

Minutes of the College of Business Faculty Assembly
April 4, 2014
2pm to 4pm
OD101

Dr. Sashi, Chair of the Steering Committee, welcomed the College of Business full-time faculty to the Spring Faculty Assembly meeting and announced that there was a quorum. In accordance with the College Bylaws the agenda was sent out 10 business days prior to the meeting. Dr. Sashi requested two additions to the agenda: Library Research Assistance and Online/Classroom Presentations (Lyn La Vigne and Darlene Parrish) and Retention (Rupert Rhodd). The amended agenda was approved without any objections and Dr. Sashi started the meeting.

- **Approval – Minutes of the Fall Faculty Assembly (10/11/2013)**

The first item was to approve the minutes of the Fall 2013 meeting. The minutes for the Fall meeting are posted on the Faculty Assembly page on the College website, which is why they were not distributed with the announcement for this meeting. Dr. Sashi asked for any changes or corrections to the Fall minutes. There were none and so the minutes from the Fall 2013 meeting were approved.

- **New SPOTS Reports – Dr. Edward Pratt**

Dr. Pratt explained the SPOTS process. Faculty determine the entire process. An assessment committee of the Faculty Senate makes decisions regarding the questions included in the SPOTS and how it is to be delivered. At the Faculty Senate meeting in December, 2013 it was decided to put all the SPOTS online. SPOTS opened on April 3 and students are completing all their SPOTS online. The fast-track courses are done on paper this semester. They hope to have those courses online for the fall semester. There was an initial glitch with some cross-listed courses and most of those have been corrected. All cross-listed courses should be combined into one. As of 8pm on April 3, 3.7% had been completed. Dr. Pratt's role is to ensure that there is a marketing campaign since this is a new approach to doing SPOTS. He stated that when changing from paper to online SPOTS, the response rate typically declines. He requested that faculty encourage their students to go online and complete the SPOTS. He stated that studies have shown that if faculty encourage students to participate, the response rate is much higher. Some COB faculty expressed concern about the validity of the online SPOTS and the comparability of the resultant data to SPOT data derived from in vivo approach to completion.

- **Quality Enhancement Plan Update – Dr. Donna Chamely-Wiik**

Dr. Wiik gave an update on the QEP and let everyone know that the University is moving away from calling it QEP, and is moving towards calling it the Distinction Through Discovery initiative. The initiative has four goals, primarily integrating research into the curriculum and expanding opportunities for students to participate in research and scholarship outside of the curriculum. In addition, it aims to provide support and recognition to faculty, students, and staff involved

with engaging students in research and scholarship, with the goal of changing the culture at FAU to support scholarship in all of its forms at the doctorate, graduate, and undergraduate levels. In the College of Business, the Accounting Scholars Program is a research-rich program based on a capstone research experience. There are many good things going on in other departments and programs that articulate more closely with what research looks like for the College. On the co-curricular side, the Business Plan Competition is the perfect example. Many students are doing internships. There is a tech-runway initiative that is going to be launched within the institution that merges entrepreneurship with innovation. Here are some examples of student successes that we know about. The first one is from Health Administration, under the guidance of Dr. Dennis Palkon. One of his students received 2nd place in a national student essay competition across all Colleges and Universities in the country. Another student success is the Undergraduate Research Journal. It is a double (and sometimes triple) peer reviewed journal of original work submitted by students and faculty. Only 7 students & faculty were published and Diogo Braga from the College of Business guided by Sharmila Vishwasrao was one of them. One Phi Kappa Phi scholarship was awarded across the University and it was awarded to College of Business student Tara Weingart. She is also an active undergraduate research scholar. Some activities the Distinction Through Discovery initiative can help the College with are:

- Curriculum Grants Program – Submit ideas or pre-proposals for a curriculum grant. The grants range from \$2,500-20,000.
- Out of Classroom Experiences – An Undergraduate Research Symposium is held once a year. This year 104 students from across all Colleges presented their research.
- Undergraduate Research Grants Program – Awards up to \$1,000 for group projects for any undergraduate research scholar that would like to participate under the guidance of a faculty mentor and take on a project.

The initiative also supports faculty & students in the following ways:

- Travel for attending scholarly conferences
- Hosting annual learning communities
- Internal workshops on things like curriculum mapping
- Student support through a peer mentor program

- **Library Research Assistance and Online/Classroom Presentations – Lyn La Vigne & Darlene Parrish**

Our speakers from the Library asked the faculty to let them know what they need and what would make classes richer in terms of research and using the library. A couple of things were discussed at the meeting. One is embedding the library into curriculum as part of class syllabus and using the library as the research contact. The library also has many workshops that apply to the College of Business – Accounting Workshops, Finding Business and Company Information Workshop, Business Review Workshop. Attendance has fallen due largely to students using the internet. The library is really interested in how they can help faculty and students.

- **Instructor Promotion Policy – Dr. C. M. Sashi**

Pursuant to University policy, the Steering Committee approved a document last year that served as the basis for decisions. Steering also agreed that the FA should be given an opportunity to evaluate and vote on a policy. The committee asked for feedback from all faculty members and this feedback was taken into account when the document was revised. The Committee would like to especially thank Marcy Krugel, Mary Kay Boyd and Paul Hart for their helpful comments. One of the key items from the feedback was the schedule for submission of the portfolios. Going forward we hope there will be more preparation time and a more accommodating schedule. A motion was made to approve the document. A vote was taken and the policy was approved by the Faculty Assembly. Appendix A presents the approved document.

- **Academic Integrity – Dr. C. M. Sashi**

At the suggestion of the Dean a committee to review academic integrity was formed with Dr. Sashi as Chair. The committee prepared a preliminary draft report and held an open forum hosted by the Master Teacher Committee that provided the committee with good suggestions. According to the Center for Academic Integrity there are four stages in which you progress to a culture of academic integrity. The committee is comprised of members from each department, campus and all modes of learning. The Committee is drafting implementation guidelines to supplement the draft that was circulated earlier. The Committee hopes to submit the final report to the Dean in a couple of weeks.

- **Retention Rates – Dr. Rupert Rhodd**

Dr. Rhodd talked about retention and graduation rates. The new funding metrics have brought retention and graduate rates to the forefront. The Committee for Retention and Admissions has been asked to look at retention rates from a faculty point of view. A report is due to the Provost by the end of the academic year detailing the retention initiatives from all of the Colleges. Some of the outcomes that will be discussed are - those who graduated from FAU, those who graduated from other State universities, those who persist after six years, and those who leave FAU. The graduation rate in 2012, based on those who entered in 2006 was approximately 40%. Of those who came to FAU and transferred to other state Universities, 7.3% graduated. Of those still here after 6 years, 11% have not received their bachelor's degree. From 2006 to 2012, 40% left the University.

- **AQ/PQ Categories – Dr. Andac Aarikan**

The AACSB has changed its categories from 2 to 4 categories. The Faculty Development Council has been working on defining the categories for the College. Marc Rhorer looked at how some of our peer Universities set up their initial qualification and maintenance criteria. These qualifications were given to the Faculty Development Council who prepared a document, which has been given to the Steering Committee. The Steering Committee is reviewing the document and when that is complete the document will be sent to all faculty members for feedback. The

new categories include two categories for people who have doctoral degrees and two categories for people who do not have doctoral degrees.

- **Committee/Council Reports – Dr. C. M. Sashi**

- Promotion & Tenure – Dr. Pradeep Korgaonkar

Dr. Sashi introduced Dr. Pradeep Korgaonkar, Chair of the College P&T Committee. Dr. Korgaonkar is also the University P&T Committee Chair. The Provost's office is requesting feedback from the Colleges regarding outside letters for promotion & tenure applications. The outside letters have increased from three to five. The other issue was a resolution regarding a P&T candidate waiving the right to see the letters from external reviewers. [The context of the resolution was the proposed "Waiver of Right to Review Letter from External Reviewers,"](#) a document included in the draft P&T documents from the Provost's office and circulated (for comment) by Ms. Hale to COB faculty on 3/18/14. The following motion was passed by the FA:

COB policy is that faculty refuse to waive his/her right to view letters of evaluation.

Note: after the faculty assembly meeting Dr. Korgaonkar contacted Dr. Alperin letting her know of the College decision. One of the options that is included in the University documents and applies to the decision made by the Faculty Assembly reads: "Candidates at FAU have the right to review all materials added to the portfolio, including external letters of evaluation."

- Strategic Planning – Dr. Neela Manage

Dr. Manage gave the report on behalf of Dr. Stuart Galup. Dean Gropper asked the committee to review the College plan and align it with the University Strategic Plan. The Committee solicited feedback and received 89 responses from faculty and 40 responses from staff. Participants were asked to rate current plan goals and suggest new ones. Most of the responses fell into the current categories in the College plan. A couple of new areas surfaced and the Dean has asked the Committee to follow up with further review.

- Graduate Council – Dr. Allen Smith

All changes or additions have been approved by the University council.

- Undergraduate Council – Dr. Ethlyn Williams

Dr. Williams is on sabbatical, but has continued to work with the council. Dr. Sashi gave the report stating that all proposals from the College were accepted and approved at the University level. The council discussed the issue of cheating. Dr. Williams participated in the ad-hoc committee to address academic honesty. The College council provided support to student academic services in discussing the residence requirements for College of Business certificates. The recommendation is that all courses required for College of Business certificates must be completed at FAU.

- **University Faculty Senate Elections – Dr. C. M. Sashi**
Colleges are required to have 5 members. We have three current members – Dr. Gary Castrogiovanni, Dr. Bill Bosshardt and Dr. Stuart Galup. Two other members were elected – Dr. Jim Han and Dr. Anita Pennathur.
- **Promotion & Tenure Committee Chair Election – Dr. C. M. Sashi**
Dr. Pradeep Korgaonkar was elected as Chair.
- **Recognition – Dr. C. M. Sashi**
Faculty achievements are:
 - Dr. Eric Shaw – Presidential Leadership Award
 - Marcy Krugel – for her years of dedicated leadership of the Business Communications Program the Dean expressed his appreciation and presented her with a plaque.
 - Retirements – Nena Ellison, School of Accounting, and John Bernardin, Management Programs

Dr. Sashi asked for an extension of time so that the Dean could give his remarks. It was approved.

- **Dean’s Address – Dr. Daniel Gropper**
The Dean reflected back on his goals that he stated in the Fall meeting. His agenda stated that he wanted to create an environment in which everyone could be productive. The two goals at that time were, AACSB reaccreditation and Market Rate Programs.
 - AACSB Accreditation
Recently we received an email from the AACSB Board of Directors that said in part, “On behalf of Robert S. Sullivan, Chair of the AACSB Board of Directors, it is our pleasure to inform you that the peer review team’s recommendation for extension of accreditation of the business degree programs offered by your school has been concurred with by the continuous improvement committee and ratified by the Board of Directors.” The Dean expressed his gratitude for all of the hard work in making this happen. There are two recommendations that we must attend to prior to the next review: 1) keep an eye on our faculty qualifications - what was AQ/PQ is now SA (scholarly academics), PA (practicing academics), SP (scholarly practitioners) and IP (instructional practitioners) and 2) the assurance of learning. We still have to watch our research productivity and research standards. The Dean read the paragraph that pertains to this, “....assures that it’s policy defining the faculty qualifications is consistent with a research institution. The goal should be to continually increase the percentages of SA, and SA/PA /SP faculty within all disciplines, especially in Economics and Marketing. Full faculty involvement in AOL activities will be an expectation at the next review.”
 - Market Rate Programs
The Market Rate Programs proposals were approved by the Board of Trustees and the State University System Board of Governors late last fall. The Dean has a search now for an Associate Dean of Graduate Programs who is going to primarily manage these new Market Rate Programs

and work with the existing graduate programs coordinators. There is an integrative marketing plan in place.

- Congratulations

The Dean expressed that teaching, research and community engagement are what the College is all about. Congratulations goes to the following:

Scholars of the Year – Gulcin Gumus, Derrick Huang

Stewart Distinguished Professor – C. M. Sashi

Excellence in Undergraduate Teaching – Karen Chinander-Dye, Ting Levy

Outstanding Professional Service – Marcy Krugel

- Dean Gropper's First Year

In the Dean's first year he has experienced some events such as Business Leader of the Year.

The event raised about \$100,000 for scholarships. The Business Plan Competition activities will start next week. The keynote speaker is Tim Gannon, one of the co-founders of Outback Steakhouse. We also have community engagement with our ITOM Advisory Board, the Accounting Advisory Board, and the reformed Dean's Advisory Board.

- Next Steps

We achieved our two big goals for the year. The Dean is getting ready to roll out some research incentives. This is part of our promise to the AACSB team. There will be some short term Professorships. We have donations for two so far – The O'Maley Professorship and the SBA Communications Professorship. We are also working on the Dean's Research Professors/Fellows. Also, Summer Research Awards are going to be announced soon. The other initiative is to develop some centers for teaching, research and community engagement. The marketing department has developed a Center for Services Marketing. Doug Snetsinger leads the effort.

In closing the Dean told everyone that we need to rely less on state funding. We need to work on our continuing AACSB accreditation and create centers for various programs. We have to do more work on our Market Rate Programs. What are we going to do in Broward? He would like everyone to think about other kinds of growth opportunities.

- **Other Business**

There was no other business

The meeting was adjourned.

Appointment and Promotion of Full-Time Instructors

College of Business

The purpose of this document is to “... provide a practical and equitable process to validate the significant work of instructors ...”¹, create a path for rewarding academic excellence and reward continuing professional development within the College of Business. While the primary responsibility of Instructors is teaching at the undergraduate level, they are strongly encouraged to engage in other activities within the College. This document emphasizes the activities that are considered to be necessary to meet the basic responsibilities of Instructors for joining the College faculty and for promotion to more senior ranks. However, evaluations of a particular candidate should be made based on particular assignments. If an Instructor is assigned research activity, evaluation of performance for this dimension should be based on the COB *“General Guidelines For College of Business Faculty Evaluation and Other Personnel Decisions Related To All Tenure-earning Faculty and Full-Time Instructors.”*

Promotion will be based on academic excellence and not the number of years in the position.

The professional education of students in the College of Business is based upon well-established theories as well as the professional/practical aspect of starting and running a successful business. The appointment of an Instructor is expected to sustain the pedagogical mission of the College. Instructors are expected to contribute primarily in the areas of teaching, service and professional development and less in the area of research and publications.

Accordingly, the following standards are established to assist in the appointment, evaluation and promotion of academically or professionally qualified Instructors whose main contributions will be in the areas of teaching excellence at all levels including curriculum as well as professional development. Instructors will be hired on renewable annual contracts.

The current posture of the College is that non-tenure track faculty are Instructors. This document is oriented towards the hiring and promotion of Instructors who will enter at the rank of Instructor, after six years become eligible for promotion to Senior Instructors and, after six years in the rank of Senior Instructor, become eligible for promotion to University Instructor.

¹ Claiborne, B. J., Provost (Page 1 of January 25, 2012 memo with Subject heading “Appointment and Promotion of Instructors and Lecturers”),

Criteria for Initial Appointment

The appointment of an instructor after February 2013 will be based on the combination of academic as well as appropriate professional credentials for each academic department in the college.

Educational qualifications: Full time Instructors should possess, at a minimum, a master's degree in a business-related or appropriate discipline. If an individual desires to teach at both the undergraduate and graduate levels, then an appropriate terminal degree is required. In both cases the instructor must meet SACS standards to be credentialed for the courses to be taught including 18 graduate credit hours in their area of interest. The individual must also meet all applicable requirements pursuant to AACSB accreditation standards and SACS credentialing.

Hiring Procedure

All non-visiting Instructor positions must be advertised outside of the FAU website with applicable posting(s). See Provost's guidelines. Candidates for all full-time positions must receive a majority vote from the school or department's tenured and tenure-earning faculty before a recommendation to hire can be made by the School director or Department chair. This rule excludes "visiting" hires. A vote is required only the first time a full-time, non-visiting hiring recommendation is made. However, in the case of Business Communications faculty, a vote from the search committee members will be sufficient

The appointed instructor will be expected to meet the faculty qualifications requirements set in the college "*Criteria for Faculty Sufficiency and Qualifications*" document and be deemed "participating" faculty per AACSB guidelines.

Instructor Activities

While Instructors are expected to contribute primarily in the areas of teaching, service and professional development and less in the area of research and publications, these activities are encouraged to the extent practicable. Evaluation of the candidate's accomplishments will be based on that candidate's particular assigned duties.

Instructor Responsibilities in Teaching and Service

Teaching

Instructors are expected to:

- Teach primarily undergraduate courses, but Instructors who are part of the University Graduate Faculty may teach graduate courses as Department and College needs warrant;
- Teach traditional, online, and lecture capture courses, both on campus and off campus, at multiple locations as needed;
- Maintain currency in their areas of interest.

Service

Instructors may be assigned to:

- Provide input in curriculum development for both the college as well as department/school;
- Serve as a faculty advisor to student associations;
- Serve on college and university committees appropriate to the instructor's professional experience; and/or
- Serve on local, regional, or national professional association as appropriate.
- Other services as assigned by their department chairs.

The specific criteria for evaluation of instruction and service are different from those for tenure track faculty. The criteria stated in the Faculty Assembly approved "*General Guidelines for College Faculty Evaluation and Other Personnel Decisions related to All Tenure-earning Faculty and Full-Time Instructors*" should be used as a guideline. Among the criteria for excellence and competence in each area are:

Indicators of Excellence in Instruction

- * Outstanding evaluations of teaching performance as indexed by student evaluations; Department Chairpersons or Directors interviews with students and student leaders; peer reviews, and other documentation;
- * Significant contribution to new instructional program development;
- * Development of innovative pedagogical methodologies and materials;
- * Development of a new course(s) or major revisions of existing courses;
- * Publication of scholarly works that are pedagogical or disciplinary in nature. This would be evidenced by textbooks, cases, readings, instructional software applications, learning simulations, refereed publications, workbooks, refereed conference publications, published reviews of textbooks, etc.;
- * Completion of programs/workshops resulting in improved teaching methods;
- * Conducting a learning assessment session or teaching workshop at an international, national, regional meeting/conference;
- * Developing and/or instruct training sessions for professionals in the field of practice or for other faculty members;
- * Significant self-development activities leading to enhanced instructional effectiveness;
- * Service on a journal review board or edit a journal issue; and,
- * Service on an organizing committee for a conference in the discipline.

Indicators of Competence in Instruction

- * Inclusion/revision of syllabi to include topical issues in the field;
- * Use of critically acclaimed, up-to-date teaching materials (books, readings, etc.);
- * Coordination of multi-section courses;
- * Average or above average student evaluations;
- * Average or above average peer evaluations;
- * Attendance at discipline/pedagogical conferences/workshops;
- * Maintain an active professional certification relevant to the discipline such as CPA or CFA.

Candidates must demonstrate rigor in grading and an appropriate level of work requirements for students with regard to course content. Consideration will be given to demands placed upon students, the particular courses taught, class sizes, course levels, time of day, new preparations, number of preparations, campus, actual student learning and other factors that have been shown to be correlated with student evaluations.

The portfolio requirements regarding SPOT data must follow the guidelines posted annually by the Office of the Provost. It is the candidate's obligation to compile these data and provide original SPOT data that are the basis of all summary statistics provided in appropriate tables. These data should be provided in a supplementary folder.

Indicators of Excellence in Service

- * Officer, program, or area Chair in a national or regional professional organization;
- * Program, division, track, or area Chair of a national meeting;
- * Editorship or editorial review board of a scholarly or professional journal;
- * Service on a major state or federal government commission, task force, board, or committee;
- * Service for the State of Florida public schools;
- * Chair of College or University committees;
- * Significant administrative roles within the College or University as evidenced by serving in an administrative role at the Department, College or University level in which the administrative tasks performed are directly related to the faculty member's field;
- * Attraction of significant external funding;
- * Development and/or coordination of successful new executive development programs;
- * Presentations at a relevant professional meeting geared to practitioners in the discipline;

- * Develop and/or instruct training sessions for professionals in the field of practice or for other faculty members;
- * Develop and/or instruct continuing education sessions related to professional associations or designations;
- * Serve on an organizing committee for a conference in the discipline;
- * Frequent reviewer for a scholarly or professional journal in the discipline.

Indicators of Competence in Service

- * Participation on task forces and committees for national associations;
- * Pro bono speeches and/or consulting for major practitioner groups;
- * Active service on University, College, and department task forces and committees;
- * Contribution to external development efforts;
- * Presentations at executive development programs;
- * Advisor to student organizations;
- * Significant self-development activities leading to enhanced service effectiveness;
- * Engage in applied research/consulting activities in the field of the faculty member's instructional activity that advances FAU's community engagement.

Promotion to Senior Instructor/University Instructor

A candidate applying for promotion must demonstrate a consistent record of excellence in assigned duties. A sustained record of excellence in instruction is a necessary but insufficient condition for promotion.

Excellence assumes evidence of rigor in grading and an appropriate level of work requirements for students with regard to course content. The portfolio must include a candidate's narrative regarding accomplishments over the preceding five-year period in the areas of assigned duties that would lead to the consideration of promotion.

Other requirements:

A minimum of two letters based on a peer review by a tenured faculty member for the previous five-year period. For Business Communications faculty, Senior/University Instructors of Business Communications will write peer-review letters for their faculty. If no Senior/University Business Communications Instructors are available, then Instructors seeking promotion will obtain letters from faculty with whom they have worked.

Comprehensive SPOT data: In cooperation with the department chair/director, a candidate has the primary responsibility for compiling the appropriate SPOT data, including the database of the appropriate comparative data for evaluating SPOT and grading rigor.

Annual reviews by the Instructor's department chair; and,

A letter from the department chair/director assessing the candidate, recommending for or against promotion, and reporting the vote of the faculty of the department/school.

Eligibility

- Instructor must be on regular, full-time appointments to be considered for promotion.
- Instructors hired after February, 2013 must have been hired after a search and following all university and college guidelines. This search requires posting/advertising with the appropriate outlet(s).
- Candidates will be eligible to apply for promotion to Senior Instructor at the beginning of their 6th year of full time continuous service.
- Candidates who have at least three years of continuous service at FAU may bring in prior service from another institution.
- Candidates who have served continuously as Senior Instructor for five years may apply for promotion to University Instructor at the beginning of their 6th year.
- Instructors are not required to apply for promotion.
- Senior instructors applying for University Instructor must have a terminal degree in the appropriate discipline from a research university.
- Candidates hired after fall, 2008 must demonstrate that they meet the faculty qualifications requirements set in the college "*Criteria for Faculty Sufficiency and Qualifications*" document and be deemed "participating" faculty per AACSB guidelines.
- No University Instructor may be re-appointed at the level of Instructor or Senior Instructor and no Senior Instructor may be re-appointed at the level of Instructor.

Promotion Review

The promotion to the next level is judged primarily based on performance in the areas of instruction and service. However, excellence in instruction is a necessary condition for all promotions. The portfolio requirements will follow the guidelines posted annually by the Office of the Provost.

Promotion applications will be considered first by the department/school to which the candidate is assigned. The tenured faculty of the department/school, after following internal departmental procedures and reviewing the portfolio, will vote by a secret ballot on the promotion decision. The chair of this department or school will consider this vote and report it in a recommendation on the promotion addressed to the Dean and the Chair of the COB P&T Committee.

In the case of Business Communications Instructors, promotion applications will be considered by the Business Communications Senior/University Instructors who, after following internal departmental procedures and reviewing the portfolio, will vote by secret ballot on the promotion decisions. The Business Communications Director will then report the vote in a recommendation letter addressed to the Dean and the COB P&T Committee. If the Business Communications Director is not a Senior/University Instructor and is seeking promotion, then an

Associate Dean will review the portfolio and write the recommendation for Business Communications Director. If no instructor in Business Communications has been promoted to Senior/University Instructor, then the Business Communications Director will review the portfolio and write the recommendation addressed to the Dean and the Chair of the COB P&T Committee.

The Chair of the COB P&T committee will chair the college Instructor Promotion Evaluation Committee (IPEC). The IPEC shall be composed of one administrator appointed by the Dean, two non-tenure track instructors and two tenured professors from the COB P&T Committee. The second tenured representative shall be elected from the pool of P&T committee members who are at the rank of Professor. The chair of the Faculty Assembly shall nominate the instructor members and the Steering committee shall approve the composition of the committee. The term of the IPEC as constituted shall be one year. When available, instructors who serve on the IPEC shall be at the level of or (preferably) higher than that of the instructor applying for promotion. The IPEC will make a recommendation to the Dean who will make a recommendation to the Provost.