

## The School of Business Standards for Faculty Evaluation

### 1.0 PREAMBLE

The School of Business faculty recognizes the need for a uniform set of standards for the evaluation of teaching, scholarship, and community service that is fair, flexible, and that provides reasonable goals and expectations for those who seek tenure and promotion in the Business School.

School standards need to be broad enough and flexible enough to support a range of teaching methodology, and scholarly activity in a new and growing School. At this time BSNS, HTMS, and CSIS are the only programs in the School with faculty (the MBA program uses faculty from other programs). As new program(s) join the business School, these standards will be amended with input from those program(s).

In general, after reviewing the College Faculty Evaluation Standards, we recommend adoption of the College Standards as a desirable set of School Sta6.00 ELABORATION OF COLLEGE STANDARDS FOR TE SCHOOL OF BUSINESS

### 6.1 Teaching

6.1.1 Educating students, both inside and outside the classroom is the School's primary purpose. Therefore, performance in teaching comprises the greatest weight in the evaluation of faculty. The following criteria will be used to gain a clear understanding of each faculty member's performance.

6.1.2 In broad terms excellence in teaching is characterized by:

6.1.2.1 A thorough and current command of the subject matter, teaching techniques and methodologies of the disciplines one teaches as defined by program standards.

6.1.2.2 Sound course design and delivery in all teaching assignments, whether program or General Studies, g a(s)4(s)4(i10( a(s)4(sc)-3(l)-3(ro)1 C64ne))4(t)der







6.2.4.6.5 Other forms of scholarly activity that may appear in emerging scholarly media may be included as well, provided that comparable standards of peer review can be applied to them.

6.2.4.6.6 Reviews

6.3.3 Normally the College expects probationary faculty to serve the College and community in selected activities, while faculty who are tenured and/or of senior rank would be expected to have more substantial records in this area, as demonstrated by achievements in leadership on campus and to their disciplines and professional organizations.

6.3.4 Evaluation of achievements in this area focuses on the significance of participation, the impact of service, the scope of responsibilities, and the effectiveness of participation. Clear goals, adequate preparation and appropriate methods of providing 2a a-4( e)( )-10(2a) -1.3-3(i)-3(e))-4(ft)-3(

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effectiveness of participation. Clear goals, adequate preparation and appropriate methods of providing service, significant results of the service, and reflection on the contribution and its use to improve the quality of future service are all aspects of documenting achievement in campus and community service.

6.3.5 Evidence of effectiveness in College or community service may include such items as:

6.3.5.1 One or more instances when one has used one's professional skills or knowledge for the benefit of the College, or of a non-college group or individual.

6.3.5.2 Contributions to professional organizations that are focused on service or professional responsibility as opposed to scholarship, research, or artistic/creative work. For example, an officership or service on a professional board may be more appropriately listed here, whereas editing a special issue of a journal may be more appropriately listed under the section on scholarship.

6.3.5.3 General civic or community activities to which one has contributed one's professional skills or a significant amount of time, talent, energy, and involvement beyond that which might be expected by the usual citizen or member.