materials, student advising and counseling evaluation if available, other written reports volunteered or solicited, and clear evidence of working in a professional and cooperative manner within the department.

**Intellectual Contributions (Research and Scholarship).** A candidate for promotion to the rank of associate professor must present evidence of an established publication record of journals and textbooks within one's field. Conference presentations and published proceedings, especially at the national level, may be offered in combination with a somewhat more modest record of published work to help make one's case for having met the scholarly criterion. It is incumbent upon the candidate to provide copies of all work published and evidence of oral presentations made while in the rank of assistant professor. If the candidate wants work accepted for publication to be considered, appropriate documentation must be made available to those reviewing his or her papers.

**Service.** The nominee for promotion to the rank of associate professor should present evidence of substantial concern for and effort on behalf of the Department, the College, the University, and the profession. Among other things, this may take the form of serving on Department, College, and University committees; participating in the University's governance structure; serving a professional organization in one's discipline; and performing in a consultancy role. It is expected that the candidate will maintain a professional and cooperative manner in meeting service responsibility.

**APPEALS**

Recommendations of non-renewal during the probationary period and denials of promotion and tenure may be appealed to the University Promotions and Tenure Oversight Committee as specified in the University Handbook.

**FACULTY QUALIFICATIONS AND ENGAGEMENT CRITERIA**  
**SCOTT COLLEGE OF BUSINESS**  
**INDIANA STATE UNIVERSITY**  
**(8/19/2016, Amended 10/30/2020)**

**I. CONTEXT**

The following document has been discussed, shaped and acknowledged at almost all bi-annual meetings of the Scott College of Business Faculty since the last formal AACSB reaffirmation. The definitions and criteria are endorsed by the SCOB faculty and are part of the decision making criteria.

The 2020 AACSB Guidelines require that all faculty members (anyone who provides instruction to students) be classified in each of two dimensions. These dimensions are given in

- Standard 3, which describes Participating and Supporting Faculty.

To determine that faculty resources are sufficient, colleges must meet specific requirements for adequacy in each dimension. Among these are

- Participating faculty members will deliver at least 75 percent of the school's teaching (i.e., across the entire accredited unit).
- Participating faculty members will deliver at least 60 percent of the teaching within each discipline, regardless of whether the school has a degree, major, concentration, etc., in the discipline.
- Participating faculty are distributed across programs, disciplines and locations consistent with the school's mission.
- At least 90 percent of faculty resources must meet the requirements for one of the four qualification categories.
- At least 40 percent of faculty resources must meet the requirements of the Scholarly Academic category.
- Qualified faculty resources are distributed across programs and disciplines consistent with the school's mission.



## II. DEFINITIONS OF PARTICIPATING / SUPPORTING FACULTY

AACSB Standard 3 states: “The school maintains and strategically deploys sufficient participating and supporting faculty who collectively demonstrate significant academic and professional engagement that, in turn, supports high-quality outcomes consistent with the school’s mission.”

The standard also specifies “A school adopts and applies criteria for documenting faculty members as ‘participating’ or ‘supporting’ that are consistent with its mission.”

### Scott College of Business Determination of Participating and Supporting Faculty Members

This portion of the document describes how faculty are categorized as either “participating” or “supporting” for the purposes of AACSB accreditation. This documentation is consistent with existing faculty governance documents and AACSB guidelines.

Faculty who are classified as **Participating** include:

1. Tenured or tenure-track faculty of the Scott College of Business who, in addition to their teaching responsibilities, demonstrate annual involvement in at least two of the following: curricular development and approval, advising, other non-classroom instructional and student activities, faculty governance, research, and professional service.
2. Other instructors who demonstrate ongoing involvement in curricular development and approval, advising, other non-classroom instructional and student activities, faculty governance, research, or professional service.

Faculty who are classified as **Supporting** include:

1. Visiting, adjunct, or any other faculty who do not demonstrate active involvement beyond classroom teaching.

## III. FACULTY QUALIFICATION STANDARDS

AACSB Standard 3 states: “Each school should develop appropriate criteria and policies for the classification of faculty, including those faculty who also hold significant administrative appointments (e.g., deans, associate deans, department heads/chairs, or center directors) and according to initial preparation and sustained engagement activities.”

This portion of the document describes how faculty qualifications are determined at the time of hire (**initial requirements**) and how qualification is maintained (**maintenance requirements**) for the purpose of annual AACSB reporting. These qualifications are consistent with the college’s mission, existing faculty governance documents and AACSB standards.

**A. INITIAL FACULTY QUALIFICATION REQUIREMENTS**

The 2020 AACSB accreditation standards define four faculty qualification categories. Each SCOB faculty member is placed into only one category. Each faculty member’s status is based on the initial academic preparation, initial professional experience, and sustained academic and professional engagement as described below.

**Table 1  
Academic and Professional Engagement Categories**

		Sustained Engagement Activities	
		Academic (Research / Scholarship)	Applied / Practice
<b>Initial Academic Preparation and Professional Experience</b>	Professional experience, substantial in duration and level of responsibility	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
	Doctoral Degree	Scholarly Academics (SA)	Practice Academics (PA)

1. **Scholarly Academics (SA)** sustain currency and relevance through scholarship and related activities. SA status is granted to faculty members who earned their terminal doctorate degree in a field consistent and appropriate to their teaching assignment.
2. **Practice Academics (PA)** sustain currency and relevance through professional engagement, interaction, and relevant activities. Practice Academic status is applied to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, and other forms of professional engagement.
3. **Scholarly Practitioners (SP)** sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. SP status is applied to practitioner faculty members who

augment their experience with development and engagement activities with substantive scholarly activities in their fields of teaching.

4. **Instructional Practitioners (IP)** sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience.

***i. Initial Requirements for Scholarly and Practice Academics***

To be considered for placement in either of the “academic” categories (Scholarly Academic or Practice Academic) a faculty member must have a doctoral degree. For the SCOB the following degrees will be accepted in support of the academic requirement:

1. Ph.D. or other research doctoral degree in the area of teaching; or
2. Doctoral degree in a related field with evidence of further education, development, and/or intellectual contributions in the area of teaching; or
3. Juris Doctorate (JD) in the teaching area of business law and legal environment; or
4. A graduate degree in taxation or a Juris Doctorate (JD) and an advanced degree in accounting in the teaching area of taxation.

Upon hire, faculty members who have completed doctoral degrees as identified above within the past five calendar years will be considered qualified. Those who have achieved all-but-dissertation (ABD) status in the current or previous year will be considered qualified. All other holders of the appropriate doctoral degrees must maintain their qualification status through continued scholarly and/or engagement activities. In all but the most extraordinary circumstances, new tenure-track hires will be considered Scholarly Academic.

A faculty member may be categorized as a Practice Academic if, at hire, the faculty member has professional experience that is substantial in duration and level of responsibility in addition to a doctoral degree. Professional experience and doctoral training must be in the area of the faculty member’s teaching assignments. The individual would be hired as a regular non-tenure track faculty member.

***ii. Initial Requirements for Scholarly and Instructional Practitioners***

Faculty classified as “practitioner” (Scholarly or Instructional) must demonstrate at the time of hire that both the academic preparation and professional experience are relevant to the subject and level of the courses they teach. For example, those who teach upper-level courses are expected to have more specialized credentials and/or higher levels of responsibility in professional experiences than those who teach introductory courses.

For the SCOB the following degrees will be accepted in support of the practitioner requirement:

1. A master's degree or higher in business or in the specific area of teaching, or
2. A master's degree or higher in a non-business field with significant professional or educational development in the teaching area (e.g., certification, advanced courses, intellectual contributions),
3. Juris Doctorate (JD) when combined with substantial experience in the practice of law.
4. A graduate degree in taxation or a Juris Doctorate (JD) and an advanced degree in accounting in the teaching area of taxation.

At the time of hire, faculty members with the practitioner designation must demonstrate that their professional experience is current, substantial in terms of duration and level of responsibility, and clearly linked to the field in which they are expected to teach. To be current at the time of hire, only professional experience within the current and previous four years shall be considered.

Typically, practitioner faculty with substantive professional experience will be initially categorized as Instructional Practitioners.

## **B. MAINTENANCE OF FACULTY QUALIFICATIONS**

In the spirit of continuous improvement, all faculty in the SCOB are required to maintain their qualifications through additional and ongoing scholarly and/or professional activities. Specified in this section are the *minimum* qualifications for a faculty member. These qualifications are for AACSB purposes only and are not applicable to the SCOB's criteria for promotion, tenure, or merit evaluations. Faculty who fail to maintain their qualification status may be subject to discipline and/or termination.

Maintenance of qualifications is based on a point system designed to promote a higher standard among intellectual contributions for sustaining status. Qualified faculty status will now be maintained by achieving a minimum number of points derived from intellectual contributions and/or professional engagement activities based on faculty classification category (i.e., SA, PA, SP, & IP), using the following scoring:

Type	Scoring
Intellectual Contributions – Category A	6 points for A* or A level PRJ 4 points for B level PRJ 2 points for C level PRJ
Intellectual Contributions – Category B	1 point
Professional Engagement Activity	1 point

### *i. Scholarship*

Faculty members categorized as Scholarly Academics (SA) and Practitioners (SP) maintain relevancy and currency of their qualification through scholarly activity. Ongoing faculty scholarship will be recognized to the extent that it generates peer-reviewed publications and other intellectual contributions. Generally, intellectual contributions exist in public written form and have been subject to scrutiny by academic peers. The college mission focuses on learning and pedagogical research and contributions to practice. Discipline-based scholarship is not discouraged.

Articles published in academic peer-reviewed journals and scholarly books may be focused on learning and pedagogical research, contributions to practice, or discipline-based scholarship. Intellectual contributions are classified by the SCOB into two categories, A and B.

#### **Category A: Intellectual Contributions**

- Published business (or related) discipline-based or pedagogical article in an academic peer-reviewed journal
- Published peer-reviewed article in a journal with a significant practitioner audience

#### **Category B: Intellectual Contributions\***

- Scholarly book or 1st edition textbook (2 points)
- Published research monograph
- Chapter in scholarly book
- Published textbook (revision)

- Article published in journal that is not peer-reviewed
- Editor of peer-reviewed journal
- Associate or guest editor of peer-reviewed journal
- Article published in proceedings from scholarly meeting
- Article presentation at scholarly meeting
- Publicly available working paper
- Publication in trade or professional journal
- Published book review
- Instructional software that is widely used
- Published instructional materials (e.g. Merlot)
- Editor of conference proceedings
- Service on editorial board of peer-reviewed journal
- Service as ad hoc reviewer for peer-reviewed journal
- Other presentation (e.g. as panelist, discussant) at scholarly meeting
- Presentation at faculty research seminar at a state, regional, national or international level.
- Publicly available materials describing design and implementation of new curriculum or course
- Wrote or performed as an investigator for an awarded grant of \$5,000 or greater.
- Published technical report related to funded research project
- Courseware, study guide, test bank etc...for a textbook.
- Attendance at discipline-related national or regional academic conferences with the expectation of reporting to faculty colleagues significant ideas learned in the session(s) attended (may be used once in the review period).

\* This list is not exhaustive. Any activities that do not appear in the list should be approved by the Scott College of Business Faculty Affairs Committee for appropriate classification.

## **ii. Professional Engagement**

Faculty members classified as practitioners (IP or SP) or Practice Academic (PA) must maintain professional qualification through continuing development, additional education, certifications, and/or other professional experiences as specified in this documentation. Below are examples of professional engagement activities, followed by a method for measuring such activities. A framework for professional activities as they relate to the Scott College Strategic Plan appears in Appendix A.

Professional engagement activities are reported and reviewed on an annual basis to demonstrate relevancy and currency of the qualification. The review period for maintenance of professional

qualification is defined as a rolling five-year period including the current year. Professional engagement activities include:

- Annual demonstration of significant professional activity commensurate with the area and level of the teaching responsibility (e.g., current business experience, consulting projects, service on boards, professional development activities, executive education programs, significant participation in business professional associations, faculty internships, develop of student professional programming, develop new certification programs, administrative duties, programming, conferences, seminars); or
- Attainment or current maintenance of certification relative to the teaching area (e.g., Certified Public Accountant; Certified Financial Planner); or
- A combination of professional activities, certification, and/or intellectual contributions (as listed in the Maintenance of Faculty Qualifications section under Scholarship).

\* The examples provided are not exhaustive. Any activities that do not appear in the list should be approved by the Scott College of Business Faculty Affairs Committee for appropriate classification.

### **Method for Measuring Professional Engagement Activities**

Professional engagement activities required for maintaining Practice Academic (PA), Scholarly Practitioners (SP), or Instructional Practitioners (IP) faculty status will be credited as indicated below. These faculty members are encouraged to provide written professional engagement plans prior to the measurement year for prior verification of relevancy.

- a) Certifications/Licensure: One activity per year can be earned by annually maintaining current or future certification/licensure relevant to the faculty member's field of instruction, for a maximum of five activities during the five year measurement period.
- b) Activities focused on curriculum/pedagogy/assessment will be credited based on the activity duration and rigor. A maximum of four activities can be credited during any five year measurement period.
- c) Faculty professional development will be credited based on activity duration and knowledge or skill advancement. A maximum of two activities can be credited during any five year measurement period.
- d) Activities associated with consulting or other employment, internships, service on boards, significant participation in business or professional associations, executive education

programs, and administrative duties will be credited based on activity duration and professional skill level. A maximum of five activities can be credited during any five year measurement period. Those who are classified as Practice Academics must have at least 4 executive –level professional activities or services in leadership roles from category d.

- e) Activities associated with co-curricular involvement such as student professional programming events, student professional competitions, and student service activities will be credited based on activity duration and professional skill level. A maximum of three activities can be credited during any five year measurement period.
- f) This list is not exhaustive. Other activities will be credited as they apply to the Professional Engagement Framework in Appendix A.

### C. ASSESSMENT OF FACULTY QUALIFICATION

Consistent with AACSB reporting standards, the Scott College of Business uses a rolling five year window based on the calendar year in the assessment of faculty.

**Scholarly Academic:** Faculty categorized as Scholarly Academic are expected to sustain currency and relevance through scholarship and related activities. Scholarly Academic faculty are expected to maintain an active portfolio of intellectual contributions. ***To remain qualified, they must achieve a minimum of 8 points in intellectual contributions, of which a minimum of 6 points must be earned from Category A publications, and at least 2 additional points earned from either Categories A or B within the rolling 5 year period.*** If a Scholarly Academic faculty member holds a significant administrative appointment (e.g., dean, associate dean, department head/chair, or center director) in the Scott College, that individual must achieve a minimum of one Category A publication and at least one other intellectual contribution from Categories A or B within the rolling 5 year period.

**Practice Academic:** Faculty members categorized as Practice Academic are expected to sustain currency and relevance through intellectual contributions as well as professional engagement relevant activities. Practice Academic faculty are expected to maintain an active portfolio of professional engagement activities that demonstrates substantive on-going expertise and involvement within their field through business leadership activities. ***To remain qualified, Practice Academic faculty must achieve a minimum of 6 points during the rolling 5 year period. While it is expected that a significant portion of maintenance will be executive-level and industry oriented, a minimum of 2 points must be earned from Category A publications (i.e., PRJ). Scholarly activities (category A or B intellectual contributions) may substitute for up to 3 professional engagement points.***



**Scholarly Practitioner:** Faculty categorized as Scholarly Practitioner are expected to sustain currency and relevance through continued professional experience, engagement, and scholarship related to their professional background and experience. Scholarly Practitioner faculty are expected to maintain an active portfolio of scholarly and professional engagement that advances practice in their field. ***To remain qualified, Scholarly Practitioner faculty must achieve a minimum of 6 points, of which at least 1 point must be earned via an intellectual contribution from either Category A or B, with additional points earned from scholarly activities and/or professional engagement within the rolling 5 year period.***

**Instructional Practitioner:** Faculty categorized as Instructional Practitioner are expected to sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. ***To remain qualified, Instructional Practitioner faculty must achieve a minimum of 8 points within the rolling 5 year period. Activities are worth 1 point each and can be repeated during the time frame. Scholarly activities may substitute for up to 2 professional engagement points.***

#### D. TRANSITIONING BETWEEN CATEGORIES

In general, upon hire teaching faculty are placed into one of the four categories. Tenure track faculty are customarily considered to be Scholarly Academics. Non-tenure track faculty will fit into one of the other three categories based on their credentials.

***Although the language in the standards enables movement between categories, such movement will be rare and will be determined by the dean and appropriate advisors and only after the faculty member has already satisfied the conditions of the other category.*** For example

- A person initially hired as a Practice Academic, with terminal degree and significant executive level experience, might transition to Scholarly Academic if that person had achieved, and intended to continue to produce, an appropriate body of scholarly work.
- A person initially hired as an Instructional Practitioner might transition to Scholarly Practitioner if that person had achieved, and intended to continue to produce, intellectual contributions and substantive scholarly activities in their field of teaching that support the college mission and strategic plan.
- A person initially hired as a Scholarly Practitioner or Instructional Practitioner, without a terminal degree, might transition to Scholarly Academic if that person were to complete a terminal degree.
- A person initially hired as a Scholarly Academic might transition to Practice Academic if that person had undertaken an executive level position consistent with the teaching area and intended to continue to devote the amount of time and expertise to that organization consistent with having been hired as a PA.
- A Scholarly Academic may transition to Practice Academic if the Scholarly Academic has a temporary appointment to a significant administrative position, and only for the duration of that appointment. The administrator is provided a time window for transitioning back to Scholarly Academic status following completion of the appointment. The time window is equal to the length of appointment, but not to exceed five years.

## **Appendix A: Professional Activity Framework**

Professional engagement activities consist of internal and external activities relevant to the faculty member’s field of instruction and are tied to the Scott College Strategic Plan as described in the table below.

**Table 2: Framework of Strategic Goals and Activities**

#1	To Recruit and enable the success of more high quality students by providing them with knowledge, professional development, and other experiences that will give them a competitive advantage in the global workplace.	1.1) Professional Development Programs (MEIS) 1.2) Other Experiences - Corporate Field Trips
#2	To target resources and efforts toward distinctive and innovative programs, learning opportunities, and research.	2.1) Faculty Research 2.2) Professional Employment 2.3) Attending Conferences
#3	To provide a physical environment with associated technology, centers, and resources that advance opportunities for engagement among the faculty, staff, and students with the Business community.	3.1) Business Community Activities (Chamber, Service Clubs) 3.2) Professional Associations 3.3) Corporate / NFP Board and Committee Service
#4	To advance the scholarship of faculty by providing resources and support to increase the number and quality of publications.	4.1) Publications of various nature 4.2) Professional Licensure and Certifications
#5	To increase programming for our community and professional audiences in the region, state, and nation	5.1) Executive Education 5.2) Continuing Education 5.3) Professional Updates
#6	To enhance involvement of alumni and business communities in our programs	6.1) Contributions to our classroom activities
#7	To increase external support for the college in the form of revenue-generating programs, raised funds, and grants	7.1) Grants 7.2) Continuing Education development and delivery (CPE)

**UNDERGRADUATE BUSINESS CORE CURRICULUM LEARNING GOALS  
(ANNOTATED)**

**(9/20/2013, Amended Spring 2018)**

Broad Category	Learning Goal
What they Know: Comprehension of <u>business concepts and practices</u> of organizations	ULG1 -- Students will be knowledgeable about current business concepts.
	ULG2 -- Students will understand internal and external influences on domestic and international business practices.
What they Can Do: Apply <u>problem solving</u> to address information needs of organizations	ULG3 -- Students will be effective problem solvers, employing appropriate technologies, tools, and techniques for business and organizational contexts
	ULG4 -- Students will evaluate the ethical dimensions of business decisions.
How They Act: Demonstrate <u>professional skills</u> expected in the workplace	ULG5A -- Students will communicate effectively in writing ULG5B -- Students will be effective oral communicators
	ULG6A -- Students will exhibit professional behavior in business, organizational, and personal settings. ULG6B -- Students will be cooperative and productive team players

**INDIANA STATE UNIVERSITY – SCOTT COLLEGE OF BUSINESS**  
**GRADUATE FACULTY STATUS**  
**(1/10/2020)**

**Full Graduate Faculty status** is awarded to a regular faculty member meeting any one of the following requirements:

1. The faculty member meets the standards of Scholarly Academic or Practice Academic as adopted by the Scott College of Business faculty; or
2. The faculty member meets the standards of Scholarly Practitioner as adopted by the Scott College of Business faculty.

In the case of (1) above, Graduate Faculty status is maintained by the faculty member so long as the faculty member retains the qualification of Scholarly Academic or Practice Academic. In the case of (2) above, Graduate Faculty status is maintained by the faculty member for three years from the time it is attained and is renewable.

Each year, the graduate programs office will review all regular faculty members in the Scott College to determine if any changes are warranted. Any change in a faculty member's status will be communicated to the faculty member, the faculty member's department chair, and the college dean. The graduate programs office will maintain a list of faculty members who hold Graduate Faculty status.

**A provisional Graduate Faculty license** can be awarded to a faculty member meeting any one of the following requirements:

1. The non-regular faculty member meets the standards of Scholarly Practitioner as adopted by the Scott College of Business faculty.
2. The regular or non-regular faculty member meets the standards of Instructional Practitioner as adopted by the Scott College of Business faculty and has significant management, executive-level, or other relevant experience.

A provisional license is awarded to a faculty member for a period of one semester and can be awarded to an individual more than once. A provisional license for a faculty member must receive a positive vote of the Scott College of Business Graduate Committee. The faculty member's qualification status will be reevaluated prior to each semester and the issuance of a provisional license.

## MBA LEARNING GOALS

(8/19/2016)

1. Students will demonstrate the ability to use business problem solving techniques.
2. Students will demonstrate the ability to apply business knowledge consistent with contemporary best practices.
3. Students will demonstrate the ability to work effectively in a team environment.
4. Students will demonstrate an advanced understanding of global business practices.

## SCOTT COLLEGE OF BUSINESS SUMMER TEACHING GUIDELINES (Effective Summer 2021)

Academic Affairs allocates a specific set of funds to support summer school offerings. These funds are University funds and each college is expected to manage those funds appropriately. **The primary goal of these funds is to support the needs of our students, undergraduate and graduate.** Therefore, the following guidelines will be followed:

1. Department Chairpersons are responsible for scheduling department courses and appointing faculty to teaching assignments.
2. Any exception to these guidelines must be justified by the department chairperson and approved by the dean.
3. As a general rule, no regular faculty member may teach more than three (3) semester hours across all summer terms.
4. No regular faculty member may teach more than three hours during a three-week term.
5. Department chairperson may teach up to three hours of courses during the summer.
6. For tenured, tenure-track, and instructors who are interested in summer teaching: anyone faculty member may not be assigned more than one course until all interested and qualified faculty have been assigned once courses; courses remaining should be distributed equitably if budget permits.
7. The same course cannot be offered twice in the same portion/term of the summer for a course smaller than an enrollment of 40 students.
8. No course should have an enrollment that exceeds 40 students.

NOTE: Required courses must be available for students during regular terms. Required courses may be offered during the summer for students.

**RELEVANT UNIVERSITY POLICY ON SUMMER PAY**  
**(Effective Summer 2023)**

**505.12 Summer Sessions**

**505.12.1 Summer Term Salaries Based on Teaching Load.** Summer term salaries are based on the number of credit hours (or equivalent) taught.

**505.12.2 Summer Term Rate of Pay.** The rate of payment shall be a flat fee based upon rank.

a. Pay shall be as follows: Assistant Professors, Associate Professors, and Full Professors: 3% of the salary floor for their respective rank, per credit. Senior Instructors: 2.75% of the salary floor for Assistant Professors, per credit. Instructors: 2.5% of the salary floor for Assistant Professors, per credit. Lecturers' pay shall be consistent with their compensation for Fall and Spring semester courses.

b. Faculty teaching arranged/independent study sections will be paid a flat stipend per student. Rate shall be \$300 - \$400 per student up to a maximum of \$2500. The rate shall be determined based upon the amount of time and effort put into instruction.

**505.12.3 Enrollment Guidelines Must Be Met.** Summer session courses are subject to meeting minimum enrollment guidelines of the University (8 for undergraduate courses and 6 for graduate courses). If a course does not meet the minimum enrollment guidelines, the department chair may offer a faculty member the opportunity to teach at the course utilizing the arranged/independent study model presented in Section 505.12.2.

**505.12.4 Summer Term Teaching Assignments.** Department chairs are responsible for scheduling department courses and for appointing faculty to teaching assignments.

**505.12.5 Timing of Pay.** Summer session faculty receive compensation following completion of the teaching assignment.



## INDIANA STATE UNIVERSITY NEW FACULTY ORIENTATION (NFO)

New Faculty Orientation (NFO) seeks to prepare our new faculty for success in teaching, research, and in other aspects of the Indiana State environment throughout their careers. The program is required for those with one of these regular faculty designations:

- A newly-hired tenure track faculty
- A faculty member who was previously an instructor or lecturer here at ISU, who is beginning a tenure track assignment
- A newly-hired instructor
- A faculty member who was previously a lecturer here at ISU, who is beginning an assignment as an instructor

NFO helps new faculty develop an awareness of expectations related to teaching, research, and service. The program also helps faculty to build a network of contacts to support their efforts in these areas. NFO therefore provides a foundation for success for individual faculty. It also fosters an understanding of the mission of the institution and current areas of emphasis that promotes active engagement of new faculty in support of institutional goals.

The program begins in early August with introductory sessions that focus on welcoming our new faculty, introducing them to campus culture and our students, and assisting them in their preparations for the beginning of classes in the fall semester. It continues through the fall semester, and focuses on a variety of topics, including:

- Teaching excellence
- Research expectations and support services
- Career information, including promotion and tenure process and requirements, faculty portfolio development, etc.
- Administrative elements such as the process for ordering textbooks, advisement, etc.

Sessions are generally held one day a week, and each session will be about two hours in length. The fall segment will run from late August (just after classes begin) until early November.

Beginning with the academic year 2015-16, the program will also include a series of electives offered during spring semester. These are existing programs in the Faculty Center for Teaching Excellence, programs offered by the Library or other campus units specifically for new faculty, or conferences offered by various campus departments such as the Office of Student Success. From a variety of such events, new faculty will be asked to choose four to attend. In addition to these development sessions, we plan several social gatherings throughout the fall and spring semesters. These might have a theme (e.g. shared governance) or they might be intended simply to assist in developing relationships among our new faculty and others on campus. NFO is a significant part of ISU's Strategic Plan Goal 6: Recruit and Retain Great Faculty and Staff. For the great new faculty we hire, we want to ensure as an institution that we are providing support that allows their careers to get off to the best start.

## NEW FACULTY ORIENTATION PROFESSIONAL DEVELOPMENT ACCOUNT

### Stipend Information

New Faculty Orientation (NFO) is a required program. The NFO Professional Development Account is provided by Indiana State University in recognition of the professional development commitment you are making to your program and to the University. The program and the related Professional Development Account have been designed to support faculty professional development in the areas of teaching and research as part of progression toward promotion and tenure at Indiana State. The funds held in this account are available to the faculty member, predicated on their participation in, and successful completion of, the New Faculty Orientation course. Funds are transferred to the faculty member's department as described below. Funds held in this account are not a part of any "start up" funds provided by the University, your College, or the department, and are restricted for use by the faculty member only. Funds are awarded in three increments: an account is credited with \$1,000 upon completion of the fall semester sessions of NFO (January 1); a second \$1,000 is available July 1 after NFO is completed; and a final \$500 is available July 1 of the second year after NFO is completed. Funds transferred to the faculty member's department are subject to normal departmental and University approvals and processes. The total stipend is \$2,500.

Funds are specifically intended to support professional development. For tax reasons, tangible items purchased with NFO funds are subject to normal property accounting policies and will be considered property of the University (i.e., software, books, etc.). Only the participating faculty member can use the funds in the account, and funds cannot be transferred. Fundable activities that customarily fall into this category are:

- Travel
- Training
- Books
- Transcription (if invoiced)
- Specific software (one copy)
- Professional organization membership
- Conference fees and registration
- Subscriptions

**One absence is allowed during the regular-semester Fall NFO sessions.** Each additional unexcused absence results in a fund balance reduction of \$600 (excused absences are defined by HR policy and must be approved by the NFO coordinator (Lisa Spence). If the faculty member leaves Indiana State, funds remaining in the account revert to the University. All funds must be expended within four years of the date of employment.

## **REGALIA PURCHASE**

In order that new faculty can meet the institutional commitment for faculty to attend graduation, coverage for a “standard package” of regalia will be offered through the ISU Bookstore for new faculty who do not already own regalia. Faculty members are notified of the process for ordering regalia during an NFO session in early Fall.

## **FACULTY COMMENCEMENT INFORMATION**

The University conducts commencement twice each year -- two ceremonies in May and one ceremony in December. All commencements are held in Hulman Center on the campus. Questions should be directed to (812) 237-4000.

You can find the upcoming commencement schedule at:

<https://www.indstate.edu/academic-affairs/commencement>

Commencement is a most important celebration for a campus. The participation of faculty in the celebration demonstrates to our graduates, their family members, and even to prospective students how important they are to us. Provost Licari personally requests your participation in the Commencement ceremonies. Together we can make this celebration an event that all of our graduates will never forget. We want and need for them to leave here with nothing but fond memories of a University that provided both a quality education and a caring environment.

## **FACULTY ATTENDANCE FORM**

<http://www.indstate.edu/academic-affairs/commencement/faculty/faculty-attendance-form>

## **FACULTY REGALIA ORDER FORM**

[https://www.indstate.edu/sites/default/files/media/faculty-regalia-order-form-for-may-2017\\_0.doc](https://www.indstate.edu/sites/default/files/media/faculty-regalia-order-form-for-may-2017_0.doc)

**SCOTT COLLEGE OF BUSINESS**  
**PROFESSIONAL DEVELOPMENT FUND USAGE**  
**(2019)**

Professional development funds (PDF) are provided from several sources, including the Provost area, grants, and the Scott College of Business. These funds are targeted to cover faculty professional development costs; for example, travel to conferences, memberships, subscriptions, and items such as specialized software or equipment, books, etc. (Some items that do not qualify are office supplies or items not related to professional development of the faculty member).

University policy is that anything purchased with University funds is the property of the University. When faculty leave or no longer wish to use the items purchased, those items stay with the University, including software, equipment, books, unexpired subscriptions, etc. (Of course, travel, memberships, and some subscriptions may not be returnable or are finished).

Upon leaving the University, purchased items must be returned to the department or the College. Unused account balances may **not** be transferred to another individual.

**SCOTT COLLEGE OF BUSINESS**  
**JOURNAL PETITION PROCESS FOR INCLUSION ON THE SCOB ADDENDUM LIST**  
**(Approved 4/30/2021)**

If a peer-reviewed journal is not listed on the most recent/applicable prior editions of the Australian Business Dean's Council Index or the SCOB Addendum List, the faculty member must apply to the Journal Evaluation Committee and receive approval for its inclusion on the SCOB Addendum List prior to submitting a manuscript for review. The faculty member is required to submit the rationale for inclusion including evidence of acceptance rate no greater than 40% and double-blind peer review. In addition, the name of the journal editor & editorial review board members, publisher, as well as rankings on other quality lists, journal impact factor and cite score if available should be provided. The faculty member must also indicate the quality level for consideration (B or C) and may provide additional supporting evidence if applicable. **Journals that appear on predatory or black lists will not be approved.**

To avoid journal overlap with subsequent editions of the ABDC Index list and to also maintain the relevancy of the SCOB Addendum List, journals on the SCOB Addendum List will be re-reviewed every three years.

1. The keeper of the SCOB Addendum List should be the associate dean.
2. The SCOB Addendum List will be published on the SCOB website.
3. The Journal Evaluation Committee will be a three person review team. In addition to the associate dean, two tenured (non-administrative) senior faculty members (appointed by the dean) will serve three year terms, with reappointment possible. Preferred qualifications, but not mandatory, of the reviewers are prior experience as a journal editor, a demonstrated record of peer reviewed journal publications in a variety of scholarly outlets at various quality levels, and/or a demonstrated record of manuscript reviewing for a variety of scholarly publications at various quality levels.
4. The first charge to the team should be to create and complete the first edition of the SCOB Addendum List by reviewing and ranking all journals not on the ABDC Index list in which faculty have published (2017-2021) for inclusion.
5. All applications for consideration should originate in the associate dean's office and would be forwarded to the review team. A form located on the SCOB website is available for faculty to submit their publication requests. Faculty should make sure they include the acceptance rate for their publication requests. **Journals that have unknown or acceptance rates greater than 40% will not be reviewed.**
6. Upon receipt of a petition, the review team must complete the journal assessment and provide its decision to the applicant within two weeks.

7. For journal approval, a majority of team members must support its inclusion on the list.
8. If a journal is rejected, a faculty member can appeal to the SCOB dean who will consult with the associate dean for a final decision.

### **Process for Journal Assessment**

Faculty must complete and submit the journal submission petition. The electronic petition can be found at: <https://www.indstate.edu/business/facstaff/journals> . The form must be complete to be reviewed (particularly acceptance rate). Each committee member will review each journal submission by using the Journal Evaluation Decision Tree.

The committee will meet to determine inclusion of the journal and assign the ranking of the journal. The committee will NOT issue an A ranking for journals reviewed. The committee will utilize the following decision checklist:

- Is journal and/or publisher is listed on any predatory journal list?
- What is the acceptance rate?
  - 1-25% B Rank
  - 26-40% C Rank
  - If the journal acceptance rate provided is a range that overlaps into another interval, the mid-point, rounded down will be the assigned rank. For example, a journal gives a range of 22 to 31%. The mid-point of the range is calculated to be 26.5%. Thus, the acceptance rate used for ranking is 26% and the journal would be assigned a rank of C.
- Is double-blind peer review used?
- Is an editor Identified by name?
- Is there a unique editorial/review board with names and affiliations?
- Is there evidence of low rigor?
  - For example, does the journal publish abstracts?
  - For example, is there a revision process?
- Are there Submission and Publication Fees?
  - When are fees assessed?
  - What is the amount of fees?
    - Less than or equal to \$500?

The committee will meet to discuss each journal to include in the SCOB Journal Addendum List. A faculty member can appeal a rejection to the SCOB dean who will consult with the associate dean for a final decision.