

PROCESS MANUAL



Version: April 2011



FSU Business Process Manual

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FSUBUSINESS POLICY 1: MINIMUM STANDARDS FOR MAINTAINING ACADEMIC QUALIFICATIONS

A faculty member is considered “academically qualified” by meeting one of the following standards.

1. “All but dissertation” (ABD) status with completion of degree within two (2) years from the date of hire.

2. Doctoral degree obtained within the previous five years:
 - a. Providing the degree is in the area in which the individual teaches (the AACSB standards include further elaboration of this definition),

OR
 - b. Providing the doctoral degree is not in the area in which the individual teaches, evidence of additional professional development is needed such as specialized coursework or intellectual contributions in a relevant business field that include a minimum of 2 discipline-specific journal articles.

3. Doctoral degree obtained more than five years previously; the individual is expected to demonstrate professional development via intellectual contributions which meet one of the following standards:
 - a. Publish two refereed journal articles (learning and pedagogical research, contributions to practice, and/or discipline-based scholarship) within a rolling 5-year period. Faculty teaching in the MBA Program will need to demonstrate additional professional development activities (e.g. presentation of scholarly paper at national/international conferences, publication of scholarly papers in refereed conference proceedings)

OR
 - b. Publish one refereed journal article (learning and pedagogical research, contributions to practice, and/or discipline-based scholarship,) and one book (e.g. text book, professional/practice/trade, and/or scholarly book)

OR

- c. Publish one refereed journal article (learning and pedagogical research, contributions to practice, and/or discipline-based scholarship,) and five additional intellectual contributions from the list below (not more than two can be from the same category). Two validating experiences may be substituted for two Other ICs (see examples of validating experiences following the list of “additional intellectual contributions”).
- Chapters in Scholarly books
 - Publications in trade journals
 - Book reviews
 - Research Monographs (teaching/pedagogical, practice/applied and/or discipline-based research)
 - Peer reviewed proceedings from teaching/pedagogical meetings, professional/practice meetings, and/or scholarly meetings
 - Peer reviewed paper presentations at teaching/pedagogical meetings, professional/practical meetings, and/or academic meetings
 - Conduct faculty workshops (teaching/pedagogical, practice oriented, and/or discipline-based research seminar)
 - Non-peer reviewed journals (learning and pedagogical, contributions to practice, and/or discipline-based scholarship). School must provide substantive support for quality
 - Others (peer reviewed cases with instructional materials, instructional software, publicly available material describing the design and implementation of new curricula or courses, technical reports related to funded projects, publicly available research working papers, etc. please specify)

NOTE: Generally, intellectual contributions will exist in a publicly written form and will be available for scrutiny by academic peers and professionals (e.g., in a library or through an on-line retrieval service).

A validating experience is an activity or accomplishment that is considered to add value to an independent third-party. Typically, the third-party has “purchased” the talent or expertise of a faculty member, either literally or by selecting the faculty member to perform a highly valued function.

The rationale for a validating experience is that a faculty member possesses a certain degree of current knowledge, skill, or ability that is sought after by the business community or by others in academe.

Examples of validating experiences for academic qualification (AQ) include but are not limited to the following:

- ✓ *a faculty internship where a faculty member works full-time for a company for a minimum period of time (e.g., 5 weeks) and is given a project to complete or set of responsibilities to execute,*
- ✓ *major editorial responsibilities such as editor-in-chief or executive editor of a journal or practitioner periodical,*
- ✓ *a funded grant proposal from a major funding agency,*
- ✓ *publishing the second (or higher) edition of a textbook (or, evidence that the first edition of the textbook has been widely adopted by peer schools), and*
- ✓ *obtaining new (and appropriate) professional certification.*

Considerations:

- ✓ *A key litmus test is the duration of time that the activity takes. A faculty internship should involve continuous work in the company, not a once-a-week meeting with middle managers, for example.*
- ✓ *Maintaining professional certifications by accumulating the requisite number of continuing education units does not qualify as a validating experience. It does not pass the test of a independent third-party “purchasing” the talent or expertise of the faculty member.*
- ✓ *Editing the Proceedings for a meeting is not considered a major editorial responsibility, even if the faculty member is invited to do so.*
- ✓ *Serving as one of several editors on an editorial review board or serving as a referee for a journal is also not considered to be a major editorial responsibility.*

Cross Reference to AACSB Standards: S.2, 10

Cross Reference to Strategic Plan: MG 2, 4, 7

Responsibility for monitoring: Dean, Department Chairs

Date of last modification: Spring 2011

FSUBUSINESS POLICY 2: MINIMUM STANDARDS FOR MAINTAINING PROFESSIONAL QUALIFICATIONS

A faculty member is considered “professionally qualified” by meeting the following criteria:

1. Master’s degree in a field related to the area of the teaching assignment.
2. Professional experience relevant to the teaching assignment, significant in duration and level of responsibility, and current at the time of hiring.
3. In any given five-year period, maintained professional currency by:
 - a. publishing a peer reviewed journal article, or
 - b. completing at least one validating professional experience.

A validating experience is an activity or accomplishment that is considered to add value to an independent third-party. Typically, the third-party has “purchased” the talent or expertise of a faculty member, either literally or by selecting the faculty member to perform a highly valued function.

The rationale for a validating experience is that a faculty member possesses a certain degree of current knowledge, skill, or ability that is sought after by the business community or by others in academe.

Examples of validating experiences for professional qualification (PQ) include but are not limited to the following:

- ✓ *creating and/or delivering executive education seminars,*
- ✓ *maintaining an active consulting practice,*
- ✓ *serving as a member of a board of directors for a for-profit business,*
- ✓ *writing a business-related book (such as Good to Great),*
- ✓ *authoring reports (from sponsored research) that are widely disseminated,*
- ✓ *publishing (and sustaining the publication of) a business-related newsletter,*
- ✓ *operating or owning a business, and*
- ✓ *obtaining new professional certification.*

Considerations:

- ✓ *A key litmus test is the sustainability of the activity. Being invited to give a keynote address at a convention is admirable, but one such speech may not be sufficient as a validating experience.*
- ✓ *A consulting practice needs to be a regular and ongoing activity.*

Cross Reference to AACSB Standards: S.2, 10

Cross Reference to Strategic Plan: MG 2, 4, 7

Responsibility for monitoring: Dean, Department Chairs

Date of last modification: Spring 2011

FSUBUSINESS POLICY 3: GRADUATE FACULTY MEMBERSHIP

Membership on the college's Graduate Faculty is required to teach graduate courses.

1. All faculty who are Academically Qualified are eligible to be members of the Graduate Faculty. Faculty members who are Professionally Qualified can apply for membership.
2. In extenuating circumstances, a faculty member can be awarded temporary membership on the Graduate Faculty, based on the college's need. Temporary membership is requested by the Department Chair and approved by the Dean.

Cross Reference to AACSB Standards: S.10

Cross Reference to Strategic Plan: MG 1, 2, 4, 7

Responsibility for monitoring: Department Chairs, Dean

Date of last modification: Summer 2009

FSUBUSINESS PROCESS A.1: ADVISING, UNDERGRADUATE**Description:**

General Description: The primary purpose of undergraduate advising is to assist students with academic and career planning. In addition, advising is an opportunity for students and faculty to build personal and caring relationships in accordance with the University's mission.

Detailed Description: Advising is a part of teaching and learning. As such, advising is a responsibility shared by faculty and students. The advising process within *FSUBusiness* fosters an atmosphere in which each student feels welcomed, heard, responded to, and respected as an individual. *FSUBusiness* advisors demonstrate high ethical standards and serve as positive role models.

Each student will find a support structure for developing meaningful educational plans that are compatible with his/her life goals. *FSUBusiness* provides advising support through three primary support avenues:

- a faculty advisor for one-on-one consultation,
- the *FSUBusiness* Advising Center for supplemental support, and
- Professional Development I and II courses for foundational knowledge and peer interaction.

Advising is required for all students each semester, except graduating seniors. Advisees schedule appointments with faculty to discuss course scheduling and registering for the next semester. Graduation checklists are updated with grades for completed courses each semester by the *FSUBusiness* Advising Center. The faculty advisor reviews the student file and checklist with each advisee.

Each academic Department is responsible for assigning a faculty advisor to newly-declared *FSUBusiness* students, although this responsibility may be delegated to the *FSUBusiness* Advising Center. Unless a student changes majors or requests a change, a student will remain with the same advisor throughout his/her academic career. A faculty advisor may also request a change.

The University is responsible for evaluation of advisors. Within the College of Business, assessing advising is at the discretion of each dept. Both the University and the *FSUBusiness* Advising Center provide opportunities for advisor training.

As a result of the advising process, students should be able to:

- locate and understand institutional policies and procedures in order to develop a degree completion plan,
- identify and utilize relevant campus resources,
- find solutions to academic and career-planning issues,
- develop an educational plan and a career preparation strategy, and
- articulate and implement personal educational and career goals.

FSU*Business* Advising Center

The FSU*Business* Advising Center is a support program for both faculty and students. The Center supports the advising process by:

- providing recordkeeping support for advising needs,
- assisting with preparation of appropriate advising materials,
- coordinating scheduling of classes, labs, and certain student events,
- coordinating work with students on probation,
- providing development opportunities to assist faculty to become better advisors and to assist students to meet their educational planning responsibilities,
- assisting with course scheduling and the preparation of a graduation plan,
- providing advising services, as authorized by the Associate Dean, in the absence of faculty advisors, and
- encouraging continuous improvement in all advising processes.

Cross reference to AACSB Standards: S.5 i; S.8 c.d.

Cross reference to Strategic Plan: MG 1; 6; 7

Responsibility for monitoring process: Associate Dean, Student & Alumni Committee

Date of last modification: Summer 2009

FSUBUSINESS PROCESS A.2: PLACEMENT, UNDERGRADUATE**Description:**

General Description: The purpose of undergraduate placement efforts is to assist students with career planning, obtaining field experience opportunities, and obtaining permanent employment upon graduation.

Detailed Description: At the University level, the Office of Career Services offers assistance to students seeking field experience, graduate school, and permanent employment opportunities. Career Services also offers general counseling for students who are undecided about careers or majors. All seniors and alumni may establish a credential file to use with on-campus and off-campus recruiters. Resume workshops are available. The Office of Career Services makes arrangements for on-campus recruiters and coordinates various job fair opportunities.

Within *FSUBusiness*, recruitment and workshop announcements sent through e-mail are printed and posted in *FSUBusiness* classroom buildings. *FSUBusiness* students are notified about job fairs and recruiters interested in business majors for field experience and employment opportunities via an *FSUBusiness* student listserve. Student organizations invite recruiters and other employer representatives to speak at meetings concerning employment information. In BUAD 400, Professional Development II, students are required to have a resume and a credential file prepared, and to participate in exit surveys to gather placement data.

Periodically, on-campus recruiters are given a brief survey to determine their satisfaction with *FSUBusiness* students.

Cross reference to AACSB Standards: S.5 j; S.8 e. f.

Cross reference to Strategic Plan: MG 6; 7

Responsibility for monitoring process: Associate Dean, Student & Alumni Committee

Date of last modification: Summer 2009

FSUBUSINESS PROCESS A.3: RETENTION, UNDERGRADUATE**Description:**

General Description: The purpose of the retention process is to assist students in achieving their potential so that students complete their degree programs in a timely manner.

Detailed Description: Research indicates that establishing connections (with faculty, other students, or student organizations) is a key factor in retaining students.

All students, other than graduating seniors, are required to meet with a faculty advisor each semester.

In BUAD 105, Professional Development I, students receive a thorough orientation to *FSUBusiness*, and are encouraged to participate in professionally-relevant student organizations.

The University holds a Majors Fair periodically where students meet faculty, student organization leaders, and coordinators of new programs. *FSUBusiness* hosts welcome receptions for new majors in which they meet faculty, receive information about the College, and are introduced to representatives of *FSUBusiness* student organizations.

Students on academic probation or warning status are encouraged by the University's Academic Affairs Office and the College of Business to meet with advisors more frequently than once per semester and are limited in the number of credit hours they may take. These students are also encouraged to attend a meeting with the *FSUBusiness* Advising Center Coordinator. The purpose of the additional meetings is to assist the student in developing a plan for returning to good academic standing. These plans might include tutoring arrangements, limiting credit hours, and time management guidance.

Cross reference to AACSB Standards: S.7 a.-g.

Cross reference to Strategic Plan: MG 1; 6; 7

Responsibility for monitoring process: Associate Dean, *FSUBusiness* Advising Center Coordinator

Date of last modification: Summer 2009

FSUBUSINESS PROCESS A.4: ADMISSIONS, UNDERGRADUATE**Description:**

General Description: The purpose of the admissions process is to aid in recruiting students into *FSUBusiness*.

Detailed Description: *FSUBusiness* undergraduate programs have no special admission requirements other than general University requirements. Any student enrolled at the University may declare any *FSUBusiness* major. All students must have a 2.0 GPA in both the major and overall cumulative averages in order to graduate.

To recruit students, *FSUBusiness* participates in FSU Open Houses and Area Receptions, maintains a college Web site, and replies to specific information requests from students and the FSU Admissions Office. The College does not do any direct recruiting of students separate from the University Admissions Office.

Within the University, we seek to recruit students into *FSUBusiness* programs via introductory survey courses and, to a limited extent, Learning Communities for freshmen.

Cross reference to AACSB Standards: S.6.a.-h.

Cross reference to Strategic Plan: MG 6.2; 6.3

Responsibility for monitoring process: Department Chairs

Date of last modification: Summer 2009

FSUBUSINESS PROCESS A.5: MONITORING CURRICULUM COMPLIANCE, UNDERGRADUATE

Description:

General Description: The purpose of this process is to make sure that students make satisfactory degree progress and comply with AACSB, University, college, and program requirements.

Detailed Description: FSU*Business* monitors undergraduate curriculum compliance in five ways:

- FSU*Business* Advising Center records all grades and credits earned on a program-specific degree checklist which includes the University's general education requirements.
- Faculty advisors meet with advisees every semester and review the student advising folders.
- The Curriculum Committee reviews major proposed curriculum changes for compliance with AACSB standards and consistency with the college mission.
- BUAD 105, Professional Development I, and BUAD 400, Professional Development II are used to monitor compliance. In BUAD 105, students explore program requirements and college learning goals. In Professional Development II, students must demonstrate compliance with requirements and mastery of the college's learning goals.
- The Assurance of Learning Committee (AoL) collects, analyzes, disseminates, and retains student assurance of learning data.

The FSU PAWS registration system requires completion or current enrollment in appropriate prerequisites. Department Chairs may make exceptions (appropriate documentation of the exception is placed in student advising folders). The University's Academic Standards Committee may make exceptions to certain University degree requirements as a result of a successful appeal from a student. These exceptions are documented in the Registrar's Office. The Registrar's office also completes pre- and post-degree audits which are available to advisors and students at all times in the PAWS system.

Cross reference to AACSB Standards: Mgmt of Curricula; S.15 b.

Cross reference to Strategic Plan: MG 1; 7

Responsibility for monitoring process: Associate Dean, Curriculum Committee, Assurance of Learning Committee

Date of last modification: Summer 2009

FSUBUSINESS PROCESS A.6: ADVISING - MBA**Description:**

General Description: The purpose of this process is to ensure timely and consistent progress toward the completion of degree requirements and graduation.

Detailed Description: The Graduate Coordinator advises current and prospective students on an as-needed basis using e-mail, telephone, and office appointments. The elements of the MBA advising program include:

- The academic and employment backgrounds of all applicants are reviewed by the Graduate Coordinator to determine which of the MBA Essentials must be completed. This information becomes part of the admission letter issued by the Office of Graduate Services.
- New students are sent a letter upon acceptance notifying them of the name and contact information of the Graduate Coordinator and inviting students to contact the Graduate Coordinator as needed.

Cross reference to AACSB Standards: S.7

Cross reference to Strategic Plan: MG 1, 7, 4

Responsibility for monitoring process: Graduate Coordinator

Date of last modification: Summer 2009

FSUBUSINESS PROCESS A.7: ADMISSION - MBA**Description:**

General Description: The purpose of this process is to ensure that applicants are admitted to the MBA program only if they have demonstrated, through an appropriate combination of success in their prior undergraduate/graduate education and the completion of the Graduate Management Admission Test (GMAT) or the Graduate Record Exam (GRE), that they are likely to successfully complete the degree requirements

Detailed Description: To gain admission to the MBA Program, all applicants must meet the standards established by the University for admission to the Graduate School and minimum standards established by the College of Business. This is accomplished by submitting transcripts and other necessary documents to the Office of Graduate Services for review. If approved for admission, the applicant's records are forwarded to the Graduate Coordinator for further consideration. International students are required to demonstrate a proficiency in the English language (via TOEFL score).

After the applicant's grade point average is determined (it may be the applicant's overall or last 60 credits GPA), it is multiplied by a factor of 200 and added to the GMAT score to produce the applicant's quantitative acceptance score (QAS). GRE scores are converted to an equivalent to the GMAT score based on percentiles.

- If the QAS based on the overall GPA is greater than 950, or if the QAS based on the last 60 credits is greater than 1000, the applicant is admitted.
- If the QAS is 1-50 points below the standard, the Graduate Coordinator reviews the application and may elect to admit the student as a "provisional" student. No more than 20 percent of the students admitted to the MBA program each semester may be admitted as provisional students.
- If the QAS is 51 - 100 points below the standard, the Graduate Coordinator refers the application to the Graduate Policy Committee for further consideration of admission as a provisional student. The Graduate Policy Committee may elect to place additional application requirements on the student including a written essay, a personal interview, and/or letters of reference.
- If the QAS is more than 100 points below the standard, the student is not admitted to the MBA program.

If an applicant has an undergraduate Grade Point Average of 3.25 or greater (on a 4.00 scale) they may be admitted to the program without having to take the GMAT.

Students may attend classes for one semester prior to completing the admission process.

Cross reference to AACSB Standards: S.6

Cross reference to Strategic Plan: MG 4, 7

Responsibility for monitoring process: Graduate Coordinator

Date of last modification: Summer 2009

FSUBUSINESS PROCESS A.8: MONITORING CURRICULUM COMPLIANCE, MBA**Description:**

General Description: The purpose of this process is to ensure that students make satisfactory degree progress and comply with AACSB, University, college, and program requirements.

Detailed Description: The MBA program consists of 16 courses, all of which are required. However, students with undergraduate coursework in any of the four Essential areas are granted a waiver for the corresponding courses. Students are notified at the time of admission which Essentials courses are to be waived. The Office of Graduate Services enters this information into the PAWS system. FSUBusiness monitors graduate curriculum compliance in two ways:

- Students complete the Application for Graduation in their last semester of enrollment. This application is returned to the Office of Graduate Services which then prepares the Degree Audit. The audit and the Graduate Check-out Approval form are forwarded to the Graduate Coordinator for review. The Audit notes any course requirements needed for completion of the degree at the termination of the semester. On the Graduate Check-out Approval form, the Graduate Coordinator either approves satisfactory completion of coursework, or notes deficiencies that would preclude awarding of a degree. In the event that not all requirements will be met at the end of the semester, the Office of Graduate Services sends a letter detailing the deficiency to the student, with a copy to the Graduate Coordinator.
- Prior to a degree being granted, the Graduate Coordinator reviews the student's transcript to determine that all required courses have been completed and that the student has a satisfactory GPA (3.0).

The FSU PAWS registration system requires completion or current enrollment in appropriate prerequisites. The Graduate Coordinator may approve exceptions (appropriate documentation of the exception is placed in student advising folders). The University's Graduate Council may make exceptions to certain University degree requirements as a result of a successful appeal from a student. These exceptions are documented in the Registrar's Office.

Cross reference to AACSB Standards: C.2.

Cross reference to Strategic Plan: MG 1

Responsibility for monitoring process: Graduate Coordinator, Director of Graduate Services

Date of last modification: Summer 2009

FSUBUSINESS PROCESS A.9: FSUBUSINESS SCHOLARSHIP SELECTION**Description:**

General Description: The purpose of this process is to clarify how qualified candidates for *FSUBusiness* scholarships are nominated and selected.

Detailed Description: The nomination and selection process steps are as follows:

1. FSU Foundation and FSU Scholarship Coordinator (from Financial Aid) send out scholarship notifications in January to Dean's Office.
2. A Scholarship advertising display bulletin board, prepared each January, is located in Frampton Hall. The board, updated as needed, displays scholarship notices, scholarship criteria, and scholarship applications. The same information is also available in the office of Business Program Director at the University System of Maryland Hagerstown (USMH) Center. Additionally, scholarship notices are emailed to business students every semester.
3. All *FSUBusiness* faculty are given summary information on all available *FSUBusiness* scholarships and are to encourage qualified students to apply.
4. Completed application forms are due in the *FSUBusiness* Advising Center by the deadline, normally March 1.
5. Prior to the Selection Task Force meeting, the Chair of the Student & Alumni Committee coordinates the preparation of a spreadsheet summarizing the applicants' information as required in the scholarship criteria. The *FSUBusiness* Advising Center verifies GPAs and financial need on each application form as required by University policy. Verification requires sign-off on the application form itself.
6. A meeting of the *FSUBusiness* Scholarship Selection Task Force, a subset of the Student & Alumni Committee, is convened in March. The members review all scholarship applications and complete the selection process.
7. After the Scholarship Selection Task Force makes its choices, the Chair of the Student & Alumni Committee and/or the Associate Dean completes the University Scholarship Selection Form. This form requires documentation of each scholarship recipient's personal information and how the scholarship criteria were met by the nominated recipient (criteria set by the Office of University Advancement). The completed form and notification of criteria met are forwarded to the Provost's Office by the due date.

8. After the Provost approves the selections and notifies the recipients, the Associate Dean prepares:
 - a. congratulatory letters to recipients accompanied by an invitation to the FSU *Business* Honors Reception, and
 - b. conciliatory letters to applicants who did not receive scholarship awards.
9. Recipients of scholarships and awards are formally recognized at the annual College of Business Honors Reception.
10. All scholarship materials (i.e., originals of application forms, scholarship notices, Honors Reception information) are organized and retained for five years in the CoB Advising Center.

Note: Departmental scholarship nominees are selected via departmental processes.

Cross reference to AACSB Standards: S.8 b.

Cross reference to Strategic Plan: MG 7.3; 7.4

Responsibility for monitoring process: Associate Dean, Student & Alumni Committee

Date of last modification: Summer 2009

FSUBUSINESS PROCESS B.1: CHANGING UNDERGRADUATE CORE CURRICULUM**Description:**

General Description: The purpose of this process is to ensure that the undergraduate core curriculum remains of high quality, providing a broad context for the courses in the student's major.

Detailed Description: The core curriculum provides perspectives such as ethical and global issues; the influence of political, social, legal and regulatory, environmental and technological issues; and the impact of demographic diversity in organizations. It also provides a common body of knowledge for all business majors.

The responsibility for changing the core curriculum lies with the Curriculum Committee which gathers input from a variety of sources such as students and faculty, other business programs, employers and advisory groups, and the Assurance of Learning Committee. Changes proposed by the Curriculum Committee are submitted to the general faculty of the College for discussion and debate. A vote of approval by the faculty is followed by submission of the proposal to the University's governance system.

Cross Reference to AACSB Standards: S.15 c. e. i.

Cross Reference to Strategic Plan: MG 1.1; 6.1; 6.2

Individual responsible for monitoring process: Dean, Curriculum Committee

Date of last process modification: Summer 2009

FSUBUSINESS PROCESS B.2: CHANGING UNDERGRADUATE MAJOR/MINOR/CONCENTRATION**Description:**

General Description: The purpose of this process is to ensure that the curricula for majors, minors, and concentrations in the College remain of high quality and relevant to the business world and economy. The process for changing the curriculum relates primarily to the college's mission to provide a "quality professional education."

Detailed Description: The process for changing the curriculum of a major, minor, or concentration begins with the faculty of the relevant department or program that gathers input from a variety of sources such as students and faculty, other business programs, employers and advisory groups. The faculty of the program approve changes, which are submitted to the Curriculum Committee for review. For concentrations that are interdepartmental, such as Integrated Business, the Curriculum Committee has responsibility for initiating changes.

The Curriculum Committee's function is primarily advisory to the Dean and Departments, and to assure compliance with University and college requirements. For example, in cases where changes will have a significant impact on another Department or portion of the College, that Department must also receive timely notification of the change and should have an opportunity to provide input on the impact of the proposed change. In the event that the Curriculum Committee disapproves of a proposal which a Department seeks to implement, the decision to approve or deny will rest with the Dean. Proposals approved by the committee or Dean are then submitted to the University's governance system.

Cross Reference to AACSB Standards: S.15 a. c. i.

Cross Reference to Strategic Plan: MG 1.1; 6.1; 6.2

Individual responsible for monitoring process: Deans, Department Chairs, Curriculum Committee

Date of last process modification: Summer 2009

FSUBUSINESS PROCESS B.3: MONITORING UNDERGRADUATE CORE COURSES**Description:**

General Description: The purpose of this process is to maintain an up-to-date core curriculum for business majors and to ensure that students are well-prepared for careers in business.

Detailed Description: The Curriculum Committee periodically reviews the content of the business core courses in light of various assurance of learning measures, including student and alumni satisfaction surveys and assessments of student learning. The review includes an examination of syllabi and other course materials and discussion with faculty teaching the courses. The committee also examines coordination issues to ensure that students in the lower-level classes are learning materials necessary to be successful in the upper-level courses.

Cross Reference to AACSB Standards: S.15 b. c. i.

Cross Reference to Strategic Plan: MG 1.1; 6.1; 6.2

Individual responsible for monitoring process: Curriculum Committee

Date of last process modification: Summer 2009

FSUBUSINESS PROCESS B.4: CHANGING MBA PROGRAM REQUIREMENTS

Description:

General Description: The purpose of this process is to maintain an up-to-date curriculum for MBA students and to ensure that students are well-prepared for careers in business

Detailed Description: Changes in the MBA curriculum are undertaken in such a way as to ensure that it remains a high-quality program that meets the needs of students and fulfills the requirements of applicable accreditation bodies.

The Graduate Policy Committee is charged with managing and coordinating changes to the MBA curriculum. Proposed curriculum changes can be generated by a variety of interested parties, including:

1. the College Executive Council,
2. individual faculty members,
3. the Business Advisory Board,
4. the Graduate Policy Committee, and
5. the Assurance of Learning Committee.

Some of the more common reasons for curriculum changes being proposed are:

1. monitoring of the program's outcomes assessment measures identifies a problem or concern,
2. a competitive opportunity or threat is identified, and/or
3. a technological advancement that enables new content/delivery becomes available.

Curriculum change proposals are first evaluated and modified as appropriate by the Graduate Policy Committee. Upon initial approval by the Committee, proposed changes are reviewed by the College Executive Council and returned to the Graduate Policy Committee with recommendations and comments. Proposals that are approved by both the Graduate Policy Committee and the College Executive Council, if significant, are subsequently submitted to the College of Business faculty for discussion, debate, and voting. If approved by the faculty, the Graduate Coordinator, assisted by the Graduate Policy Committee, submits the proposed changes to the University Graduate Council and the Faculty Senate for approval. Once approved by the Faculty Senate, the

Graduate Coordinator implements the curriculum changes, including ensuring that the changes are incorporated into the Graduate Catalog and that the applicable course offering changes are made.

Cross reference to AACSB Standards: S.15, 18, 20

Cross reference to Strategic Plan: MG 1, 7

Responsibility for monitoring process: Graduate Coordinator

Date of last modification: Summer 2009

FSUBUSINESS PROCESS B.5: MONITORING THE MBA CURRICULUM**Description:**

General Description: The purpose of the process is to ensure that the MBA curriculum is up-to-date and that MBA students are well prepared for careers in business.

Detailed Description: The Graduate Policy Committee is charged with periodically reviewing the MBA curriculum to ensure that it remains focused on current and, where identifiable, future business practices. Included in the review are examinations of course syllabi, textbooks, and other course materials and discussions with the faculty members who teach the courses. In addition, the Committee regularly reviews various outcomes assessment measures such as student and alumni satisfaction surveys and student learning assessments. Finally, the Committee reviews the MBA Essentials to ensure that the list is appropriate based on the content of the Curriculum.

Cross reference to AACSB Standards: S.15, 18, 20

Cross reference to Strategic Plan: MG 1, 7

Responsibility for monitoring process: Graduate Coordinator

Date of last modification: Summer 2009

FSUBUSINESS PROCESS B.6: MONITORING SYLLABI**Description:**

General Description: The purpose of this process is to ensure current course content. This process relates to the overall mission of the College to provide a “quality professional education.”

Detailed Description: This process includes the following activities:

1. The department secretary collects a syllabus for each class offered each semester.
2. Department Chairs and/or Department Evaluation Committees include course syllabi as part of annual faculty review of teaching.
3. Periodically, the Associate Dean collects and reviews course syllabi in a format suitable for the AACSB self-evaluation report.
4. Periodically, the Curriculum Committee reviews syllabi for compliance with University and College standards. Graduate syllabi are submitted to the Graduate Policy Committee for review and evaluation.

Cross Reference to AACSB Standards: S.12 b. g.-i. k.

Cross Reference to Strategic Plan: MG 1.1 (U/G); 6.1 (U/G); 1.2 (MBA)

Individual responsible for monitoring process: Associate Dean, Department Chairs, Curriculum Committee, Graduate Policy Committee.

Date of last process modification: Summer 2009

FSUBUSINESS PROCESS C.1: ALUMNI SURVEY**Description:**

General Description: The purpose of this process is to ensure that information is obtained from alumni regarding their perceptions of the quality of education received at FSU*Business*.

Detailed Description: The survey instrument is mailed to a sample of alumni periodically. The sample is comprised of alumni who are one, two, three, and four years out of the program. The Associate Dean tabulates and distributes the results.

The survey report is provided to the College Executive Council (CEC) and to the Assurance of Learning Committee (AOLC). Survey results are also distributed to the Department Chairs for further analysis. The AOLC analyzes the report to identify issues which need to be addressed. The AOLC then determines who or which committee should address the issue in a decision-making mode. For example, some of the issues may be referred to the Curriculum Committee; others may be referred to the CEC.

The survey report also provides information that must be incorporated into the college's Balanced Scorecard.

Cross reference to AACSB Standards: S. 7

Cross reference to Strategic Plan: MG 1

Responsibility for monitoring process: Associate Dean

Date of last modification: Summer 2009

FSUBUSINESS PROCESS C.2: EMPLOYER SURVEYS**Description:**

General Description: The purpose of this process is to ensure that information is obtained from employers who visit the campus regarding their perceptions of FSU*Business* students. Various survey instruments are used.

Detailed Description: The survey instrument for employers who visit the campus to conduct interviews is the FSU*Business On-Campus Recruiter Survey* which requests that interviewees be rated for various attributes such as oral communication and technical knowledge. The instrument also includes an open-ended request for comments and suggestions from the recruiter. The survey instrument is distributed to the recruiter for completion after campus interviews. The recruiter is asked to return the survey to Career Services. Career Services returns the completed surveys to the Associate Dean for analysis.

The survey instrument for employers who visit the campus for other events is the FSU*Business Employer Survey* which requests information on the characteristics valued most in entry-level employees such as oral and written communication ability and technical knowledge. The instrument also requests information about FSU*Business* graduates previously hired by the employer regarding preparation for an entry-level position. The survey instrument is distributed to the employer for completion after the event. The employer is asked to return the survey to the Associate Dean for analysis.

Survey reports are provided to the Student and Alumni Committee for further analysis and for distribution to other appropriate committees.

Survey reports also provide information that must be incorporated into the college's Balanced Scorecard.

Cross reference to AACSB Standards: S. 7

Cross reference to Strategic Plan: MG 1

Responsibility for monitoring process: Associate Dean, Student and Alumni Committee

Date of last modification: Summer 2009

FSUBUSINESS PROCESS C.3: STUDENT SURVEYS, UNDERGRADUATE**Description:**

General Description: The purpose of this process is to ensure that information is obtained from undergraduate students each year regarding their perceptions of their education at *FSUBusiness*.

Detailed Description: The survey instrument is the *EBI Undergraduate Exit Study*. The survey instrument is administered in BUAD 400, Professional Development II. The instruments are collected by the instructor and transmitted to the Survey Coordinator. EBI tabulates the results.

The survey report is provided to the College Executive Council (CEC) and to the Assurance of Learning Committee (AOLC). Survey results are also distributed to the Department Chairs for further analysis. The AOLC analyzes the report to identify issues which need to be addressed. The AOLC then determines who or which committee should address the issue in a decision-making mode. For example, some of the issues may be referred to the Curriculum Committee; others may be referred to the CEC.

The survey report also provides information that must be incorporated into the college's Balanced Scorecard.

Cross reference to AACSB Standards: S. 7

Cross reference to Strategic Plan: MG 1

Responsibility for monitoring process: Associate Dean, College Executive Council, Assurance of Learning Committee

Date of last modification: Summer 2009

FSUBUSINESS PROCESS C.4: STUDENT SURVEYS, MBA**Description:**

General Description: The purpose of this process is to ensure that information is obtained from MBA students regarding their perceptions of their education at FSUBusiness.

Detailed Description: The survey instrument is the *EBI Part-Time MBA Exit Study* and is administered during the last semester of students - enrollment in the MBA program. The instruments are collected by the instructor and transmitted to the Survey Coordinator. EBI tabulates the results.

The survey report is provided to the College Executive Council (CEC) and to the Graduate Policy Committee (GPC). Survey results are also distributed to the Department Chairs for further analysis. The GPC analyzes the report to identify issues which need to be addressed. The GPC then determines who or which committee should address the issue in a decision-making mode. For example, the GPC may address a significant proportion of the issues while others may be referred to the CEC, Graduate Coordinator, or other faculty group. Identity of the issues by the GPC and a copy of the survey report are to be given to the AOL Committee for informational purposes.

The survey report also provides information that must be incorporated into the college's Balanced Scorecard.

Cross reference to AACSB Standards: S. 7

Cross reference to Strategic Plan: MG 1

Responsibility for monitoring process: Graduate Coordinator, College Executive Council, Graduate Policy Committee

Date of last modification: Summer 2009

FSUBUSINESS PROCESS C.5: ASSURANCE OF LEARNING, UNDERGRADUATE

Description:

General Description: The purposes of this process are to ensure that graduates of FSUBusiness undergraduate programs are adequately prepared to successfully meet the demands imposed by professional careers and/or graduate schools and to ensure that students have attained an appropriate foundation of technical and theoretical knowledge.

Detailed Description: The purpose of all assurance of learning processes is to continuously improve academic programs rather than to evaluate specific faculty or students.

- Levels of analysis
Common Body of Knowledge (CBK) learning goals and objectives are jointly recommended by the Assurance of Learning Committee (AOLC) and the Curriculum Committee (CC) and are approved by the FSUBusiness faculty. There are program-specific learning goals and objectives, in addition to the CBK goals. Specific learning goals and objectives and how learning is assessed within each course are identified in the course syllabi or syllabi supplement.
- College-wide analysis
Students are introduced to FSUBusiness' learning goals and objectives in BUAD 105, Professional Development I. They explore baseline rubrics for certain skills and knowledge required of all FSUBusiness students. In BUAD 400, Professional Development II, students are given program-specific content exams and must demonstrate mastery of CBK learning goals and objectives. Students are introduced to program-specific learning goals and objectives in a manner specified by each program.
- Responsibilities for assurance of learning
The AOLC recommends specific data to be collected, coordinates training, and assists faculty with data collection. The AOL Coordinator collects college-level data for committees to analyze. The CC monitors evidence of learning via data obtained from various sources and recommends changes to the CBK. The CC monitors syllabi to ensure that CBK learning goals are adequately addressed within the CBK and reinforced as appropriate throughout the curriculum. Program faculty monitor evidence of learning via

data obtained within programs and BUAD 400, Professional Development II and share a summary of effectiveness results with the AOLC. Program faculty also make recommendations for program modifications. Annual summary results of assessments are shared with relevant stakeholders.

Cross reference to AACSB Standards: S. 15

Cross reference to Strategic Plan: 1.1, 1.4

Responsibility for monitoring process: Associate Dean, Assurance of Learning Coordinator and Committee, Curriculum Committee, Survey Coordinator, Program Faculty

Date of last modification: Summer 2009

FSUBUSINESS PROCESS C.6: ASSURANCE OF LEARNING, MBA**Description:**

General Description: The purposes of this process are to ensure that graduates of the FSU*Business* MBA program are adequately prepared to successfully meet the demands imposed by professional careers and to ensure that students have attained an appropriate foundation of technical and theoretical knowledge.

Detailed Description: The purpose of all assurance of learning processes is to continuously improve academic programs rather than to evaluate specific faculty or students.

MBA learning goals and objectives are jointly recommended by the Assurance of Learning Committee (AOLC) and the Graduate Policy Committee (GPC) based on recommendations from the FSU*Business* faculty. Specific learning goals and objectives addressed for each course and how learning will be assessed within each course are identified in course syllabi or supplements.

The AOLC and the GPC should coordinate efforts with regard to: (1) specific data to be collected, (2) training of faculty, and (3) assisting faculty with data collection. Specific learning outcomes are evaluated at various points throughout the program with particular attention given to papers and presentations in the two capstone courses, MGMT 680 and MGMT 690. Because completion of these courses requires the submission of professional papers and presentations that require the student to integrate the knowledge he/she has gained from the various courses in the MBA curriculum, these work products cover all aspects of the curriculum. After the final grading of these projects is completed, the instructor informs the Graduate Coordinator of areas of concern and provides samples of student papers.

The GPC monitors evidence of learning via data obtained from various sources and recommends changes to the curriculum. The GPC monitors syllabi to ensure that learning goals are adequately addressed within the curriculum. Program faculty monitor evidence of learning via data obtained within programs, share a summary of effectiveness results with the AOLC, and make recommendations for program modifications. Annual summary results of assessments are shared with relevant stakeholders.

Cross reference to AACSB Standards: S.15

Cross reference to Strategic Plan: MG 1

Responsibility for monitoring process: Graduate Coordinator, Assurance of Learning Coordinator, Graduate Policy Committee, Program Faculty

Date of last modification: Summer 2009

FSUBUSINESS PROCESS C.7: MAJORS ASSESSMENT EXAM**Description:**

General Description: The purpose of this process is to ensure that students in each undergraduate major are tested as to content knowledge by major.

Detailed Description: The majors-exam is administered each semester in BUAD 400, Professional Development II, which is required of all majors in the College. Students are provided with a set of learning goals to be used as a study guide. All assessment exams must be administered consistently for all sections and all students.

The exam score is then reported to the instructor in a timely manner. The exam score is included in the calculation of the final grade for the course.

Exam results are discussed in department meetings for the purpose of program review and evaluation and for determining whether further actions are needed. Summarized exam results are reported to the Assurance of Learning Coordinator for assessment purposes.

Cross reference to AACSB Standards: S. 16

Cross reference to Strategic Plan: MG 1

Responsibility for monitoring process: Department Chairs

Date of last modification: Summer 2009

FSUBUSINESS PROCESS C.8: ASSESSING TEACHING**Description:**

General Description: The purpose of this process is to ensure that assessment and evaluation of teaching add value to the degrees offered by the College and provide a means for continuous improvement. This assessment process relates to the overall mission of the College and a number of its core values.

Detailed Description: This process is part of the Annual Faculty Evaluation and includes the following activities:

1. Student-teacher evaluations are conducted in each class each semester, except for independent studies. The *Student Rating of Instructor* is used for this purpose. Students rate such attributes as teacher's familiarity with the subject, teacher's enthusiasm, course organization, respect for students, and availability of the instructor for out-of-class assistance.
2. Departmental Evaluation Committees and/or Chairs conduct the annual faculty evaluation of teaching including an evaluation of student-teacher ratings, course materials, assignments, course requirements and examinations administered, as well as participation in teaching-enhancement activities.

Cross reference to AACSB Standards: S. 11

Cross reference to Strategic Plan: MG 1, 4

Responsibility for monitoring process: Department Chairs

Date of last modification: Summer 2009

FSUBUSINESS PROCESS C.9: MONITORING CURRENCY OF FACULTY**Description:**

General Description: The purpose of this policy is to ensure that the currency of faculty is monitored as part of the annual Faculty Evaluation Report to foster continuous improvement. In addition, the Dean evaluates each faculty member each year relative to the Annual Review and the individual's progress towards promotion and/or tenure and, in the case of tenured Full Professors, the maintenance of academic credentials.

Detailed Description: This monitoring is incorporated into the annual Faculty Evaluation Report and is therefore a component of the overall evaluation of faculty. Currency is based on the quality of the faculty's teaching, professional development, and service.

As part of the annual review, faculty are given the opportunity to provide detailed information for each of the three major elements. For teaching, faculty provide items such as student evaluations, samples of projects, syllabi, handouts, exams, descriptions of teaching innovations, new teaching preparations, and outside speakers used in class. For professional development, faculty list research accomplishments such as journals, proceedings, presentations, textbooks, chapters in books, and any other form of intellectual contribution that meets the college's criteria. Service activities include contract research, consulting, training, committee membership, and professional organization membership and activities as well as other service to department, college, university, and/or community.

During the annual review meeting between the department chair and faculty member, the results of the evaluation are discussed and a mutual understanding reached about any improvements needed with regard to currency.

The Dean reviews all faculty evaluations and has the authority to provide a different evaluation.

Cross reference to AACSB Standards: S. 2

Cross reference to Strategic Plan: MG 4

Responsibility for monitoring process: Dean, Department Chairs

Date of last modification: Summer 2009

FSUBUSINESS PROCESS C.10: EVALUATING RESEARCH PRODUCTIVITY**Description:**

General Description: The purpose of this process is to ensure that research productivity is evaluated in several ways: (1) via the Annual Faculty Evaluation, (2) by the Dean annually, and (3) by the Faculty Development Committee.

Detailed Description:

1. Faculty are evaluated under the Annual Faculty Evaluation Process (see Process C.9).
2. Separate from the annual Faculty Evaluation Report, the Dean evaluates each faculty member each year relative to the individual's progress towards promotion and/or tenure and, in the case of tenured Full Professors, the maintenance of academic/professional credentials. Satisfactory progress is not possible without research productivity or maintenance of professional qualifications. As a result of this evaluation, a memorandum is prepared for each faculty member. This memo poses and answers at least one fundamental question. For untenured faculty, the question is "Are you making satisfactory progress towards tenure?" For anyone who is not a Full Professor, the relevant question is "Are you making satisfactory progress towards promotion to _____?" For tenured Full Professors, the question is "Are you maintaining your academic or professional credentials?" In addition to answering the question, suggestions for improvement are provided.
3. Faculty have various alternatives available from different sources to obtain faculty development assistance to foster continuous improvement (see Process F.7).

Cross reference to AACSB Standards: S. 2

Cross reference to Strategic Plan: MG 2, 4

Responsibility for monitoring process: Dean, Department Chairs, Faculty Development Committee

Date of last modification: Summer 2009

FSUBUSINESS PROCESS C.11: FACULTY EVALUATION**Description:**

General Description: The purpose of this process is to ensure that faculty members are properly evaluated on a regular basis in a method consistent with state and University guidelines.

Detailed Description: The College follows the required University procedures as stated in the FSU *Faculty Handbook* regarding faculty evaluation. Individual Departments design their own faculty evaluation mechanisms based on the University guidelines. As part of this process, the Departments have designed an Annual Faculty Self-Reporting Evaluation Document that includes pertinent information for the reference year. Information from this form is used by Departmental Evaluation Committees and/or Department Chairs as a basis for written annual review of the faculty. The Department Chairs report these results to the individual faculty members and to the Dean. These reports are then used as the basis for allocating merit increments.

Cross reference to AACSB Standards: S. 11

Cross reference to Strategic Plan: MG 2, 3, 4

Responsibility for monitoring process: Dean, Department Chairs, Department Evaluation Committees

Date of last modification: Summer 2009

FSUBUSINESS PROCESS C.12: PROMOTION

Description:

General Description: The purpose of this process is to make certain that proper procedures are followed when faculty members become eligible and apply for promotion. (See criteria for eligibility for promotion in the *FSU Faculty Handbook*.)

Detailed Descriptions: The College follows the policies and procedures required in the *FSU Faculty Handbook* regarding the promotion process.

The general criteria for promotion as indicated in the *FSU Faculty Handbook* are: (1) teaching effectiveness, including student advising; (2) research, scholarship, and, in appropriate areas, creative activities; and (3) relevant service to the community, profession, and institution. (See specific criteria for promotion in the *FSU Faculty Handbook*.)

Faculty members' applications for promotion are reviewed and evaluated by two committees: University-wide Faculty Promotion and Tenure Subcommittee and the Department Promotion Review Committee (the department name for this committee may vary).

The Faculty Promotion process includes the following steps:
January 15 - Provost issues a call for Promotion applications.

February 21- DEC and/or Chair complete the annual evaluation of faculty members applying for promotion and provide preliminary copies to such faculty members.

March 1 - Faculty Member applies for Promotion, sends Letter of Intent to Provost; sends Copies of the following to the Department Review Committee/
 Department Chair and to the University-wide Faculty Promotion and Tenure Subcommittee

1. Copy of "letter of intent" that has been sent to Provost's Office.
2. Completed check-off sheet of required materials, including "summary of performance" form.
3. Curriculum vitae, including: Degrees earned (institutions, years, etc.); relevant employment history (institutions, rank, etc.); teaching information; professional development and achievement activities/publications /research; service.
4. Self-statement (three to five pages).
5. Supporting evidence (limited to one notebook).

March 20 - Department Promotion Review Committee and/or Department Chair completes review. Recommendation sent by the Department Chair to the college Dean and to the Faculty Member.

March 27 - Faculty Member sends written rebuttal to College Dean against department's Promotion recommendation.

April 17 - College Dean sends recommendation including rank order to Provost. The Dean also sends recommendation on Promotion to Faculty Member.

Faculty Promotion and Tenure Subcommittee sends recommendations including rank order to Provost on Promotions, informs faculty member of recommendation, and transmits files to the Provost.

April 24 - Faculty Member sends written rebuttal to Provost against Faculty Promotion and Tenure Subcommittee's or Dean's Promotion recommendation.

May 8 - Provost calls Promotions conference with Deans and Faculty Promotion and Tenure Subcommittee.

May 9 - Provost sends recommendations on Promotions to President. Informs Faculty Member of recommendation

May 16 - Faculty Member sends appeal to Faculty Appeals Committee against Provost's Promotion recommendation.

5 Working Days - Written rebuttal to the President against any Faculty Appeals Committee recommendation.

June 30 - President notifies Faculty Members of Promotion decision.

NOTE: A recommendation is defined as a yes or no recommendation in writing with a rationale. A report is a compilation of recommendations. If listed date falls on Saturday, Sunday, a legal holiday, or other day during which the University is closed, the next working day after the listed date is considered the deadline. Dates given are to be read as "no later than."

Cross reference to AACSB Standards: S. 11

Cross reference to Strategic Plan: MG 2, 4

Responsibility for monitoring process: Dean, Department Chairs

Date of last modification: Summer 2009

FSUBUSINESS PROCESS C.13: TENURE**Description:**

General Description: The purpose of this process is to make certain that proper procedures are followed when faculty members become eligible and apply for tenure (see criteria for eligibility for tenure in the *FSU Faculty Handbook*).

Detailed Descriptions: The College follows the policies and procedures required in the *FSU Faculty Handbook* regarding the tenure process.

Tenure Application Timelines (Subject to the Provisions of the *University System Policy on Appointment, Rank, and Tenure of Faculty*)

RANK AT TIME OF INITIAL APPOINTMENT	YEAR IN WHICH TO APPLY*
Full Professor	3 rd
Associate Professor	3 rd
Assistant Professor	6 th
Instructor	6 th

Unless otherwise stipulated in the original letter of appointment, the general criteria for tenure as indicated in the *FSU Faculty Handbook* are: (1) teaching effectiveness, including student advising; (2) research, scholarship, and, in appropriate areas, creative activities; and (3) relevant service to the community, profession, and institution (see specific criteria for tenure in the *FSU Faculty Handbook*).

Faculty members' applications for tenure are reviewed and evaluated by two committees; University-wide Faculty Promotion and Tenure Subcommittee and the Department Tenure Committee (Departments may choose a different name for this committee).

Faculty Tenure process includes the following steps:

October 15 - Provost issues call-for-Tenure applications.

November 1 - Faculty Member applies for Tenure; copies to Chair of the Department Tenure Committee and to Chair of the Faculty Promotion and Tenure Subcommittee; letter of intent to Provost.

December 1 - Department Chair sends Tenure recommendation to Dean and to Faculty Member.

December 13 - Faculty Member sends to Dean written rebuttal against department's Tenure recommendations.

January 10 - College Dean sends Tenure recommendations to Provost and Faculty Member.
Faculty Promotion and Tenure Subcommittee informs Faculty Member and Provost of Tenure recommendations, and transmits files to Provost.

January 17 - Faculty Member sends to Provost written rebuttal against Faculty Promotion and Tenure Subcommittee's and/or dean's tenure recommendation.

January 24 - Provost calls Tenure conference with Deans and Faculty Promotion and Tenure Subcommittee.

January 27 - Provost sends tenure recommendations to President; informs faculty member of recommendation.

February 2 - Faculty Member sends appeal to Faculty Appeals Committee against provost's tenure recommendation.

February 20 - Faculty Appeals Committee recommendation to President and Faculty Member.

5 Working Days - Written rebuttal to the President against any Faculty Appeals Committee recommendation.

March 15 - President notifies Faculty Members of Tenure decision.

***NOTE:** A recommendation is defined as a yes or no recommendation in writing with a rationale. A report is a compilation of recommendations. If listed date falls on Saturday, Sunday, a legal holiday, or other day during which the University is closed, the next working day after the listed date is considered the deadline. Dates given are to be read as "no later than."*

Cross reference to AACSB Standards: S. 11

Cross reference to Strategic Plan: MG 2, 4

Responsibility for monitoring process: Dean and Department Chairs

Date of last modification: Summer 2009

FSUBUSINESS PROCESS D.1: ENCOURAGING/FACILITATING TEACHING EXCELLENCE**Description:**

General Description: The purpose of this process is to support and encourage teaching excellence which adds value to the programs offered by the College. This process relates to the overall mission of the College and several of its core values.

Detailed Description: This process includes a number of components.

- Assessing teaching and accessibility to students, and monitoring syllabi through the Annual Faculty Evaluation (see C.8 and D.2),
- Evaluating student performance through the Assurance of Learning Committee which gathers data on students' performance, analyzes the data, and recommends actions (see C.5, and C.6),
- Coordinating multi-section courses to maintain high standards in course content and delivery (see D.3),
- Enhancing teaching quality through the Faculty Development Committee that establishes ways and means to recognize formally and informally evidence of innovative, creative, and highly effective teaching practices; seeking ways to promote quality teaching and research/study in pedagogy and related areas through the activities organized by the University Teaching Excellence Committee and the College of Business Faculty Development Committee (see D.2 and E.2),
- Developing high academic standards through academic departments and the Curriculum Committee which identify the appropriate input, process, and outcome performance measures for each of the college's programs (see B.1, B.2, B.3, B.4, B.5, B.6, C.5, and D.5),
- Monitoring teaching assignments and workload through the Faculty Development Committee and the Associate Dean to establish, implement, and review policies regarding appropriate teaching assignments and workload (see D.3 and D.4), and

- Encouraging faculty development through the Faculty Development Committee and the Dean's Office to create and maintain processes that determine faculty size, composition, qualifications, and development activities (see E.1, E.2, F.5, F.7, F.8, F.10, and F.11).

Cross reference to AACSB Standards: S.10; S.11; S.12; S.13.

Cross reference to Strategic Plan: MG.1; MG.2; MG.6.

Responsible for monitoring process: Associate Dean, Department Chairs, Faculty Development Committee, Curriculum Committee.

Date of last process modification: Summer 2009

FSUBUSINESS PROCESS D.2: ACCESSIBILITY OF FACULTY TO STUDENTS**Description:**

General Description: The purpose of this process is to ensure that faculty members are accessible to students in the classroom and via other means such as office hours, email, and voice mail.

Detailed Descriptions: Faculty members are teachers, mentors, advisors, and facilitators to students in and out of the classroom. They provide learning assistance to students through various means of communication.

FSU*Business* faculty members establish and keep set office hours each semester. Based on University policy, faculty members are expected to schedule office hours and to keep those hours as scheduled. Office hours are to be scheduled at reasonable times for a minimum of five hours a week over at least four days of each week during the regular semester. However, this requirement can be adjusted by the Dean and Department Chairs based on departmental needs as well as the nature and level of the course, location, and teaching load.

In addition, faculty members are available to students at other times such as by appointment outside their regularly announced office hours, via email, and voice mail.

Cross reference to AACSB Standards: S.9; S.12.

Cross reference to Strategic Plan: MG.1; MG.6.

Responsibility for monitoring process: Department Chairs

Date of last modification: Summer 2009

FSUBUSINESS PROCESS D.3: COORDINATING MULTI-SECTION COURSES**Description:**

General Description: The purpose of this process is to ensure that multi-section courses (a course that has more than one section offered during a semester) are offered to meet student demand. To ensure consistency in course content and learning objectives, a high level of coordination between sections is required. This process relates to the overall mission of the College.

Detailed Description: Department Chairs coordinate multi-section courses for their respective Departments. It is the responsibility of each Department Chair to ensure coordination between instructors for the highest level of consistency. This coordination encompasses selecting a common textbook, offering courses at different times of day and days of the week, discussing content to be covered, and having a uniform basic syllabus that can be modified by individual faculty to achieve the specified learning goals. Faculty are required to use a common textbook for FSUBusiness Common Body of Knowledge (CBK) courses.

Cross reference to AACSB Standards: S.12

Cross reference to Strategic Plan: MG.1.

Responsibility for monitoring process: Department Chairs

Date of last modification: Summer 2009

FSUBUSINESS PROCESS D.4: FACULTY WORKLOAD**Description:**

General Description: The purpose of this process is to articulate how the FSU workload policy approved by the USM in 2004 will be implemented within *FSUBusiness*.

Detailed Description: The University's stated full-time teaching load is seven to eight classes per academic year. FSU's workload policy provides the flexibility to adjust the normal teaching load for professional responsibilities such as publishing and research as long as there are the teaching resources necessary to offer sufficient class seats to meet reasonable student demand. The typical Academically Qualified (AQ) tenure-track faculty member will teach three courses per semester in order to accommodate the publishing expectations requirement which is significantly above the level expected of FSU faculty in general. To qualify for the three-course per semester teaching load, an AQ faculty member must be productively engaged in research and publication efforts. Any faculty member who does not meet departmental and *FSUBusiness* expectations as measured in the annual faculty evaluation and the dean's annual measurement of research productivity (see Process C.10) will have a workload increase to four courses per semester.

Professionally Qualified (PQ) tenure-track faculty will normally teach four courses per semester unless assigned to other duties counted as workload units.

Full-time and part-time non-tenure track faculty will be assigned from one to four courses (3 – 12 workload units) per semester.

As specified in the Faculty Scheduled Workload Guidelines, Department Chairs are responsible for recommending assignment of workload units in January of each year for the following academic year. The Dean's Office must approve the recommendations. **NOTE:** *FSUBusiness* follows the FSU Faculty Scheduled Workload Guidelines (Appendix "A") depending on availability of resources and the college needs.

Cross reference to AACSB Standards: S.11

Cross reference to Strategic Plan: MG.2; MG.6; MG.7.

Responsibility for monitoring process: Associate Dean, Department Chairs.

Date of last modification: Summer 2009

FSUBUSINESS PROCESS D.5: DEVELOPING HIGH ACADEMIC STANDARDS

Description:

General Description: The purpose of this process is to ensure that students learn in a challenging and exciting learning environment. This is a major process in continuous improvement in teaching and learning. Even the best teachers can improve and the brightest learners can be challenged in learning. This process relates to the overall mission of FSU as a teaching institution.

Detailed Description:

Process	Responsibility
Monitor syllabi for topical relevance, course content, learning objectives, materials used and work required of students.	Department Chair
Monitor currency of instructors with course syllabi and research efforts.	Department Evaluation Committee and/or Department Chair
Encourage, monitor, and share news of teaching innovations.	Faculty Development Committee
Monitor class sizes and teaching loads for appropriateness.	Department Chair and Dean
Support recognition of student honors.	Student and Alumni Committee
Recommend improvements as warranted by assurance of learning data.	Assurance of Learning, Graduate Policy and Curriculum Committees, Program Faculty

Cross reference to AACSB Standards: S.11; S.12; S.13.

Cross reference to Strategic Plan: MG.1; MG.6.

Responsibility for monitoring process: SEE TABLE ABOVE

Date of last modification: Summer 2009

FSUBUSINESS PROCESS E.1: ENCOURAGING AND FACILITATING RESEARCH/PUBLICATION

Description:

General Description: The purpose of this process is to ensure encouragement and facilitation of one of the major components of the *FSUBusiness* mission -- intellectual contributions.

Detailed Description: Consistent with the mission of the University, *FSUBusiness* is committed to developing faculty members who meet or exceed AACSB standards with regard to scholarship. According to the AACSB standards, “producing intellectual contributions represents a core set of responsibilities of higher education for business.” To this end, *FSUBusiness* supports and facilitates research and publishing efforts through a variety of means which are detailed below.

The components of intellectual contributions are Basic Scholarship, Applied Scholarship and Instructional Development. The following is an overview of the various ways in which intellectual contributions are encouraged and supported within the College (for specific Professional Development monetary support, see Process E.2):

Research Assignments as part of workload: The University workload policy requires faculty to be scheduled for 24 workload units per year (the equivalent of 8 three-credit courses per year). Research responsibilities may be included in the annual 24 workload units at a rate of three units per semester pending approval by the Department Chair, Dean, and Provost. The six (6) workload units per year for research will generally be assigned to AQ faculty members engaged in a high level of research productivity. (See also Process C.10)

Faculty Research Reassigned Time Policy Statement: As Chairs begin the scheduling process for each term, they will attempt to evaluate faculty credentials in terms of IC productivity vis-à-vis the staffing needs of the program/department. At the time of scheduling, teaching load assignments will occur in the following manner:

- ❖ Faculty who have no ("0") PRJ articles over the past five-year period will be placed on a 4-course/term teaching load with immediate effect, subject to the course staffing needs of the program/department.

- ❖ Faculty who have one ("1") PRJ article and, thus, fall short of the minimum of "2 PRJ articles over a five-year rolling period" requirement will also be placed on a 4-course/term teaching load, subject to the course staffing needs of the program/department.
- ❖ Since moving into the 4-course/term teaching load, should any faculty member improve his/her IC productivity to at least two PRJ in a five-year period (or less), he/she will inform her/his Department Chair accordingly. Chairs will then attempt to revert the faculty member from 4-4 to a 3-3 course/term teaching load in the earliest scheduling cycle possible; subject to the course staffing needs of the program/department.

Hiring Practices: FSU *Business* focuses its faculty hiring practices on obtaining new faculty who have already established a publishing track record or who have demonstrated the potential for doing so.

Faculty Job Description (per Faculty Handbook [pg. A-23]): The Faculty Role Model clearly delineates what is expected from faculty, including performance in the research arena. These expectations are also included in the college's Mission Components section of the Strategic Plan.

Department Chair Mentoring: Department Chairs are expected to be aware of their faculty members' professional activities, plans, and performance and stand ready to offer appropriate advice and counsel. This mentoring or coaching is particularly critical for new faculty and those faculty members who are not meeting the college's expectations.

Annual Faculty Evaluation: Each departmental Annual Faculty Evaluation (AFE) is designed to evaluate faculty performance relative to the various mission components, including intellectual contributions. This evaluation is then utilized to determine the faculty member's merit increments.

Promotion and Tenure Processes: Both promotions and tenure are based on an evaluation of the faculty member's overall performance, including intellectual contributions. Without satisfactory performance in this area, neither promotion nor tenure is possible. Research and scholarly activities are explicitly indicated as parts of the criteria for tenure and promotion in the FSU Faculty Handbook (see also Process C.12).

University Faculty Development Opportunities: The University Faculty Development Committee gives internal grants to FSU faculty in the form of reimbursement to Departments or stipends to pay for workload units assigned to research. Faculty member submits proposals for a specific faculty development activity. The grants are competitive. Although not always focused exclusively on research, the development activity can certainly provide the skills need to improve research.

Collaborative Research: Through workshops and forums organized by the Intellectual Contribution Committee, faculty members are encouraged to participate in research and publication activities in collaboration with others within their own college as well as colleges outside FSU *Business*.

Intellectual Contribution Committee: The focus of the Intellectual Contribution Committee is to seek ways to enhance the college's quantity and quality of intellectual contributions.

Cross reference to AACSB Standards: S.2, S.5, S.10,

Cross reference to Strategic Plan: MG 1, 2, 7

Responsibility for monitoring process: College Executive Council, Faculty Development Committee

Date of last modification: Summer 2009

FSUBUSINESS PROCESS E.2: PROFESSIONAL DEVELOPMENT SUPPORT

Description:

General Description: The purpose of this process is to delineate the guidelines for professional development support to faculty. The four categories of support are:

- Publications
- Conference Presentations
- PQ and Doctoral Program support
- Direct request to CEC for exceptional circumstances/needs

Detailed Description

These guidelines are in effect for the fiscal year, and may be adjusted if necessary (e.g., budget cuts). Other than support for academic/professional publications, these resources are available on a first-come, first-served basis. Direct any implementation questions to the Associate Dean.

One of the primary objectives of these guidelines is to stimulate the completion of publications.

I. PUBLICATION AWARDS – total allocation and the maximum publication allocation per person will be determined by the College Executive Council (CEC) based on the College of Business annual budget and announced by the Dean in the first week of September of every year.

For purposes of these guidelines, "published" means the article/case either appears in the publication or the author possesses a formal letter of acceptance for publication from the appropriate editor/publisher. An article/case may only be submitted once for professional development allocation, either upon publication or acceptance.

The annual day of reckoning for publications will be September 1 for all articles/cases accepted for publication since the last day of reckoning. The total FSUBusiness allocation amount will be divided proportionately among those eligible up to the maximums per article/case based on the category for which each article is eligible. The Faculty Development Committee (FDC) will determine the awards and notify the entire FSUBusiness faculty of the allocations on or before the Monday closest to October 15.

The author(s) may have the journal allocation amount applied to additional conference attendance, continuing professional educational seminars, journal

subscriptions, software, books, or other research expenses. The Associate Dean is responsible for all professional development accounting.

Any money not awarded from this category of professional development funds will be added to conference presentations funding.

For each academic/professional journal article/case published, a full-time faculty member may be allocated professional development funds of up to a certain amount as determined by the College Executive Council (CEC) on an annual basis. This excludes proceedings, monographs, textbook cases, and textbook chapters, but may include other items if a faculty member can satisfy the FDC that the work is of sufficient scholarly quality and is peer-reviewed. Journal articles will be designated as belonging to one of three categories based on discipline-specified levels of quality. Allocations will be as follows:

Category A; **ratio weight = 2.0** (defined list of publications from the FDC)

Category B; **ratio weight = 1.5** (defined list of publications from the FDC)

Category C; **ratio weight = 1.0** (all other publications accepted by the FDC)

If a journal article has more than one *FSUBusiness* author, the article will qualify for twice the normal amount for the appropriate category. The total will be divided among the authors.

Faculty members may ask the FDC for an advance ruling on journal classification by the end of the spring semester. If a faculty member believes that a peer-reviewed publication that is not on the Category A, B, or C lists should be eligible for an allocation other than that designated by the FDC's advance ruling, the faculty member may appeal the decision to the College Executive Council (CEC). The CEC decision is final.

Guidelines for Classifying Journals

Faculty members who intend to ask for an update of the CoB "A" and "B" list, must prepare a proposal, and submit it to their respective department chair for obtaining the department faculty's approval. Upon approval, the department chair should submit the proposal to the Chair of Faculty Development Committee (FDC) along with a short note of support for final approval. FDC reserves the right to accept or reject the proposal. It must also be noted that proposals for updating the CoB journal classification will not be considered by FDC if they are submitted at the time of application for CoB Publication Awards. Please be advised that, every year before the end of February, the FDC Chair sends call-for-application-to-include/upgrade-journals in the CoB journal classification. Upon the review of applications, the Chair of the FDC will provide the college faculty with the results of the committee's decision before the end of the spring semester.

The following **GUIDELINE** must be used by both faculty submitting a request, and the faculty in the relevant discipline to determine a particular journal category.

CATEGORY “A” JOURNALS

The following characteristics should be considered by faculty members' respective department when determining “Category A” journals.

- International/national recognition
- Peer review process
- A “low” acceptance rate (less than 15%)
- Indexed in the discipline’s primary bibliographic source
- Significant circulation/readily available through research libraries
- Limited to the “best” journals in the discipline (in the top 15% of the disciplines journals when ranked by empirical measures of impact)

CATEGORY “B” JOURNALS

The following characteristics should be considered by faculty members' respective department when determining “Category B” journals.

- International/national recognition
- Peer review process
- A “moderate” acceptance rate (16%-40%)
- Indexed in the discipline’s primary bibliographic source
- Limited to the top 25-35% of the discipline's journals when ranked by empirical measures of impact

CATEGORY “C” JOURNALS

Any journal publication that does not fall into categories “A” or “B,” but is listed in the Cabell's Directory will be classified as a “C” journal. For other academic and/or professional journal publications that DO NOT appear in the CoB “A” and “B” list or in the Cabell's Directory, faculty members must submit equivalent supporting documents to their respective department along with their request for appropriate classification of that publication.

Procedures for Maintenance in COB Journal Categories:

TIMELINE

If date falls on a weekend, the Monday immediately after will be the due date or decision date.

February 1: Deadline for FDC to send call to update Journal Classification list

March 1: Deadline to Apply

April 1: Deadline for FDC to respond

April 20: Deadline for Faculty to appeal to CEC

May 1: Deadline for CEC to respond to Faculty

Cases: The Faculty Development Committee will determine if a case qualifies for professional development funding. Only cases published in refereed journals will be considered, and the journal classification rules will apply for weighting. Awards will not be granted for textbook or readings books cases.

Proceedings: If a paper is presented at a conference or similar gathering and the paper is then included in some collection, compilation, etc., that fundamentally represents the conference at which the paper was presented, even if it is labeled as something other than "proceedings," the paper does not qualify under this guideline as an academic/professional journal article.

II. CONFERENCE PRESENTATIONS – total allocation will be determined by the College Executive Council (CEC) based on the College of Business annual budget and announced by the Dean in the first week of September of every year.

Each full-time faculty member will receive a base reimbursement of up to a certain amount as determined by the College Executive Council (CEC) based on the College of Business annual budget to attend a conference for presentation of scholarly works. The maximum amount is announced by the Dean in the first week of September of every year. A faculty member will also be eligible for reimbursement if he/she has a professional obligation to attend a conference in his/her role as a President, Program Chair, Proceedings editor, or Vice President for Finance (Treasurer). Requests for reimbursement to attend a conference for any other reasons, is subject to preapproval by the Dean of the College. If costs associated with one conference are less than the maximum amount allowed per faculty member, the difference may be applied to presentations at an additional conference(s).

Faculty members are encouraged to apply early in the academic year to the Associate Dean for funding. Reimbursements are on a first-come, first-served basis until funding is exhausted. Faculty may not transfer an allocation to another faculty member. PQ faculty may use this allocation for CPE to maintain licenses necessary for PQ status.

III. SUPPORT FOR FACULTY IN DOCTORAL PROGRAMS, PROFESSIONALLY QUALIFIED FACULTY, AND SUPPORTING FACULTY – total allocation will be determined by the College Executive Council (CEC) based on the College of Business annual budget and announced by the Dean in the first week of September of every year.

Full-time faculty in doctoral programs, faculty classified as professionally-qualified (PQ), and part-time (50% or greater) supporting faculty will be eligible for up to a certain amount per person as determined by the College Executive Council (CEC) based on the College of Business annual budget for expense reimbursement to support attendance at a conference/workshop for CPE required to maintain professional licenses. This funding may also be used for the purchase of books/software for doctoral courses (including dissertation). Faculty should apply to the Associate Dean for funding.

TIMELINE

If date falls on a weekend, the Monday immediately after will be the due date or decision date.

- Sept 1** **Day of Reckoning for Journal Publications;** FDC calls for documentation of all journal articles and cases published or accepted since the last Day of Reckoning.
- Sept 30** **Journal Award Application deadline;** deadline for faculty to submit to the FDC Chair the application for a publication award.
- Oct 15** **Faculty Notified** of FDC decisions regarding journal allocations
- April 1** **Travel requests (encumbrances) deadline** for conference presentations and other expenses.
- June 15** **Expense forms (with receipts) deadline** for all professional travel unless travel occurs between June 10 and June 30.

Cross reference to AACSB Standards: S.2, S.5, S.10

Cross reference to Strategic Plan: MG2, 7.

Responsibility for monitoring process: Associate Dean and College Executive Council, Faculty Development Committee

Date of last modification: Summer 2009

FSUBUSINESS PROCESS E.3: PROFESSIONAL DEVELOPMENT REIMBURSEMENTS

Description:

General Description: The purpose of this process is to delineate the reimbursement process for professional development expenditures to faculty and staff.

Detailed Description: Depending on faculty status (i.e. Academically Qualified, Professionally Qualified, Other), differing levels of reimbursement for professional development expenses apply. Seed money for research projects and additional sums to reward journal publications are also available. Details of the guidelines are in Process E.2.

Faculty members submit the following forms for reimbursement:

FORM NAME	Instructional Travel (teaching only)	Professional Development (presentations, conferences)
Request for Travel	NO	YES (out-of-state)
Expense Form	YES	YES
For and Against Form	NO	NO
Request for Advance (Optional)	NO	YES (optional)

All forms except those related to summer school teaching are submitted with original signature and receipts, when appropriate, to the Associate Dean. Receipts are not required for meals or mileage. Summer school expenses are paid by academic departments from the summer school budget.

Cross reference to AACSB Standards: S.5, S.10

Cross reference to Strategic Plan: MG 2, 4, 7

Responsibility for monitoring process: Associate Dean, College Executive Council

Date of last modification: Summer 2009

FSUBUSINESS PROCESS E.4: SABBATICALS

Description:

General Description: The purpose of this process is to assist faculty applicants for sabbatical leave to prepare solid, focused applications that stand a good chance of being approved at both FSU*Business* and University levels. Sabbatical applications emanating from FSU*Business* will be competitively compared with those of faculty from other Colleges.

Detailed Description: Applications must be complete, positive, and professional in appearance. They should be typed or machine-printed, well organized, and free from grammatical errors.

Priorities in Approving Sabbatical Applications

FSU*Business* considers how the proposed sabbatical leave benefits one's teaching competence, the production of intellectual contributions, particularly published work, and how the leave results in broad benefits to FSU*Business* and the University.

Sabbaticals are not an automatic right granted to faculty every seven years. A sabbatical is a privilege intended to allow a faculty member to pursue a specific, substantial project that requires the time granted by a sabbatical. It is possible that without a solid proposal, one might never receive a sabbatical. While a "renewal" experience may be one of the valid reasons for a sabbatical request, during difficult economic times proposals that are clearly primarily for renewal, and not for substantial projects, will be given the lowest priority.

University Guidelines, Requirements

The FSU *Faculty Handbook* lists the institutional policy, procedures, and timetable for the preparation and routing of applications for sabbatical leave.

The *Faculty Handbook* does not provide explicit guidance regarding the substance of the sabbatical application. The Provost's Office provides a check-off sheet that informs faculty of the items needed to complete an application for sabbatical leave, and the office provides detailed instructions for the required "letter of intent" to apply for sabbatical leave. While both of these documents provide some additional guidance for preparation of applications, they are not highly specific with regard to the

substance of the critical areas of the application, namely (1) the self-statement, and (2) the sabbatical project proposal.

FSUBusiness Guidance for Sabbatical Applications

1. **Timeliness:** It is very important to follow all timelines mandated in the *Faculty Handbook*. Good proposals have been denied at the University level for failure to file complete applications in a timely manner in each of the paths requiring documentation—Provost’s and Dean’s Office (intent to apply), University Committee (full package), and Department Review Committee (full package). At the meeting of the Provost, Deans, and University Committee when final recommendations to the President are determined, it is difficult for the Dean to defend any application that was either late or incomplete.
2. **Required Documents:** All required documents must be complete and included in the application package. This includes the
 - a. letter of intent,
 - b. check-off/summary sheet,
 - c. a vita and any other supporting materials,
 - d. sabbatical proposal,
 - e. self-statement, and
 - f. complete annual evaluation documents. Be sure that all required annual evaluation ratings are also clearly specified in the check-off/summary sheet.
3. **CV:** Make sure that your vita is completed and up-to-date before submission in Sedona and in the sabbatical application form.
4. **Sabbatical Proposal:** The description must include information that addresses the value to the University of the proposed sabbatical leave. Applicants must specifically express how this leave will:
 - Enhance the University
 - Maintain or improve your skills and knowledge
 - Help to develop a course, program, and/or curriculum.
 - a. **Purpose.** In no more than two short paragraphs tell the broad purpose of your sabbatical leave. It is important to describe a project in terms easily understood by those outside one’s own discipline. The University committee will rank proposals.
 - b. **Goals/Objectives.** In a paragraph or bullet-list, explain the objectives of the leave. This should refine the purpose and demonstrate a plan for accomplishment.

- c. Measurable Outcomes. Explain in detail the outcomes, products, etc., of the leave. What will be achieved? What form will outcomes take?
 - d. Time Frame: Provide a timetable for the work to be done during the leave. It is especially important to explain why a sabbatical leave is required for the project. Address why this project can't be done as a regular professional development activity expected of all faculty in the course of normal duties.
 - e. Resources. Tell what University, department, and/or college resources, if any, will be required for the tasks planned for the sabbatical. This always includes overload/adjunct coverage of courses and may also include other resources. The more expensive the proposal, the less likely it is to be granted, even if it is a stellar project.
5. **Self-Statement:** The self-statement should be three to five pages in length. It must include complete, clear, descriptive, and evaluative information regarding performance over the past five years. The self-statement must be so labeled and, like the other elements of the application, must be professional in appearance. When writing, always keep in mind that the purpose of the application is to persuade each reader that the proposal is one the reader should support. It must address these areas, in sequence:

A. Evidence related to quality of instruction/teaching.

This could address a number of related areas including: course design/creation, innovative practices, student or peer rating and evaluation of instruction; participation in the mentoring of other faculty, application of and successful use of various instructional technologies, professional development related to attendance at/presentation at meetings and conferences about instruction, and so on.

B. Evidence related to professional achievement.

This could address intellectual contributions in terms of presentations at professional conferences, journal articles prepared/published, software developed, books/chapters written, preparation of instructional materials for distribution (commercial or otherwise), and the like. Summarize past productivity to convince readers that a sabbatical period will be productive based on a past record of performance.

C. Evidence related to departmental and University service.

This could emphasize, in summary form, involvement and participation in committees, task forces, ad hoc groups, assignments in the governance system,

and so on. A complete listing would be on a vita. Any unique departmental, college, or University service should be mentioned and explained (e.g., ad-hocs whose purpose is not well-understood, committees where the applicant played an extremely active role or held an office).

6. **Other.** This is optional and would include items that will add to the persuasiveness of the applicant's attributes, quality of performance, or the merit of the proposal.
7. **Evaluations** To be eligible for sabbatical, you must have been evaluated for the 2 years prior to the semester of your application.
8. **Coordination:** Applicants should consult with Department Chairs prior to submitting a letter of intent to the Provost and Dean so that the timing of requests may be coordinated. Staffing problems will prohibit the Dean from supporting too many applications for a single semester from a single program. The Department Chair and Dean may request that the timing of the sabbatical be changed (e.g., move from fall to spring) to allow the maximum number of applications to be supported.

Cross reference to AACSB Standards: S.10

Cross reference to Strategic Plan: MG 2, 7

Responsibility for monitoring process: Dean, College Executive Council

Date of last modification: Summer 2009

FSUBUSINESS PROCESS E.5: ENCOURAGING AND FACILITATING RESEARCH/PUBLICATION AMONG STUDENTS

Description:

General Description: The purpose of this process is to ensure encouragement and facilitation of one of the major components of the FSUBusiness mission -- FSUBusiness provides intellectual and professional development to business students.

Detailed Description: Consistent with the mission of the University, FSUBusiness is committed to providing intellectual and professional development to business students through research opportunities. To this end, FSUBusiness supports and facilitates research and publishing efforts in two ways which are detailed below.

I. RESEARCH ASSIGNMENT AS PART OF COURSE REQUIREMENTS:

FSUBusiness faculty members are encouraged to incorporate research papers as part of the course requirements in their classes and to mentor students prepare and submit their research papers to academic conferences and meetings for publication and/or presentation.

II. SUPPORT FOR STUDNETS – total allocation will be determined by the College Executive Council (CEC) based on the College of Business annual budget and announced by the Dean in the first week of September of every year.

FSUBusiness students will be eligible for up to a certain amount as determined by the College Executive Council (CEC) per person expense reimbursement to support student requests for travel money when presenting their research papers at an academic conference. The fund can also be used to cover any publication/processing fee for inclusion of students' research papers in a refereed journal publication. The fund will be distributed by the Associate Dean on a first-come, first-serve basis.

Cross reference to AACSB Standards: S. 7, 8, 14

Cross reference to Strategic Plan: MG 1, 2, 4

Responsibility for monitoring process: Dean, College Executive Council

Date of last modification: Summer 2009

FSUBUSINESS PROCESS F.1: FACULTY PLANNING**Description:**

General Description: The purpose of this process is to ensure that the College maintains a sound planning process regarding the need for faculty.

Detailed Description: This process begins with a “needs analysis” conducted by the Department Chairs. Each Department Chair projects the department’s teaching needs for the coming year. These needs are then matched with the available faculty. Any short-term shortage is discussed with the Associate Dean, who is responsible for allocating funds to hire adjunct faculty.

Long-term needs are formulated into requests for full-time faculty, which are submitted to the Dean (see Process G.2 – Allocating Faculty Positions).

Cross reference to AACSB Standards: S.9.

Cross reference to Strategic Plan: MG 4

Responsibility for monitoring process: Dean, Associate Dean, and Department Chairs

Date of last modification: Summer 2009

FSUBUSINESS PROCESS F.2: Faculty Recruiting**Description:**

General Description: The purpose of this process for faculty recruitment is to guide FSU*Business* to the most qualified faculty members possible. Recruitment is a fair and consistent process which leads to a diverse, highly qualified faculty who are committed to FSU and its students.

Detailed Description: Faculty recruitment is a process led by a Faculty Search Committee in the relevant Department. The Faculty Search Committee follows the procedures outlined in the Office of Human Resources' (OHR) Search Committee Guide which is available online and in printed form. Compliance with this Guide ensures compliance with FSU and USM policies and state and federal laws. When possible, representatives of the search committee and/or the Department Chair interview prospective candidates at national or regional academic meetings. Candidates who are brought to campus are expected to give a presentation on a topic relevant to the discipline for which they are being considered. All FSU*Business* faculty are invited to attend this presentation in addition to the search committee and Dean. Only the University President may make official offers to candidates based on the recommendations of the Faculty Search Committee after approval of terms by the Department Chair, Dean, and Provost.

Cross reference to AACSB Standards: S. 11

Cross reference to Strategic Plan: MG 4

Responsibility for monitoring process: Dean, Department Chairs

Date of last modification: Summer 2009

FSUBUSINESS PROCESS F.3: CULTURAL DIVERSITY**Description:**

General Description: The purpose of this process is to ensure the encouragement and maintenance of cultural diversity.

Detailed Description: Education is a broad concept that should encompass the whole human experience. *FSUBusiness* values human diversity because it enriches us all as individuals. Valuing and promoting diversity is important both as an idea and a practice. Cultural diversity is a major component of the college's fabric and will be maintained and encouraged.

The University's source policy on diversity is:

"The entire Frostburg State University community – including the student body, the faculty, the staff, the President of the University and its administration – affirms its commitment to a campus environment which values human diversity and respect for difference to be a fundamental goal of higher education, ranking among the highest priorities of this institution. Therefore, the University community takes the unequivocal position that racist practices, or any action, or institutional structure or process, that has for its purpose the subordination of a person or group based on race, color, creed, disability, marital status, national origin, sex, age, or sexual orientation, will not be tolerated."

FSUBusiness affirms this policy wholeheartedly and seeks to implement its spirit by encouraging diversity in its students, faculty, and staff reflective of the diversity of the University as a whole. *FSUBusiness* monitors, to the extent possible, diversity within its faculty, staff, and students.

Cross reference to AACSB Standards: S.6, 11

Cross reference to Strategic Plan: MG.4, 7

Responsibility for monitoring process: Associate Dean, College Executive Council.

Date of last modification: Summer 2009

FSUBUSINESS PROCESS F.6: NEW FACULTY ORIENTATION**Description:**

General Description: The purpose of this process is to provide an orientation session for new faculty members in the College of Business.

Detailed Description: Once each year, usually early in the Fall semester, two orientation sessions are held for new faculty members (both tenure and non-tenure tracks), one by the College and one by the University. The session held by the College is coordinated by the Dean and the College Executive Council (CEC) and deals with matters such as administrative organization, promotion and tenure issues, faculty development, annual faculty evaluations, college procedures, and expectations of the new faculty members. The University's session is coordinated by the Provost's Office and deals with employee benefits, organization of the University, and other employment conditions and privileges.

Cross reference to AACSB Standards: S.11

Cross reference to Strategic Plan: MG 7

Responsibility for monitoring process: Dean, College Executive Council.

Date of last modification: Summer 2009

FSUBUSINESS PROCESS F.7: FACULTY DEVELOPMENT**Description:**

General Description: The purpose of this process is to facilitate the continuous improvement of the faculty. Alternatives should be available and funding should be in place to help keep all faculty members current in their fields and competent to apply new technological and pedagogical tools and techniques.

Detailed Description: Faculty are encouraged to engage in at least one formal faculty development activity each year concerning teaching/learning, research or service. FSUBusiness is committed to encouraging faculty development through its Faculty Development Committee and various Faculty Forums. Campus offerings include seminars held regularly by the Center for Teaching Excellence and the Center for Instructional Technology. Funding for development activities is available through the University's Faculty Development Committee, as well as University and college operating funds. Faculty are encouraged to seek external funding (e.g., through the Office of Research and Sponsored Programs) for faculty development activities.

Refer to Process E.2 for Professional Development Support.

Refer to Process H.1 Appendix for By-Laws, Section 3, regarding the charge for the Faculty Development Committee.

Cross Reference to AACSB Standards: S. 11

Cross Reference to Strategic Plan: MG 2; 4

Responsibility for monitoring process: Dean, College Executive Council, Faculty Development Committee.

Date of last modification: Summer 2009

FSUBUSINESS PROCESS F.8: FACULTY MENTORING**Description:**

General Description: The purpose of this process is to fulfill the college's mission in providing the highest level of teaching and research to its students and the academic community.

Detailed Description: Process components include the following:

First, FSUBusiness' Associate Dean and Department Chairs are available to address questions from new faculty. Further, the College adopted a formal mentoring process (see appendix) in which Department Chairs assign experienced faculty members to serve as mentors to new faculty for one year. These faculty mentors advise new faculty members regarding such areas as teaching, advising, professional development, general University procedures, and logistics for that first year.

Second, mentoring assignments are available for existing faculty in need of assistance in achieving a high level of teaching and research excellence. FSUBusiness provides periodic forums (see Process H.3) as a vehicle for interested faculty members to discuss with their peers proposed and current research topics/papers and ask questions about the research process.

Third, the University and FSUBusiness provide new faculty orientation for all new tenure track and non-tenure track instructional faculty (see Process F.6).

Cross Reference to AACSB Standards: S. 11

Cross Reference to Strategic Plan: MG 7

Responsibility for monitoring process: Associate Dean, Department Chairs

Date of last modification: Summer 2009

FSUBUSINESS PROCESS F.10: MAINTAINING ACADEMIC CREDENTIALS

Description:

General Description: The purpose of this process is to ensure that faculty members are strongly encouraged to maintain their academic credentials.

Detailed Description: The college's definition for maintaining minimum academic credentials is contained in FSUBusiness Policy 1. The processes designed to monitor and encourage this designation include: (1) monitoring currency of faculty, Process C.9, (2) evaluating research, Process C.10, (3) annual Faculty Evaluation Report, Process C.11, and (4) admission to graduate faculty, Process F.4.

Cross reference to AACSB Standards: FD

Cross reference to Strategic Plan: MG 4

Responsibility for monitoring process: Dean, College Executive Council

Date of last modification: Summer 2009

FSUBUSINESS PROCESS F.11: MAINTAINING PROFESSIONAL CREDENTIALS**Description:**

General Description: The purpose of this process is to ensure that faculty members are strongly encouraged to maintain their professional credentials.

Detailed Description: The college's definition for maintaining minimum professional credentials is contained in FSUBusiness Policy 2. The major processes designed to monitor and encourage this include: (1) monitoring currency of faculty, Process C.9, and (2) annual Faculty Evaluation Report, Process C.11.

Cross reference to AACSB Standards: FD

Cross reference to Strategic Plan: MG 4

Responsibility for monitoring process: Dean, College Executive Council

Date of last modification: Summer 2009

FSUBUSINESS PROCESS F.9: STAFF DEVELOPMENT**Description:**

General Description: The purpose of this process is to ensure that FSUBusiness encourages staff to participate in development and training to enable the staff members to improve knowledge and skills and to enhance their career and quality of work-life.

Detailed Description: Relevant training may be on or off campus, including online training, and should be related to development of job-related knowledge and skills. Staff should generally include a development goal when setting annual Performance Management Process (PMP) goals. Supervisors should encourage and support staff development as a necessary tool for continuous improvement.

Cross reference to AACSB Standards: S.5, 8

Cross reference to Strategic Plan: MG 4; 6; 7

Responsibility for monitoring process: Associate Dean, Department Chairs, Staff Development Committee

Date of last modification: Summer 2009

FSUBUSINESS PROCESS G.1: ALLOCATING FUNDS TO DEPARTMENTS**Description:**

General Description: The purpose of this process is to ensure the fairness of the budget process. The Associate Dean allocates departmental budgets based on size of faculty and specialized needs of each Department.

Detailed Description: The Associate Dean makes recommendations to the University Budget Office for opening balances of all FSUBusiness operating accounts. Department budgets should be as stable as possible, even in times of budget cutting. Holding department budgets harmless during budget cutting should be a high priority whenever possible. Department Chairs are responsible for managing their own budgets with the following guidelines:

- All professional development allocations are made through the college accounts rather than through department accounts in order to apply college-level guidelines for professional development allocations.
- Equipment with a cost of greater than \$300 is purchased with college accounts.
- Instructional travel (other than summer school) and administrative travel are paid from college accounts.
- No professional association dues may be paid for any individual according to University policy.
- University VISA statement summaries with receipts are submitted to the Dean's Office for signature on a timely basis.

Cross reference to AACSB Standards: S.5

Cross reference to Strategic Plan: MG 7

Responsibility for monitoring process: Associate Dean

Date of last modification: Summer 2009

FSUBUSINESS PROCESS G.2: ALLOCATING FACULTY POSITIONS**Description:**

General Description: The purpose of this process is to describe how full-time faculty positions are allocated to Departments.

Detailed Description: Vacant faculty positions revert to the University. The Provost is responsible for reallocation. Any College and Department can make a request to receive the position. Upon receiving a departmental request, the Dean and Associate Dean conduct a needs analysis. Since vacant faculty positions should be allocated in a manner that enhances keeping the College compatible with AACSB's Minimum Faculty Calculation (MFC) and that is fair to each discipline, this needs analysis begins with the MFC for each discipline.

The general idea is that all disciplines with academic majors in the College should have about the same position relative to the MFC. Thus, the disciplines which are in the most negative (or least positive) position receive the greatest consideration. Other considerations are also relevant to the decision, such as the strategic plan.

The analysis is discussed with the College Executive Council (CEC), which provides the final input for the dean's decision. The dean's decision is then taken to the Provost for final approval.

Cross reference to AACSB Standards: S.9

Cross reference to Strategic Plan: MG 4

Responsibility for monitoring process: Dean, College Executive Council

Date of last modification: Summer 2009

FSUBUSINESS PROCESS G.3: ALLOCATING SPACE**Description:**

General Description: The purpose of this process is to ensure that *FSUBusiness* makes the best use of the space allocated by the University.

Detailed Description: At minimum, all full-time faculty members have assigned office space with basic necessities including a desk, bookcase, file cabinet, a computer and networked Internet access. In unusual circumstances, some faculty share office space.

Classroom spaces are shared among Departments to best utilize the spaces to accommodate student demand and course pedagogy. Whenever possible, a faculty member is assigned to classrooms in the same building as his/her office. Department Chairs meet each semester after pre-registration to reallocate classrooms to meet needs.

Staff spaces include the Dean's Offices, *FSUBusiness* Advising Center, and offices for administrative assistants. At a minimum, staff offices have a desk, a computer, and networked internet access.

Each Department has one private storage space. Other storage spaces are shared. General workroom spaces, the computer lab, and meeting rooms are shared by all faculty and staff.

Meeting rooms and the Framptom computer lab are reserved in advance through the *FSUBusiness* Advising Center. If a conflict arises, the party with a space reservation has priority.

All vacated space reverts to the control of the Dean's Office. Space allocations are made by the Associate Dean in cooperation with Department Chairs and faculty. If two parties desire the same space, reassignment is made on the basis of special need and/or faculty seniority.

The Dean's Office prepares a CoB directory published in booklet form.

Cross reference to AACSB Standards: S. 5

Cross reference to Strategic Plan: MG 7

Responsibility for monitoring process: Associate Dean

Date of last modification: Summer 2009

FSUBUSINESS PROCESS G.4: TRAVEL REIMBURSEMENT (ADMINISTRATIVE AND INSTRUCTIONAL TRAVEL)

Description:

General Description: The purpose of this process is to provide a reasonable level of support for the miscellaneous travel needs of faculty, staff and administrators. Professional development reimbursement processes may be found in Process E.2.

Detailed Description: INSTRUCTIONAL TRAVEL

All faculty are assigned a “home” site of either Frostburg or Hagerstown. Faculty who teach at a site other than the home site are eligible for reimbursement for mileage, parking, and possibly other costs (i.e., meals). Reimbursement is not automatic. To be reimbursed, a faculty member submits an expense report to the Associate Dean that details dates taught at the distant site, mileage, and any other reimbursable costs allowed under University policy. Expense reports may be filed throughout the semester or at the end of the semester. All expense forms must be submitted before the end of the fiscal year.

ADMINISTRATIVE TRAVEL

- FSUBusiness reimburses faculty members for the cost of travel away from the primary campus assignment incurred as a result of attendance at meetings of institutional, college, or departmental governing bodies. Other requests for reimbursement of administrative travel will be considered by the Associate Dean on a case-by-case basis.
- In the event of multiple FSUBusiness attendees, faculty are expected to make reasonable and appropriate efforts to avail themselves of carpooling possibilities.
- Faculty must have exercised reasonable and appropriate efforts to secure state vehicles.
- Reimbursement will be at the prevailing institutional mileage rate (at a 50 percent discount for those based at the Frostburg campus if a state vehicle is available but is not used).

Cross reference to AACSB Standards: S. 5

Cross reference to Strategic Plan: MG 3, 7

Responsibility for monitoring process: Associate Dean

Date of last modification: Summer 2009

FSUBUSINESS PROCESS G.5: OUTSIDE CONSULTING**Description:**

General Description: The purpose of this policy is to ensure that outside consulting by faculty members enhances their academic performance. FSUBusiness uses the University's official policy for outside faculty consulting which is based on the Board of Regent's Policy II-3.10. Faculty are required to complete the Consultant and Professional Services Form and submit it to their respective chairs prior to providing a service. Outside consulting should not interfere with a faculty member's responsibilities, should not represent a conflict of interest, and should be disclosed.

Detailed Description: An excerpt from the official policy states: "Consulting and other external professional services may enhance the reputation of the institution as well as the individual, assist in recruiting or placing students, apply the expertise developed in its academies to the enterprises of the State, and test the applicability of theoretical ideas. Nevertheless, the faculty and the institution must remain vigilant to ensure that such external services enhance and do not detract from a faculty member's fulfillment of his or her responsibilities to the institution. Therefore, external professional services, whether income-producing or not, may be undertaken only when it is ensured that all responsibilities associated with the individual's faculty position are fully satisfied and will continue to be met."

As part of the FSUBusiness mission, applied work and research is highly valued within the College. Faculty members may participate in applied activities without violating USM or University policy by complying with the policy and disclosing outside activities on an annual basis.

Cross reference to AACSB Standards: S.9

Cross reference to Strategic Plan: MG 3

Responsibility for monitoring process: Department Chair, Dean

Date of last modification: Summer 2009

FSUBUSINESS PROCESS G.6: COMPUTER UPGRADES**Description:**

General Description: The purpose of this process is to set an equitable method for providing faculty, staff, and administrators with reasonably current computers and software. A portion of the college's computers should be upgraded every year assuming sufficient funding is available.

Detailed Description: An inventory of faculty, staff and administrative computers is taken annually. The oldest and/or least powerful computers are generally replaced first. On occasion, some machines may be replaced with "recycled" machines rather than new machines so that users with special needs may receive new machines to meet identifiable needs. Full-time faculty, staff, and administrators will receive new machines periodically. Part-time faculty and student workers generally have access to recycled machines.

The University generally replaces lab machines every three years when sufficient funding is available.

Both the FSU HelpDesk and a full-time FSU*Business* IT Support Assistant work with FSU*Business* personnel, in classrooms and in labs to maintain machines, upgrade software, and provide general technology assistance.

Departments are responsible for providing faculty with printers. The College and/or the University provide network and lab printers.

Cross reference to AACSB Standards: S.5

Cross reference to Strategic Plan: MG1, 7

Responsibility for monitoring process: Associate Dean and Department Chairs

Date of last modification: Summer 2009

FSUBUSINESS PROCESS G.7: COLLEGE EXECUTIVE COUNCIL (CEC)**Description:**

General Description: The purpose of this process is to ensure that the administrative efforts of the Dean's Office are supported within the College. The college's administrative body will be the College Executive Council (CEC).

Detailed Description: The CEC will consist of the Dean, Associate Dean, Department Chairs, and Graduate Coordinator. The dean's Executive Administrative Assistant will also attend CEC meetings.

While each administrator is expected to take care of his/her job responsibilities, the collective goal of the CEC is to help the Dean administer the College. Thus, each member is expected to provide relevant objective and subjective input on decision issues.

The standard schedule consists of two meetings per month (with the specific days and times determined by the beginning of each semester). Should there be insufficient business to warrant a meeting, the Dean maintains the discretion to cancel scheduled meetings. When the University calendar or the dean's travel warrants, meetings may be postponed and rescheduled. If a member is unable to attend a scheduled meeting, a substitute may be selected.

Each summer the CEC will schedule "work days" which will be devoted to dealing with any issues the group considers relevant to the College.

Cross reference to AACSB Standards: S. 11

Cross reference to Strategic Plan: MG 7

Responsibility for monitoring process: Dean, College Executive Council

Date of last modification: Summer 2009

FSUBUSINESS PROCESS G.8: MONITORING OF PHYSICAL FACILITIES**Description:**

General Description: The purpose of this process is to ensure that the physical facilities of the College are clean, adequately equipped and functioning properly.

Detailed Description: A building monitor, a non-exempt staff member, is appointed annually by College Executive Council (CEC). Responsibility rotates alphabetically among the Departments with assignments lasting one year. The duties of the building monitor include but are not limited to serving as liaison between the College and Physical Plant, approval of activities in the vicinity of Framptom and Guild Center, requesting replacement of light bulbs and other routine maintenance in the buildings, and determining that the proper number of chairs is in each classroom.

The FSUBusiness IT Support Assistant monitors lab equipment and computers. Non-routine issues are referred to the Associate Dean for appropriate action.

Cross reference to AACSB Standards: S. 11

Cross reference to Strategic Plan: MG 7

Responsibility for monitoring process: Associate Dean, Department Chairs

Date of last modification: Summer 2009

FSUBUSINESS PROCESS G.9: DEPARTMENT CHAIR EVALUATION

Description:

General Description: The purpose of this process is to ensure that faculty members have an opportunity to evaluate their Department Chairs annually.

Detailed Description: The University administers the evaluation instrument. The Dean shares the results of the evaluation with the Department Chairs. The results are used by the Dean to assist the Chairs and Departments in program improvement.

Cross Reference to AACSB Standards: S. 10

Cross Reference to Strategic Plan: MG 4, 7

Individual responsible for monitoring process: Dean

Date of last process modification: Summer 2009

FSUBUSINESS PROCESS G.10: BALANCED SCORECARD: A QUALITY AND ASSESSMENT REPORT**Description:**

General Description: the purpose of this policy is to ensure that the College prepares a Quality and Assessment Report each year entitled the Balanced Scorecard.

Detailed Description: The Associate Dean prepares the Q&A Balanced Scorecard Report annually, with assistance from various departments. The primary focus is to ensure that various items stay within acceptable tolerance limits. The initial items covered are:

- Alumni perceptions
- Enrollment headcount
- Ethnicity and gender data for faculty
- Ethnicity and gender data for students
- Intellectual contribution data
- Minimum faculty calculation data
- Placement data
- Retention data
- Student Credit Hours (SCHs) generated
- Student perceptions

The report is provided to the College Executive Council which analyzes the report to identify issues which need to be addressed. The Committee will then determine who or which group should address the issue in a decision-making mode. Various COB committees review and take appropriate action.

Cross reference to AACSB Standards: S. 1

Cross reference to Strategic Plan: MG 7

Responsibility for monitoring process: College Executive Council

Date of last modification: Summer 2009

FSUBUSINESS PROCESS H.1: BYLAWS**Description:**

General Description: The purpose of this process is to provide a framework within which the faculty members of the College participate in the educational policy and decision-making process of the College.

Detailed Description: The College's Bylaws document is divided into nine articles. Article I names the College. Articles II – IV discuss who qualifies as a faculty member and set forth objectives and functions of the faculty. Articles V – VIII focus on the scheduling and conducting of college-wide faculty meetings and the standing committees within the College. Article IX contains procedures to amend the bylaws.

Cross reference to AACSB Standards: Mission

Cross reference to Strategic Plan: MG 7

Responsibility for monitoring process: Dean, College Executive Council

Date of last modification: Summer 2009

BYLAWS

College of Business, Frostburg State University

PREAMBLE

The purpose of this document is to provide a framework within which the faculty of the College of Business participates in the educational policy, educational guidelines, and decision-making processes of the College. It is understood that these bylaws are valid so long as they are in agreement with the policies and procedures established by the Board of Regents, University System of Maryland, and Frostburg State University.

ARTICLE I

Name

This organization shall be known as the College of Business, Frostburg State University.

ARTICLE II

Membership

Section 1

The Participating Faculty of the College of Business shall consist of all persons appointed to a Department within the College of Business to a full-time position with the title of Professor, Associate Professor, Assistant Professor, or Instructor. Unless otherwise stated, reference to the Faculty hereafter refers to the Participating Faculty. The Participating Faculty shall have legislative jurisdiction over broad policies and guidelines affecting the College of Business' academic mission in regard to teaching, research, and service, including the definitions of purpose and objectives.

Section 2

Typically, Supporting Faculty members are faculty who are hired on a contractual basis to teach a course or several courses over a fixed contract period. Supporting Faculty may attend general meetings of the faculty and may actively participate in the meetings. Normally, Supporting Faculty do not have deliberative or voting rights on faculty issues. They do not normally have membership on faculty committees, nor are they normally assigned responsibilities beyond their direct teaching function (that is, classroom and office hours).

The Faculty may decide which types and ranks of Supporting Faculty may vote on (a) routine College matters, and (b) policy or guideline matters. Should a question arise whether an issue is "routine" or "policy," the Participating Faculty will decide. In any event, Supporting Faculty will not vote on any faculty personnel matters.

ARTICLE III

Objectives of the Faculty

Section 1

The Faculty will establish, in cooperation with relevant stakeholders, the mission and goals of the College of Business. The Faculty will maintain academic standards and develop plans, practices and procedures for achieving the mission and goals.

Section 2

The Faculty will coordinate the policies of the College of Business with the other Colleges of Frostburg State University for the general welfare of the institution as a whole.

ARTICLE IV

Functions of the Faculty

Section 1

The Faculty shall vote in General Faculty meetings and transmit to the Dean its recommendations concerning such general educational policy matters such as:

- a. requirements for admission to the College,
- b. requirements for students' maintenance in good standing,
- c. subject matter, courses, and curricula which pertain to the College's graduation requirements, and
- d. academic degrees administered by the College.

Section 2

The Faculty shall address all matters referred to it by the Dean or appropriate College Committees.

Section 3

The Faculty shall vote in a General Faculty meeting and transmit its recommendations to the Dean.

ARTICLE V

Meetings: Scheduling

Section 1

A General Faculty Meeting shall be held in the fall and spring semester each academic year.

Section 2

Special Faculty Meetings may be called at the discretion of the Dean or upon recommendation of a simple majority of the Faculty. A petition signed by more than one fourth of the (Participating) Faculty shall constitute a simple majority for this purpose.

Section 3

All regularly-scheduled Faculty Meetings shall be called by written notice or e-mail to members of the Faculty not less than seven (7) days prior to the time set for the meeting. This notice should include an agenda. The Dean may call emergency meetings to address unanticipated or crisis situations without the seven days notice.

Section 4

Items for the agenda must be submitted to the Dean's office five (5) working days prior to the meeting date. Items normally are submitted through: the College's committees, a Department, an individual Faculty member. In the event an item is not included on the agenda, Faculty may introduce new business from the floor.

Section 5

A special version of meeting will be referred to as a *Faculty Forum*. A faculty forum is a means of enhancing communication rather than “conducting business.” A faculty forum may be called by the Dean or any group of faculty, with the dean’s approval. The focus is typically on matters that do not require a faculty vote, but that are important to the college and of sufficient interest to faculty. Examples of topics include new technology or software, tips for teaching excellence, research idea generation, distance education. Further, a committee could call a Faculty Forum to obtain input for its deliberations.

ARTICLE VI

Meetings: Conduct

Section 1

The Dean, or his/her designated representative, will preside at all faculty meetings.

Section 2

The Dean shall appoint a Secretary, who may be a faculty member or a staff member. The Secretary shall notify members of meetings, keep complete minutes of each meeting, and make the minutes available to the Faculty via appropriate means within ten days following the meeting. The Secretary shall establish and maintain a complete file of the minutes of the meetings of this Faculty, together with reports submitted in writing at such meetings.

Section 3

During meetings, and at all times, Faculty will operate with integrity in their dealings with colleagues. A spirit of collaboration and cooperation is desirable and encouraged.

Section 4

A majority of the Faculty shall constitute a quorum. A simple majority of the votes cast is required for passage of any item of business presented to the Faculty for consideration with the exception of the amendment procedure described in Article IX. The presiding officer shall determine the nature of the voting procedure (i.e., voice, show of hands, secret ballot). Absentee voting is not permitted.

Section 5

Non-tenure-track faculty will have voting privileges as outlined in Article II, Section 2.

Section 6

In the absence of special provision in these Bylaws, Robert's Rules of Order shall govern meetings.

ARTICLE VII

Overview of Committees

Section 1

It is desirable for most College of Business faculty member to serve on a standing committee. To facilitate the accomplishment of the Faculty's specified functions, the following Standing Committees will be maintained:

- Assurance of Learning Committee
- Curriculum Committee
- Economic Development Committee
- Faculty Development Committee
- Graduate Policy Committee
- Recruitment and Retention Committee
- Staff Development Committee
- Strategic Planning Committee
- Student and Alumni Committee
- Technology Committee

Section 2

In addition to the named Standing Committees, the Dean may request such voluntary teams or task forces as deemed necessary.

Section 3

The Faculty members who serve on a Standing Committee created by this Article shall be appointed by the Department Chair of each department as described in the committee information below.

Appointments to Standing Committees by the Department Chairs should be done with the consensus of the departmental Faculty. If at least 10 percent (but no less than two) of the Faculty in a department request in writing that an election be held with respect to any particular Standing Committee membership, then that committee member will be elected by the Faculty of that department.

Section 4

Standing Committee membership selections normally are to be made no later than 20 calendar days prior to the last day of classes in the Spring semester.

Section 5

The term of office for all Standing Committees shall begin at the start of the academic year.

Section 6

Unless specified otherwise in these Bylaws, the following rules for committee membership are in effect:

- a. Each member selected to a Standing Committee shall serve a term of two years, unless he/she is selected to fill an unexpired term or a one-year term as described in (e) below.
- b. No faculty member shall be required to serve simultaneously on more than two Standing Committees of this Faculty.
- c. Unless otherwise specified by the Bylaws, no faculty member shall serve more than three consecutive terms on a given Standing Committee.
- d. The membership of each new committee shall initially be staggered to help ensure continuity from year to year -- upon selection; members of the Standing Committee shall reach an agreement regarding which members will hold one versus two year memberships (approximately one-half each). The terms of each member shall be reported to the Dean's Office along with the notification of the new Chair of the committee (see section 8 below).

Section 7

The appointment process described in Section 3 shall be used to fill any vacancy occurring in the membership of a Standing Committee.

Section 8

The Chair of each committee is to be elected by the membership of the new committee. This election is to be made and reported to the Dean no later than 14 days after the committee is formed. Further, the Dean's Office will distribute a list of committee chairs, members, and members' terms within 30 days of the committee's election of its Chair.

Section 9

The Chair is responsible for arranging for the Dean to meet with the committee early in the Fall semester. The primary purpose of this meeting is to discuss the group's activities and objectives for the forthcoming year.

Section 10

Each Standing Committee is to make the minutes of each meeting available via electronic means to the Faculty no later than two weeks following committee meetings. The Faculty Development committee shall follow the procedures listed in the *FSU Faculty Handbook* with regard to its recommendations to the Dean. Note that confidential matters (e.g., personnel related) shall not be disclosed to the college at large.

Section 11

The Chair of each Standing Committee is responsible for presenting an oral report of the committee's activities at the Spring Faculty meeting. Note that confidential matters (e.g., personnel related) shall not be disclosed.

Section 12

The Chair of each Standing Committee is responsible for preparing a final written report of the committee's activities and making it available via appropriate means to the Faculty within 30 days of the election of new Standing Committees.

Section 13

Faculty membership on ad hoc Voluntary Teams or Task Forces shall generally be from the Faculty at their discretion. The term of membership shall be until the Voluntary Team or Task Force disbands upon completion of its charge, or earlier, at the discretion of the faculty volunteer(s). The chair of each Voluntary Team or Task Force will be elected by the membership. Reports by the chair will be disseminated to the Faculty in accordance with the rules for Standing Committees under Sections 10, 11, and 12.

ARTICLE VIII

Standing Committees

Membership: The standard membership for each committee, unless specified below, will consist of five faculty members: one faculty member from each department plus one additional faculty member. One Department Chair or the Associate Dean will serve ex officio on each standing committee. The ex officio members of the standing committees are free to vote on issues.

Appointments and elections for committee membership will take place in the spring semester of each academic year.

Section 1 - Assurance of Learning Committee

1. **Membership.** Standard, plus one undergraduate and one graduate student. Assurance of Learning Coordinator shall serve as Chair of this committee.
2. **The Committee shall:**
 - a. Establish and modify, as necessary, the appropriate assessment cycle and process for all Cob programs;
 - b. Identify and assign appropriate groups to carry out each assessment task, including but not limited to gathering baseline data, gathering on-going performance data, analyzing the performance data gathered, recommending actions for change, and reporting on outcomes assessment;
 - c. Prepare annually the college's Assessment Report; and
 - d. Other relevant duties as charged by the Dean.

Section 2 - Curriculum

1. **Membership.** Standard membership plus two students. A Department Chair, the Advising Center Coordinator, and the Associate Dean shall serve ex officio on this committee.
2. **The Committee shall:**

- a. Insure that program missions/objectives reflect institutional and College missions, needs of constituencies being served, and our competencies and competitive advantages;
- b. Enhance College policies and procedures as appropriate to support assurance of learning efforts and compliance with AACSB standards for curriculum content and evaluation;
- c. Consult with relevant stakeholders for each program;
- d. Identify the appropriate input, processes, and outcome performance measures for each of the College's programs in cooperation with the Assurance of Learning Committee.
- e. Create ways and means to recognize (formally and informally) evidence of innovative, creative, and highly effective teaching practices, including advising;
- f. Seek ways to promote quality teaching and advising; and
- g. Work with the Faculty Development Committee to promote quality teaching and to promote research and study in pedagogy and related areas; and
- h. Other relevant duties as charged by the Dean.

Section 3 - Economic Development Committee

1. **Membership.** Standard membership plus two students. A Department Chair shall serve ex officio on this committee.
2. **The Committee shall:**
 - a. Explore opportunities to interact with and explore mutually beneficial opportunities for the college and the regional community;
 - b. Coordinate community outreach efforts;
 - c. Provide an avenue for faculty to obtain ideas for applied student projects;
 - d. Arrange workshops to encourage and teach faculty to do training, consulting, and research contracts; and
 - e. Other relevant duties as charged by the Dean.

Section 4 – Faculty Development Committee

1. **Membership.** Standard. A Department Chair shall serve ex officio on this committee.
2. **The Committee shall:**
 - a. Send the annual ‘Call for Journal Award Applications’ each September 1. Collect and review individual faculty member’s journal award application and determine awards (application deadline is Sept. 30). Notify faculty of award allocations on or before October 15 of each year;
 - b. Maintain the college’s journal classification list (CoB ‘A’ and ‘B’ journal list). Send annual ‘Call for Updates’ to the Journal Classification List each February 1. Review any department proposals submitted by the deadline of March 1. Notify department faculty of decision by April 1 (dept faculty may appeal to CEC by April 20);
 - c. Maintain the ‘Extra Mile’ Award. Send out the ‘Call for Department Nomination’ for the Extra Mile Award each February. Collect each department’s nomination (allowed one nomination per dept) by March 1. Determine each award recipient and notify college faculty by April 1. Awards presented each May at the CoB Honors Reception;
 - d. Determine ways and means to stimulate, support, and improve continuing faculty intellectual development and faculty involvement in academic and professional endeavors/organizations;
 - e. Periodically review and make recommendations for improvement to the college’s Professional Development Support policy (see Process Manual, Process E.2); and
 - f. Other relevant duties as charged by the Dean.

Section 5 - Graduate Policy Committee

1. **Membership.** Standard membership, plus two graduate students. Note that the members should be members of the Graduate Faculty. The Graduate Coordinator shall serve ex officio on this committee.
2. **The Committee shall:**
 - a. Insure that program missions/objectives reflect institutional and College missions, needs of constituencies being served, and our competencies and competitive advantages;
 - b. Enhance College policies and procedures as appropriate to support compliance with AACSB standards for graduate curriculum content and evaluation;
 - c. Consult with relevant stakeholders for each program;
 - d. Identify the appropriate input, process, and outcome performance measures for each of the College’s programs; and
 - e. Other relevant duties as charged by the Dean.

Section 6 - Recruitment and Retention Committee

1. **Membership.** Standard membership, plus one undergraduate student. A Department Chair shall serve ex officio on this committee.
2. **The Committee shall:**
 - a. Seek ways to improve and expand relationships with regional community colleges and high schools for the purpose of recruiting students;
 - b. Review and acquire retention data needed to identify concerns and evaluate existing college programs and services to identify areas for improvement;
 - c. Recommend changes to college policies, procedures, programs, events, or student organizations, so that student needs are more effectively met;
 - d. Work with the Dean, Associate Dean and Department Chairs in facilitating Open House events, Majors' Fairs, Career Expo, and other such recruitment and retention events;
 - e. Other relevant duties as charged by the Dean.

Section 7 - Staff Development Committee

1. **Membership.** Dean's Executive Administrative Assistant, four departmental Administrative Assistants, Advising Center Coordinator, and the College of Business Technology-Support person.
2. **The Committee shall:**
 - a. Seek ways to improve and expand relationships with the faculty, parents, students, and other administrative personnel within the college and the University;
 - b. Continue to implement Building Monitors in Guild and Framptom;
 - c. Continue the coordination, channeling, and ensuring of overall functions, daily operations, and procedures for the College of Business and University;
 - d. Work with the Department Chairs, Faculty, Associate Dean, and Dean in facilitating smooth transitions for new and adjunct faculty;
 - e. Facilitate training sessions to enhance knowledge of how to access information from PeopleSoft Financials, PAWS, and Blackboard;
 - f. Other relevant duties as charged by the Dean or Departmental Chairs.

Section 8 - Strategic Planning Committee

1. **Membership.** The administrators who comprise the College Executive Council (CEC) and one faculty representative from each department in the College of Business.
2. **The Committee shall:**
 - a. Develop the college's strategic plan and oversee its implementation;
 - b. Participate in the college advisory board meetings
 - c. Other relevant duties as charged by the Dean.

Section 9 - Student and Alumni Committee

1. **Membership.** Standard membership, plus one undergraduate and one graduate student. The Associate Dean shall serve ex officio on this committee.
2. **The Committee shall:**
 - a. Provide oversight and serve as liaison to the Student Advisory Council in considering the needs of all significant student constituent groups: graduate and undergraduate, full-time and part-time, and at all campus locations;
 - b. Review identified student concerns, and evaluate existing college services for students on an ongoing basis to identify areas of improvement;
 - c. Envision appropriate changes in student services and work with students and University constituencies to help identify specific actions and resources needed to accomplish them;
 - d. Recommend changes in college programs, policies, and procedures so that student needs are more effectively met;
 - e. Select College scholarship recipients (student members may not participate in this activity);
 - f. Assist in the selection of nominees for Alumnus of the Year and Who's FSU;
 - g. Assist in the recruitment of members of the Student Advisory Board;
 - h. Assist with the FSU *Business* Honors Reception;
 - i. Assist in the improvement of contacts with Alumni;
 - j. Oversee the classroom adoption process;
 - k. Other relevant duties as charged by the Dean.

Section 10 - Technology Committee

1. **Membership.** Standard membership, plus the College of Business departmental web administrators. The MBA Coordinator shall serve ex officio on this committee.
2. **The Committee shall:**
 - a. Develop
 - b. Participate in
 - c. Other relevant duties as charged by the Dean.

ARTICLE IX

Amendments to the Bylaws

Section 1

These bylaws shall be in effect after adoption by a simple majority vote of a quorum of the Faculty at a faculty meeting or by ballot distributed to the Faculty at a faculty meeting or by ballot distributed to the Faculty and approved by the Dean. A quorum exists when a majority of the members of the Faculty are present at a meeting of the Faculty.

Section 2

Motions to amend these bylaws may occur at any called meeting of the Faculty at which a quorum is present. Proposals to amend and voting on the amendments should be consistent with the voting on issues under Article VI. A simple majority vote is required by amendment.

In addition, routine changes of the bylaws may be proposed by any of the parties identified in Section 3 by sending a written (or e-mail) notification of the proposal to all of the faculty and having a vote by ballot no sooner than fourteen days after the notification is sent out. A two-thirds majority of the votes cast is required in order for an amendment to be approved by means of this process. However, with respect to any particular amendment that is proposed in this manner, upon written request by at least ten (10) per cent of the faculty a vote at a Faculty meeting will be required to amend the bylaws.

Section 3

Any duly constituted committee, the Dean (or designee), or one-fourth of the Faculty members may propose amendments.

Section 4

A copy of the proposed amendment(s) must be given to the Faculty by the Dean at least seven (7) days prior to the date of the meeting or voting date at which the proposed amendment(s) is/are to be voted upon.

FSUBUSINESS PROCESS H.2: COMMITTEE STRUCTURE**Description:**

General Description: The purpose of this process is to ensure that the college's array of committees helps facilitate the accomplishment of the faculty's overall functions. It ensures that the college's core values are realized and that the mission is accomplished.

Detailed Description: There are seven standing committees in the College:

- Assurance of Learning Committee
- Curriculum Committee
- Economic Development Committee
- Faculty Development Committee
- Graduate Policy Committee
- Recruitment and Retention Committee
- Staff Development Committee
- Strategic Planning Committee
- Student and Alumni Committee
- Technology Committee

Each committee has at least one member from each Department plus student and other representatives as specified in the Bylaws. In addition to the standing committees, the Dean may establish ad hoc voluntary teams or task forces as deemed necessary.

Cross reference to AACSB Standards: S. 1

Cross reference to Strategic Plan: MG 7

Responsibility for monitoring process: Dean, College Executive Council

Date of last modification: Summer 2009

FSUBUSINESS PROCESS H.3: FACULTY FORUMS

Description:

General Description: The purpose of this process is to delineate the steps used to call for a Faculty Forum. Faculty Forums address topics of concern to the faculty and administration of the College.

Detailed Description: Faculty Forum is not a formal Faculty Meeting. Rather, it is a gathering of the faculty to share information and discuss topics of broad interest to the faculty. Thus, no formal or binding decisions are made or votes taken.

Any faculty member or administrator can request the calling of a Faculty Forum. The meeting is conducted by those individuals who call the meeting.

Cross reference to AACSB Standards: S. 1, 11

Cross reference to Strategic Plan: MG 7

Responsibility for monitoring process: Dean, College Executive Council

Date of last modification: Summer 2009

FSUBUSINESS PROCESS I.1: STRATEGIC PLANNING**Description:**

General Description: The purpose of this process is to ensure that the College maintains a sound strategic planning effort.

Detailed Description: The Strategic Planning Committee consists of the College Executive Council (CEC). *FSUBusiness* maintains the strategic plan and ensures that it is updated annually. Input is obtained from the faculty, staff, students, Student Advisory Council, and Business Advisory Board regarding all components of the strategic plan.

The strategic plan is published on the college's website.

Cross reference to AACSB Standards: S. 1

Cross reference to Strategic Plan: MG 7

Responsibility for monitoring process: Dean, Strategic Planning Committee

Date of last modification: Summer 2009

FSUBUSINESS PROCESS I.2: MISSION REVIEW**Description:**

General Description: The purpose of this process is to ensure that the College maintains a mission that is consistent with the University mission and is appropriate for the college.

Detailed Description: The mission is reviewed at least every other year by the Strategic Planning Committee, faculty, students, Student Advisory Council, and Business Advisory Board. The mission must be consistent with the University mission, appropriate for an accredited College of Business, and relevant to the college's environmental situation.

Cross reference to AACSB Standards: S. 1

Cross reference to Strategic Plan: MG 7

Responsibility for monitoring process: Dean, College Executive Council

Date of last modification: Summer 2009

FSUBUSINESS PROCESS I.3: PROCESS PLANNING**Description:**

General Description: The purpose of this process is to ensure that the College maintains a planning effort that results in an up-to-date process manual.

Detailed Description: The College Executive Council (CEC) is responsible for maintaining a current process manual. New processes are prepared as needed. The individual processes are evaluated every three years.

The intent of the process manual is to provide information on how the College “gets things done.” Consequently, some processes may simply reflect the college’s posture or state a policy. The term “process” is used to cover all variations.

Cross reference to AACSB Standards: S. 1

Cross reference to Strategic Plan: MG 7

Responsibility for monitoring process: Dean, College Executive Council

Date of last modification: Summer 2009

Appendix “A”

Faculty Scheduled Workload Guidelines (FSWG) Full-time Tenured and Tenure-Track Faculty

Introduction

The Faculty Scheduled Workload Guidelines (FSWG) establish faculty workload expectations for full-time tenured and tenure-track faculty. It is the responsibility of the Department Chair to set non-administrative faculty workload by assigning workload units. The assignment of units must take place within the context of the overall instructional and productivity needs of the Department and College. Their implementation must also be strictly based on the budgetary resources available to the University. The Dean of the College, subject to review by the Provost, must approve the assignment of workload units by the chair.

The FSWG allow variation in faculty workload assignments. Under the guidelines, full-time tenured and tenure-track faculty members (i.e., core faculty) are ordinarily assigned 12 workload units each academic semester (a total of 24 units for an academic year). Over the course of the academic year, a faculty member can accumulate 24 workload units by teaching eight three-credit course sections. Faculty members may also be assigned workload units for professional development, service, and administration.

The FSWG do not attempt to assign workload units for all the professional work of a faculty member. Rather, faculty workload units under the guidelines are awarded for specific assignments that are closely evaluated and approved in advance by the Department Chair and Dean of the College.

Guidelines

I. INSTRUCTION

Course offerings under the FSWG are identified as belonging to one of the following categories: lecture/seminar; laboratory and studio instruction; thesis supervision, independent study, field experiences, practica, internship supervision; student teaching internship supervision; private music instruction; and distance education. Instructional activities under the FSWG include off-site instructional travel, academic advising, and other instructional-related activities.

1. LECTURES/SEMINARS

Workload credit for undergraduate or graduate lecture or seminar courses will be calculated as one unit of workload for one contact hour of instruction.*

Large classes will carry more workload units, while small classes will carry fewer workload units. The allotment of workload units presented in the following table may be modified by the chair with the approval of the Dean to meet program accreditation, graduate education, and pedagogical requirements.

Course Enrollment **	Workload Units for a 3 credit course***	Workload Units for a 1 credit course***
8 or fewer	2.5	0.83
9 – 45	3.0	1.00
46-79	4.5	1.50
80 or more	6.0	2.0

*Fifty (50) minutes of faculty instruction per week is a contact hour and is equivalent to 1 workload unit for lecture and seminar classes.

**Courses with 2 credits or more than 3 credits will also use this schedule on a pro-rata basis

***When more than one faculty member is assigned to teach a single course, the workload units will be divided among the instructors.

2. LABORATORY/ STUDIO INSTRUCTION

Definitions:

- (1) A **laboratory or studio** is a regularly scheduled application session held in a specialized instructional area that is directly taught or supervised by a faculty member.
- (2) A **contact hour** : Fifty (50) minutes of faculty instruction per week is a contact hour and is equivalent to .80 workload units for laboratory and studio instruction.

Workload credit for undergraduate and graduate laboratory/studio instruction will be calculated according to the following schedule.

WORKLOAD UNITS FOR LABORATORY/STUDIO INSTRUCTION

Lab/Studio taught by	Workload Units per weekly 50-minute session (ONE CONTACT HOUR)
Faculty member	.80
Faculty supervision of Laboratory Assistant	0.267

Classes that have both lecture and laboratory/studio components will allocate the credit hours and contact hours to each category to determine an appropriate assignment of workload units. The Dean of the College must approve scheduled laboratories and studios with fewer than 8 enrolled students.

3. THESIS SUPERVISION, INDEPENDENT STUDY, FIELD EXPERIENCE, PRACTICA, AND INTERNSHIP SUPERVISION

Workload credit for assigned undergraduate or graduate *thesis supervision* and *independent study* will be **calculated on a pro-rata basis according to the following schedule.**

Course Level	USM Requirements for One Course Unit*	FSU Workload Units
700 Master Research Paper/Project; 710 (master thesis)	12 student cr. hrs.	3
500 - 699 (other graduate level individual studies)	18 student cr. hrs.	3
100 - 499 (undergraduate level individual studies)	21 student cr. hrs.	3

* University System of Maryland Workload Report on Teaching Load Instructions and Guidelines (Spring 2002)

Workload credit assigned for undergraduate or graduate *field experiences*, *practica* and *internship supervision* (except for student teaching) under direct faculty supervision will be as follows:

Students are required to attend scheduled class sessions conducted by faculty member:*

Enrollment	FSU Workload Units
1-2 students	1 workload unit
3-4 students	2 workload units
5-6 students	2.5 workload units
7 students	3 workload units
8-9 students	4 workload units
10 or more students	5 workload units

*The number of workload credits awarded is based on USM formula for thesis supervision and independent study (see above). Workload units awarded are based on enrollment for a single student experience which carries 3 or more credit hours whether students are registered for one or two courses. Courses carrying 1 to 2 credit hours will also use this schedule on a pro-rated basis.

Students are not required to attend class meetings conducted by faculty member

Enrollment	FSU Workload Units
1-4 students	1 workload unit
5-7 students	2 workload unit
8-10 students	3 workload units
11 or more students	4 workload units

Based on a 3 credit hour course model. Courses carrying 1 or 2 credit hours will also use this schedule on a pro-rata basis.

4. STUDENT TEACHING INTERNSHIP SUPERVISION

A faculty member supervising student teachers will be awarded as follows:

Student Credit Hours Generated	Workload Units *
48-60	3

* based on NCATE guidelines

5. PRIVATE MUSIC INSTRUCTION

Workload units for individual music instruction (which may or may not include a group master class) will be calculated according to the following schedule*:

Length of Lesson	Credit Hours	Number of students	Workload Units
1 hour	2	3	2
30 minutes	1	3	1

* This schedule reflects faculty workload standards set by the National Association of Schools of Music.

6. DISTANCE EDUCATION

Because of the additional preparation and training required, a faculty member who teaches via distance education (i.e., interactive video or online) for the first time will be awarded twice the number of workload units normally assigned for the course (e.g., a first-time three-credit course will count as 6 workload units). Subsequent offerings of any distance education course using the same delivery method by the same faculty member will result in the awarding of one additional workload unit (e.g., a three-credit course will count as 4 workload units). For distance education courses enrolling fewer than 12 students, additional workload units will only be awarded to faculty at the discretion of the chair and with the approval of the Dean. Both the Department Chair and the

appropriate Dean must approve in advance all distance education courses.

- a. **Interactive video classes - High enrollment sections:** For a class with total enrollment of 40 or more students with at least 11 students at a distant site, the faculty member may be awarded additional workload units by the chair with the approval of the Dean.
- b. **Online courses:** To qualify as online, a course must: 1. have most course material (other than textbooks) available on the web, and 2. use the web as a primary means of communication. Online courses may require some personal interaction (e.g., an orientation session or supervised testing), but regular class attendance cannot be a course requirement. Enrollment in online courses should ordinarily be limited to no more than 22 students.

Regardless of circumstances, no more than 6 workload units can be earned by a faculty member for teaching a single distance education course.

7. OFF-SITE INSTRUCTION TRAVEL

Off-site instruction requires significant faculty travel. Consequently, a faculty member will be awarded additional workload units for courses that require regular, off-site teaching/supervision duties. The following schedule will be used for determining additional workload units, with a maximum of 4 additional workload units to be awarded to a single faculty member in any semester for off-site teaching:

ADDITIONAL WORKLOAD UNITS FOR TRAVEL

Faculty Base location	Traveling to...	Additional Workload Units Awarded
Frostburg or Hagerstown	Hagerstown or Frostburg	1.5
Frostburg or Frederick	Frederick or Frostburg	2.0
Hagerstown or Frederick	Frederick or Hagerstown	0.5
Any campus	Intermittent travel to various locations*	0.5 – 2.0

* Intermittent travel might include assignments such as lengthy or significant field trips or internship supervision. The Department Chair and appropriate Dean must approve intermittent travel workload units in advance.

Second or third courses/assignments taught on the same day at an off-site location will not qualify for additional workload units.

8. ACADEMIC ADVISING

Faculty advising of undergraduate majors is a critical form of non-course-based instruction. Therefore, a faculty member who is assigned fifty (50) or more undergraduate student advisees during each semester of the academic year will be awarded workload units as follows.

Number of Undergraduate Advisees Each Semester	Workload Units Awarded
50 – 60 Students	1.5 workload unit per semester
61 - 75 Students	2.0 workload units per semester

In accordance with USM policy, advising fewer than 50 undergraduate students will not be converted to workload units. A faculty member should normally not be assigned to advise more than 50 undergraduate students each semester. This policy may apply to graduate advising at the discretion of the chair with the approval of the Dean.

9. OTHER INSTRUCTION-RELATED ACTIVITIES

- (1) **Non-credit Activities:** Activities related to instruction that involve students without awarding academic credit (e.g., planetarium support, coaching, and other activities that are approved by the Dean of the College) may qualify for a maximum of three (3) workload units per semester.
- (2) **Performing/Visual Arts:** Performing **and visual arts** activities involving productions, events or ensembles, **and exhibitions** that may or may not generate academic credit for students, may ordinarily be assigned up to 3 workload units per semester. The Department Chair and Dean must agree in advance to the number of workload units to be awarded to a faculty member for these activities based upon contact hours and number of students.
- (3) **Curriculum Development:** A maximum of three (3) workload units may be awarded for the development of courses or programs. Generally, these assignments will be for new courses or programs that require *substantial effort beyond normal curriculum development*. The chair and the Dean must approve in advance any workload units assigned for course or program development.

II. PROFESSIONAL DEVELOPMENT

All faculty members are expected to engage in professional development activities. Under these guidelines, a portion of a faculty member's workload each semester may be scheduled for specific professional development activities that go beyond the normal expectation. Professional development activities for which workload units are awarded must contribute directly to the achievement of the mission or goals of the College and/or University and result in a predetermined specific, measurable outcome.

The Dean of each College is responsible for establishing specific criteria for awarding professional development assignments under the workload guidelines. Criteria might, for example, include scholarship and publication leading to achieving or maintaining professional accreditation or major grants. The Dean, in consultation with the Provost, will determine a maximum number of professional development workload units that the College may assign per year.

Ordinarily, an individual faculty member will not be assigned more than three workload units for professional development each semester unless designated formally as research faculty. The Department Chair and the Dean of the College must approve requests for professional development assignments to be part of a faculty member's required 24 workload units per year.

Any faculty member who fails to accomplish the agreed-upon assignment may be required to increase a subsequent semester's normal workload units by the amount of workload units granted for the professional development assignment. The Dean of the College, in consultation with the appropriate Department Chair and subject to review by the Provost, will decide if an adjustment in a faculty member's workload is required for an unaccomplished professional development assignment for which workload units have been assigned.

III. SERVICE

All faculty members are expected to engage in service to the Department, College, University, and/or profession. Under these guidelines, a portion of a faculty member's workload each semester may be scheduled for specific service activities that go beyond the normal expectation. Service activities for which workload units are awarded must contribute directly to the achievement of the mission or goals of the College and/or University and result in a predetermined specific, measurable outcome. **The Department Chair and the Dean of the College must approve requests for service assignments to be part of a faculty member's required 24 workload units per year.**

The Dean of each College is responsible for establishing specific criteria for awarding service assignments under the workload guidelines. Criteria might, for example, include serving as Chair of the Faculty or directing a University

recognized center or institute. The Dean, in consultation with the Provost, will determine a maximum number of service workload units that the College may assign per year.

Any faculty member who fails to accomplish the agreed-upon assignment may be required to increase a subsequent semester's normal workload units by the amount of workload units granted for the service assignment. The Dean of the College, in consultation with the appropriate Department Chair and subject to review by the Provost, will decide if an adjustment in a faculty member's workload is required for an unaccomplished service assignment for which workload units have been assigned.

IV. ADMINISTRATION

This section of the guidelines pertains to faculty members who chair academic Departments/Divisions or who serve as academic program directors or coordinators.

A. Department/Division Chairs and Associate/Assistant Chairs

Based on the number of full-time equivalent faculty and the complexity of administration, the following ranges of workload units will be awarded by the Dean of the College to faculty members serving as Department Chairs and associate/assistant chairs: *

Department/Division Chair

Size of the Department/Division	Range of Workload Assignments
2-10 full-time equivalent faculty	3-6 workload units per semester
11 or more full-time equivalent faculty	6-9 workload units per semester

Associate/Assistant Chair

Size of the Department/Division	Range of Workload Assignments
16 or more full-time equivalent faculty	3-5 workload units per semester

*Complexity of administration is affected by factors like large number of transfer students, managing multiple sites, and graduate programs.

B. Academic Program Coordinators and Directors

Based on size of the program and the complexity of administration, the Dean of the College may award workload units or a stipend to faculty members serving in the following academic program coordinator/director roles:

- Graduate Program Coordinators

- Undergraduate Academic Program Coordinators (not also serving as Department Chairs or associate/assistant chairs)
- Academic Minor Coordinators (only applies to minors without corresponding majors)
- Education Certificate Programs Coordinators (within disciplines outside of the Department of Educational Professions)
- Hagerstown Centers Program Directors
- Other Directors or Coordinators

11/24/03

Faculty Scheduled Workload Guidelines (FSWG) Implementation Procedures Full-time Tenured and Tenure-Track Faculty

I. PROCESS

- A. General Implementation: The implementation of the Faculty Schedule Workload Guidelines must take place within the context of the overall instructional and productivity needs of the Departments and Colleges. Their implementation must also be strictly based on the budgetary resources available to the University. The Provost may limit or revise the application of the established guidelines to meet budget, personnel, or other circumstances within the Division of Academic Affairs and the University, or changes in University System of Maryland Board of Regents' policies.
- B. Timing: By January 15 of each year, the Department Chair, after consulting with the individual faculty member and Dean, will set an appropriate teaching workload for the individual faculty member for the following academic year.
- C. Flexibility: Following FSWG, it may at times be difficult to achieve a workload total for the semester that equals twelve (12) units. In some cases, professional development, service and/or administrative assignments may be adjusted slightly to balance out the total workload: e.g., a two (2) rather than three (3) workload unit research assignment. It may also be sufficient to ensure that an average of 12 units is achieved for the two semesters of the same academic year (e.g., 14 units in the first semester and 10 units in the second semester). When appropriate, the chair may also assign additional responsibilities to a faculty member to ensure that a minimum of 24 units per academic year is achieved.
- D. Determination of Course Enrollments: For the purpose of allocating workload units for instruction, course enrollment limits will be used to estimate actual course enrollments. An adjustment to assigned workload units to reflect actual course enrollments may be considered by the chair and the Dean when necessary.
- E. Rounding and Partial Units: Partial units may be awarded on a pro-rata basis for any workload category, but aggregate partial units must be rounded. After adding all partial units, remaining workload units of less than 1.0 may be rounded up or down to the nearest 0.5 unit, but workload units less than 0.5 (rounded) will not be recognized. For example, a 400-level independent study course that has two students

earning three credits each will be awarded 1 workload unit. The calculation is: $6 \text{ credits} / 21 \text{ credits} \times 3 \text{ units} = 0.86 \text{ units}$, which will be rounded to 1.0 unit.

- F. Course Preparations: Because of normal professional development and service expectations, faculty members should not be assigned more than 4 different course preparations per semester, with a maximum of 7 per year. Department Chairs can normally comply with this guideline by assigning multiple sections of a course within a semester and/or repeat preparations over two semesters.
- G. Carryovers vs. Workload Unit Payments: At the discretion of the Dean and Provost, a faculty member may be allowed to carry over work units if assigned more than 12 units during an academic semester. Normally, no more than six (6) workload units of excess (excess = over 24 units per academic year) credit may be accumulated for carryover, and these units must be used within three semesters after they are earned.

As an alternative to carryover, the Dean and the Provost may opt to pay a faculty member for awarded workload units in excess of 24 in an academic year. Payment will ordinarily be made in the semester in which the excess units are earned at a rate established by the Provost and announced prior to the beginning of the academic year.
- H. Annual Reporting: Under current USM policy, all departmental faculty workload expectations, reassigned time, and “exceptions” are reviewed and reported annually.
- I. Academic Year: These guidelines will only apply to the academic year (fall and spring semesters).
- J. Other Situations: The above guidelines are intended to cover workload assignments in most situations. Colleges and Departments may need to make special assignments that are not covered by the FSWG. In these cases, the Dean will recommend the proposed workload unit assignment or stipend payment to the Provost for consideration and approval.
- K. Revisions: The Provost may, after consultation with the Chair of the Faculty, alter the Faculty Scheduled Workload Guidelines.

II. APPLICATION AND EXCLUSIONS

These guidelines apply to the following categories of faculty at Frostburg State University:

- A. All persons holding tenured and tenure-track positions (i.e., core faculty) who are classified as faculty, and so reported to the Maryland Higher Education Commission through the Employee Data System.
- B. All persons who, regardless of occupational classification, hold faculty rank and perform administrative duties at the level of academic Department or equivalent academic unit, including chairs, assistant chairs, program directors, etc.

These guidelines do not apply to individuals who hold faculty rank but are assigned to duties outside of the Department or equivalent academic units (e.g., library faculty, Deans, Vice Presidents, Presidents), nor do they apply to individuals classified as research faculty but whose salary is fully supported by non-state funds, e.g., federal research grants. These guidelines do not apply to full-time or part-time non-tenure-track faculty.

10/21/03