



Nicholls State University

# **College of Business Administration**

FACULTY DEVELOPMENT PLAN

Revised July 30, 2018

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# **COLLEGE OF BUSINESS ADMINISTRATION**

## **FACULTY DEVELOPMENT PLAN**

### **Introduction**

The Nicholls State University (NSU) Policy and Procedure Manual contains minimum standards for faculty development. Each College of the University has the prerogative of establishing its own standards. This document sets forth the policies specific to the College of Business Administration (CBA) relating to faculty development and evaluation.

In accordance with AACSB Standard 15, the academic and professional engagement of faculty supports the mission of the College:

*The AACSB-accredited College of Business Administration at Nicholls State University positively impacts the social and economic vitality of the region and beyond by professionally servicing regional and global companies/industries and positioning students to successfully meet workforce development needs as well-educated, responsible, and engaged business professionals.*

### **Academic Engagement**

Nicholls CBA has a goal to be recognized as a premier teaching institution for business education in the Bayou region. The first responsibility of the CBA and its faculty is the instruction of students and the effective preparation of graduates for success in the business world. There is a dedication to the continuous improvement of teaching innovation and outcomes at both the undergraduate and graduate levels. The primary emphasis is on the baccalaureate degree programs. Instruction in the graduate program is the secondary area of emphasis, but is also of major importance to support the regional business community's need for new leaders. International student exchanges add to the global perspective of all students to work in regional and other multinational operations.

As a community of educators, the CBA accepts a major responsibility for expanding the base of knowledge through intellectual contributions. These contributions include a primary emphasis on contributions to practice and learning and pedagogical research with less mission emphasis given to discipline-based scholarship. Scholarship which specifically addresses and impacts regional or Louisiana state business is strongly encouraged by our mission.

## **Professional Engagement**

As a vital regional resource, the CBA also recognizes a responsibility to extend its teaching and problem-solving resources to the community. The CBA has an obligation to utilize its capabilities for the advancement of the University, the general community, and academic and professional organizations through professional engagement.

Therefore, the purpose of this Faculty Development Plan is to encourage, support, recognize, and reward faculty progress in impacting student success supported by intellectual contributions and professional service. Section I delineates faculty qualifications. Section II sets forth those plans and actions which the CBA believes are needed to encourage and support the faculty toward continuous improvement in these three areas. Section III presents the criteria that will be used to evaluate faculty performance. Section IV is concerned with policies, criteria, and procedures governing promotion and tenure.

## FACULTY QUALIFICATIONS

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In accordance with AACSB 2013 Standard 15, faculty must be annually assessed and the CBA must report the qualification status of our faculty.

Faculty in the CBA shall be categorized as Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), or Instructional Practitioner (IP).

### SUMMARY DESCRIPTION OF CATEGORIES

*Scholarly Academic (SA):* A faculty member with a terminal degree (or ABD with prospect of timely completion) in a business-related field or in an area related to their area of teaching, preferably from an AACSB school, who is engaged in discipline-based research and other scholarly activities that support the College mission. In general, a 3-3 teaching load is expected. Normally, SA status is granted to newly hired faculty members who earned their doctorate within the last five years prior to the review dates.

*Practice Academic (PA):* A faculty member with a terminal degree (or ABD with prospect of timely completion) in a business-related field or in an area related to their area of teaching, preferably from an AACSB school. The PA faculty member sustains relationships with business via consulting or other professional engagement activities that involve substantive linkages to practice, consulting or other forms of professional engagement that support the College mission. In general, a 3-3 teaching load is expected.

*Scholarly Practitioner (SP):* A faculty member typically with a masters degree (preferably from an AACSB school) related to their teaching area with significant practice-based experience who also engages in substantial scholarly activity supporting the College mission. In general, a 4-4 teaching load is expected.

*Instructional Practitioner (IP):* A faculty member typically with a masters degree (preferably from an AACSB school) related to their teaching area who draws from previous and current professional experience to teach subjects in his or her area of expertise. In general, a 4-4 teaching load is expected.

The Nicholls State University College of Business Administration is committed to meeting the AACSB guideline that our faculty be at least 40% SA; at least 60% SA, PA, or SP; and 90% SA, PA, SP or IP.

**A) SCHOLARLY ACADEMIC (SA)**

A faculty member in the Nicholls State University College of Business Administration is considered qualified as Scholarly Academic (SA) if the person:

- a) Holds a terminal degree (or ABD with prospect of timely completion) in a business or related discipline from an AACSB accredited school related to the person's teaching assignment. When a terminal degree is outside of the teaching discipline, it must be combined with a high level of substantive academic and/or professional engagement activities to support their currency and relevance in the field of teaching. A person who holds a terminal degree from other than an AACSB accredited school may be SA as approved by the department head and dean. The acceptability of the degree is made at the time of hire and is not subject to change. The initial classification status made by the department head and dean is final and not subject to appeal by the person.
- b) Demonstrates relevance through intellectual contributions in scholarly research with documented impact on the CBA mission and strategic initiatives. The intellectual contribution productivity requirement is a minimum of two Peer Reviewed Journal articles (PRJ), plus two Other Intellectual Contributions (OIC) (as defined in footnote two of Table 7a of the CBA Faculty Development Plan) over the previous five year period, where at least 50% of the PRJ or OIC items is on a subject that the person normally teaches. Calendar, not academic, years will be used to ascertain whether intellectual contributions meet this threshold.
- c) A newly hired SA faculty member will be considered SA for up to five years after degree completion.
- d) A faculty member who is admitted to doctoral candidacy (having completed all requirements except the dissertation) and is in the process of completing the dissertation (ABD) is considered scholarly academic for up to three years after becoming ABD regardless of job status and the institution of employment. When the ABD faculty member completes the terminal degree while on faculty, the person will be considered SA for up to five years after degree completion.
- e) NOTE: Maintaining minimum requirements for SA status will not meet the minimum standards for promotion and tenure. See Section IV for minimum requirements for promotion and tenure

**2) Maintenance of SA Status**

- a) To maintain the SA status, the faculty member will produce at a minimum:
- b) Two peer-reviewed journal articles (PRJ) from the CBA approved journal list with documented impact and an acceptance rate of 40% or less in the previous five year period; one scholarly book may be substituted for an article provided that it is related to the discipline for which the author is academically qualified.

AND

- c) At least two additional intellectual contributions within the last five years which may include, but are not limited to the following: Textbooks, funded research grants, other publications, or outputs from intellectual contributions



that have undergone a peer-review process. They must be consistent with the mission of the CBA.

(Note: at least 50% of Intellectual contributions must be in the field that the faculty member normally teaches)

\*You may not double count proceedings and presentations.

## **B) PRACTICE ACADEMIC (PA)**

A faculty member in the Nicholls State University College of Business Administration is considered qualified as Practice Academic (PA) if the person:

- a) Holds a terminal degree (or ABD with prospect of timely completion) in a business-related discipline from an AACSB accredited school related to the person's teaching assignment. When a terminal degree is outside of the teaching discipline, it must be combined with a high level of substantive academic and/or professional engagement activities to support their currency and relevance in the field of teaching. A person who holds a terminal degree from other than an AACSB accredited school may be PA as approved by the department head and dean. The acceptability of the degree is made at the time of hire and is not subject to change. The initial classification status made by the department head and dean is final and not subject to appeal by the person.
- b) Demonstrates relevance through sustained relationships with industry via consulting or other significant professional, technical, or managerial experiences in the teaching discipline. A newly hired terminally degreed faculty member will be considered PA if the individual demonstrates at least five years of consulting or other significant professional engagement activities in the teaching assignment discipline at the time of hire. A PA faculty member will be expected to demonstrate the continued relevance of his or her knowledge and capabilities in the discipline related to the teaching assignment.
- c) PA status will be granted with the understanding that the individual would otherwise hold SA status except for the intensity of professional experience and practice related to mission focused needs that precludes otherwise meeting SA status requirements. It is to be granted as an exception for outstanding professional work by those who hold a terminal degree.

## **2) Maintenance of PA Status**

To maintain the PA status, the faculty member will *at a minimum*:

- a) Conduct an active and ongoing professional practice, consulting practice or business related to the teaching area.

AND

- b) The person's portfolio of development activities should be appropriate to maintain their individual intellectual capital and to demonstrate competency and relevance in the teaching area. The expectation is that the PA will be involved in a minimum of three Substantial Professional Activities per year of significant duration and that requires high complexity of discipline knowledge.

Such activities should be directly relevant to the CBA mission or strategic initiatives each year. Such activities include but are not limited to:

- c) Peer Review Publication in a professional or academic journal
- d) Create and deliver professional education or continuing education programs related to the teaching discipline
- e) Leadership positions in professional activities and organizations
- f) Publication in a professional publication that is editorially reviewed in the teaching discipline
- g) Relevant, active service on a for-profit or not-for-profit board
- h) Contribution to the college's business outreach through leadership position in mission relevant organizations such as Rotary, Chamber of Commerce, local or regional professional organizations or business groups
- i) Presentations at professional meetings
- j) Presentations/Speaking to the public on a topic relevant to the teaching discipline
- k) Active writing in a newspaper, blog, or other professional media
- l) Development and leadership in high impact teaching practices, especially engagement with the business and professional community
- m) Achieve professional licensure or new certification
- n) Documented continuing education experiences relevant to the teaching discipline and maintenance of professional licensure or credentials
- o) Attending and completing executive education programs in the teaching discipline
- p) Creation of teaching resources such as cases, or unique teaching innovations
- q) Obtain teaching awards at the College, University, Regional or National level
- r) Principle Investigator on a funded grant related to the teaching area, department or College mission
- s) Book chapter in the teaching area

**c) SCHOLARLY PRACTITIONER (SP)**

A faculty member in the Nicholls State University College of Business Administration is considered qualified as Scholarly Practitioner (SP) if the person:

- a) Typically holds a master's degree, preferably from an AACSB-accredited school and has significant professional work experience in the teaching area at the time of hire. The professional experience must be significant in duration (at least 5 years), significant in responsibility, related to the teaching area and current at the hiring date.

## 2) Maintenance of SP status

- a) In order to sustain SP status, the person is expected to have a portfolio of both scholarly and professional activities. The person must document activities to support their ongoing professional relevance (CPE/licensure), but they primarily maintain their qualification through scholarly activities. At a minimum SP faculty must:
- b) Have two peer-reviewed journal articles (PRJ) from the CBA journal list with documented impact within the previous five year period.

AND

- c) Have two other intellectual contributions (OIC) within the previous five year period which may include, but are not limited to textbooks, funded research grants, other publications, or outputs from intellectual contributions that have undergone a peer-review process. They must be consistent with the mission of the CBA.
  - d) (Note: at least 50% of Intellectual contributions must be in the field that the faculty member normally teaches)  
\*You may not double count proceedings and presentations.
  - e) AND obtain sufficient hours of CPE to maintain current certifications/licensures or obtain new certification/licensure. If the faculty member does not hold any certifications or licensures, he or she *must* obtain 10 hours of CPE on an annual basis. In all situations, the faculty member must obtain a minimum of 10 hours of CPE annually. All CPE is to be in the faculty member's teaching area.
- 3) The burden of adequate evidence of qualifying and maintaining SP status is the responsibility of the faculty member. The classification status is to be made by the department head and approved by the dean. The classification status is not subject to appeal by the person. After the hire, an annual SP Faculty Report (Appendix 1a) is to be completed by the person and approved by the department head and dean. The SP Faculty Report will assess whether the person is maintaining SP status. The SP Faculty Report is due to the department head by January 25 and becomes a part of the person's annual review.

## D) INSTRUCTIONAL PRACTITIONER (IP)

A faculty member in the Nicholls State University College of Business Administration is considered qualified as Instructional Practitioner (IP) if the person:

- a) Typically holds a master's degree, preferably from an AACSB-accredited school, and has significant professional work experience in the teaching area at the time of hire. The professional experience must be significant in duration (at least 5 years), significant in responsibility, related to the teaching area and current at the hiring date.

## 2) Maintenance of IP Status

- a) In order to sustain IP status, the person is expected to *at a minimum*:

- b) Obtain sufficient hours of CPE to maintain current certifications/licensures or obtain new certification/licensure. If the faculty member does not hold any certifications or licensures, he or she *must* obtain 20 hours of CPE on an annual basis. In all situations, the faculty member must obtain a minimum of 20 hours of CPE annually. All CPE is to be in the faculty member's teaching area.

AND

- c) Maintain their individual intellectual capital through a portfolio of development and professional activities or Substantial Professional/Practitioner Activities as referenced in Table 7d. A minimum of 2 per year are required. These activities include but are not limited to:
  - d) Consulting or other professional work in the area of teaching
  - e) Peer Review Publication in a professional or academic journal
  - f) Create and deliver professional education or continuing education programs related to the teaching discipline
  - g) Leadership positions, in professional activities and organizations
  - h) Publication in a professional publication that is editorially reviewed in the teaching discipline
  - i) Relevant, active service on a for-profit or not-for-profit board
  - j) Contribution to the college's business outreach through leadership position in mission relevant organizations such as Rotary, Chamber of Commerce, local or regional professional organizations or business groups
  - k) Presentations at professional meetings
  - l) Presentations/Speaking to the public on a topic relevant to the teaching discipline
  - m) Active writing in a newspaper, blog, or other professional media
  - n) Development and leadership in high impact teaching practices, especially engagement with the business and professional community
  - o) Achieve professional licensure or new certification
  - p) Documented continuing education experiences relevant to the teaching discipline and maintenance of professional licensure or credentials above that required:
  - q) Attending and completing executive education programs in the teaching discipline
  - r) Creation of teaching resources such as cases, or unique teaching innovations
  - s) Obtain teaching awards at the College, University, Regional or National level
  - t) Principle Investigator on a funded grant related to the teaching area, department or College mission
  - u) Book chapter in the teaching area

- 3) The burden of adequate evidence of qualifying and maintaining IP status is the responsibility of the faculty member. The classification status is to be made by the department head and approved by the dean. The classification status is not subject to appeal by the person. After the hire, an annual IP Faculty Report (Appendix 1b) is to be completed by the person and approved by the department head and dean. The IP Faculty Report will assess whether the person is maintaining IP status. The IP Faculty Report is due to the department head by January 25 and becomes a part of the person's annual review.

**E) AACSB STANDARD 5**

AACSB standard 5 requires the CBA to maintain sufficient, qualified faculty to meet its mission. Faculty will be further classified as:

- 1) **Participating Faculty**  
Participating faculty are faculty members who are engaged in activities beyond their direct teaching responsibilities. Participating faculty are expected to engage in course/curriculum decisions, advise and/or mentor students, conduct research and/or complete professional/practitioner activities to maintain qualifications, complete departmental, college and/or University service assignments and are active participants in the development and implementation of the mission and strategic plan of the College.
- 2) **Supporting Faculty**  
Supporting faculty are adjunct faculty members who are solely engaged in direct teaching activities with limited expectation to be involved in other CBA activities.

## **FACULTY EVALUATION**

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### **A) Annual Evaluation**

- 1) The annual evaluation of faculty performance for the purpose of merit is a formative review of the immediately preceding calendar year. (New hires must complete one entire calendar year [Jan. - Dec.] for merit consideration.) An individual faculty member will provide documentation to the department head in support of his/her accomplishments in the areas of teaching, intellectual contributions, and service and indicate impact to the CBA through Digital Measures. This documentation will be evaluated in each of these three areas based on the measurements contained in the Annual Performance Evaluation form. The University's review process for merit (and appeal process) is contained in section 2.10.3 of the University Policy and Procedure Manual.

### **B) Third Year Review**

- 1) Non-tenured, tenure-track faculty will submit a dossier to the Peer Review Committee before October 5 of the third year in the CBA. The dossier must contain evidence on teaching, intellectual contributions, and service. Those faculty members given credit toward tenure for service at another institution will submit a dossier before October 5 of their second year in the CBA. At a minimum a vita and teaching evaluations should be submitted. The peer review committee may request additional information from the faculty member. For example, the peer review committee may request names of outside reviewers to review research and lists of former students for feedback. It is the responsibility of the peer review committee to provide specific and detailed feedback as to the faculty member's progress toward tenure and promotion to the faculty member's department head by November 5. The dossier should accompany this feedback. Department heads shall meet with third year tenure-track employees and this meeting shall be documented. The purpose of the third year review is to offer a candid and forthright assessment of the faculty member's performance and progress toward promotion and tenure and should be seen as an opportunity to make suggestions for improvement, and/or inform the faculty member if there is a realistic chance for promotion/tenure. Minutes of the meeting, with a copy of the Peer Review Committee's feedback, must be submitted to the Dean and to the Office of Academic Affairs by December 1.

### **C) Criteria & Measurement Techniques for Annual Review**

The Tenure Track Timeline/Checklist on the internal administrators' drive (V drive) will help faculty and administrators keep track of these yearly activities. This section sets forth the criteria and measurement techniques that will be used to evaluate faculty performance.

Faculty members sign an agreement at the beginning of each evaluation period stating the desired weight of each category in the rating. Weights defined as percentages are selected

within a prescribed range for each category and sum to 100%. Changes in agreement percentages can be made throughout the current evaluation period.

## 1) Teaching Excellence

Teaching performance, which is evaluated annually by each department head, is multi-faceted and is a function of the results of the following six categories as identified below in Table 1.

**Table 1**  
**Teaching Excellence**

TEACHING/LIBRARIANSHIP		% ALLOCATION ALLOWED	% ALLOCATION SELECTED
Percentage Allocation to Teaching*		50-60%	T%= <input type="text"/>
A. Delivery of Instruction			
a. Student Evaluation (25-75%)	a% <input type="text"/>		
b. Administrative Evaluation (25-75%)	b% <input type="text"/>		
	=100%	A(50-80%)	A%= <input type="text"/>
B. Professional Development		(0-30%)	B%= <input type="text"/>
C. Innovation in Teaching**		(0-30%)	C%= <input type="text"/>
D. Accessibility/Interaction with Students		(20-40%)	D%= <input type="text"/>
E. Other (ex. Service learning opportunities; QEP initiatives; etc.). Specify:		(0-30%)	E%= <input type="text"/>
TOTAL A+B+C+D+E must equal 100%			100%

\*Explanations for each category are available on the Explanation of Formative (Annual) Review

\*\*For the purposes of supporting our premier teaching institution goal, C. Innovation in Teaching will be used to evaluate innovation, engagement and impact in the classroom through new technique implementation and presenting new teaching innovations to CBA faculty.

## 2) Intellectual Contributions OR Professional/Practitioner Contributions


### a) Intellectual Contributions

- i All SA and SP faculty members are expected to make intellectual contributions on a continuing basis in accordance with the faculty development plan. However, for tenure-track faculty, maintaining minimum levels for SA status is not sufficient for promotion and tenure. Levels for promotion and tenure are based on maintaining a rating of at least high performance as defined in Table 7a in Section IV. B.2 for the previous five-year period.
- ii Faculty members who achieve and maintain SA status will be granted a **reduced** teaching load to three courses per semester. The department head's annual and summative evaluations will be used to document the efforts of each faculty member in the area of intellectual contributions.


- iii Intellectual contributions should be appropriate to the mission of the CBA and available for public scrutiny by academic peers or practitioners. Contributions may be of three types: discipline-based scholarship, contributions to practice, and learning and pedagogical research. Following are definitions of the three types and examples of each. The examples should not be considered an exhaustive list.
  - iv Discipline-based scholarship (often referred to as basic research) contributions add to the theory or knowledge base of the faculty member's field. Published empirical evidence and theoretical innovation in the basic field of study qualify as discipline-based scholarship contributions.
  - v Contributions to practice (often referred to as applied research) influence professional practice in the faculty member's field. Peer-reviewed articles in practice-oriented journals or with direct practical implications for business are included under A in Table 2a. Creation and delivery of executive education courses, development of discipline-based practice tools, and published reports on consulting/business practices qualify as "other intellectual contributions" in this area.
  - vi Learning and pedagogical research contributions influence the teaching-learning activities of the school. Besides Peer-reviewed articles in this area which count toward PRJ requirements, "other intellectual contributions" can include preparation of new published materials for use in courses, creation of publically available teaching aids and other published work to support teaching.
- b) Professional/Practitioner Contributions
- i PA and IP faculty members are expected to make professional/practitioner contributions on a continuing basis in accordance with the faculty development plan. However, for tenure-track faculty, maintaining minimum levels for PA status is not sufficient for promotion and tenure. Levels for promotion and tenure are based on maintaining a rating of at least high performance as defined in Table 7b in Section IV. B.2 for the previous five-year period.
  - ii Faculty members who achieve and maintain PA status will be granted a **reduced** teaching load to three courses per semester. Professional/practitioner contributions at the PA level are expected to be at a higher intensity, higher impact or higher time commitment than for IP. The department heads' annual and summative evaluations will be used to document the efforts of each PA faculty member in the area of professional/practitioner at a level sufficient to support tenure and promotion.
  - iii The evaluation of a faculty member's efforts in intellectual or professional/practitioner contributions, which is evaluated by the faculty member's department head, is determined by activities in the two areas identified in Table 2a for SA & SP and in Table 2b for PA & IP.



**Table 2a  
Intellectual Contributions**

RESEARCH/CREATIVE WORK (AS SPECIFIED BY COLLEGE/DEPARTMENT/DISCIPLINE)	% ALLOCATION ALLOWED	% ALLOCATION SELECTED
Percentage Allocation to Research	30-40%	R%= 
A. Peer-reviewed Publications (accepted or in press)*	50%	A%=
B. Other intellectual contributions	50%	B%=
TOTAL A+B must equal 100%		100%

**Table 2b  
Professional/Practitioner Contributions**

PROFESSIONAL/PRACTITIONER WORK (AS SPECIFIED BY COLLEGE/DEPARTMENT/DISCIPLINE)	% ALLOCATION ALLOWED	% ALLOCATION SELECTED
Percentage Allocation to Research	30-40%	R%= 
A. Licensure/Certification maintenance and/or 10 hrs. for PA or 20 hrs. for IP in Cont. Ed./year	50%	A%=
B. Other professional contributions	50%	B%=
TOTAL A+B must equal 100%		100%

\*Publications may only count once-either upon acceptance or at time of actual in-print status and must be on the CBA list or have an approved exception application.

c) Loss of Status

i Tenured SA or PA Faculty

In those cases where a tenured SA or PA faculty member loses SA or PA status (determined during the annual evaluation conducted by the department head), the following actions are required:

The faculty member will be given a full teaching load of four classes (five classes if a four-class teaching load is in effect for SA and PA faculty at the time), will not be allowed to teach in the Executive MBA program, and will have non-priority status as a member of the summer school faculty. The faculty member will resume reduced teaching load status, will regain eligibility to teach in the Executive MBA program, and will regain priority status to participate in summer school only after regaining SA or PA status. (Determined by the next annual evaluation).

ii Non-Tenured SA or PA Faculty

The intellectual (SA) or professional/practitioner (PA) contributions of new non-tenured SA or PA faculty members must be monitored closely. If after three years their production does not correlate to a pattern of achieving SA or PA status, then the following actions may be applied:

The faculty member may be given a full teaching load (12 hours), will have non-priority status to be a member of the summer school faculty, and may be notified of non-reappointment.


iii Appeals Process

An Appeals Committee will be appointed each year by the dean to hear faculty appeals relative to the department head's evaluation of intellectual or professional/practitioner contribution production.

3) Service

Faculty members are expected to make a contribution to the operation and governance of the University, to their profession and to the public-at-large. The nine categories of service are presented in Table 3. There are many ways in which a faculty member can make service contributions. The list below, while not all inclusive, is illustrative of the activities that are considered important.

**Table 3**  
**SERVICE**

SERVICE	% ALLOCATION ALLOWED	% ALLOCATION SELECTED
Percentage Allocation to Service	10-30%	S%= 
A. Student services (Ex: advising, mentoring, student organization advisor, student competitions, student research, etc.)	(10-70%)	A%=
B. Department, College or University services (administrative roles without additional remuneration or committee service)	(0-70%)	B%=
C. Professional & Community service (Ex: professional, governmental or foundation volunteerism, educational workshops, conference speaker or reviewer, mission-focused speaking or volunteerism in the community, consulting service, etc.)	(0-70%)	C%=
D. Other. Must specify (Ex: mentor for a teaching initiative, etc.)	(0-70%)	D%=
TOTAL A+B+C+D must equal 100%		100%

4) Overall Merit

The scores on the University faculty evaluation form will be used to determine an annual University merit rating. The highest merit rating is nine. The form used to calculate the overall formative evaluation is shown in Table 4.

**Table 4**  
**FACULTY EVALUATION AGREEMENT**

Faculty Member: \_\_\_\_\_ Evaluation Period: \_\_\_\_\_

**Instructions:** Within each area select a percentage weight for each major category and then each item within each category.


TEACHING/LIBRARIANSHIP		% ALLOCATION ALLOWED	% ALLOCATION SELECTED
Percentage Allocation to Teaching		50-60%	T%= <input type="text"/>
A. Delivery of Instruction	a% _____	(50-80%)	A%= <input type="text"/>
a. Student Evaluation (25-75%)	b% _____		
b. Administrative Evaluation (25-75%)	=100%		
A. Professional Development		(0-30%)	B%= <input type="text"/>
B. Innovation in Teaching*		(0-30%)	C%= <input type="text"/>
C. Accessibility/Interaction with Students		(20-40%)	D%= <input type="text"/>
D. Other (ex. Service learning opportunities; QEP initiatives; etc.). Specify:		(0-30%)	G%= <input type="text"/>
TOTAL A+B+C+D+E must equal 100%			100%

\*For the purposes of supporting our premier teaching institution goal, C. Innovation in Teaching will be used to evaluate innovation, engagement and impact in the classroom through new techniques implementation, and presenting new teaching innovations to the CBA faculty.

RESEARCH/CREATIVE WORK (AS SPECIFIED BY COLLEGE/DEPARTMENT/DISCIPLINE)**	% ALLOCATION ALLOWED	% ALLOCATION SELECTED
Percentage Allocation to Research	30-40%	R%= <input type="text"/>
A. Peer-Reviewed Publications (accepted or in press)	50%	A%= <input type="text"/>
B. Other intellectual contributions	50%	B%= <input type="text"/>
TOTAL A+B must equal 100%		100%
<b>OR</b>		
PROFESSIONAL/PRACTITIONER ACTIVITIES (AS SPECIFIED BY COLLEGE/DEPARTMENT/DISCIPLINE) *	% ALLOCATION ALLOWED	% ALLOCATION SELECTED
Percentage Allocation to Professional/Practitioner Activities	30-40%	R%= <input type="text"/>
A. Licensure/Certification maintenance and/or 10 hrs. for PA or 20 hrs. for IP in Cont. Ed./year	50%	A%= <input type="text"/>
B. Other professional contributions	50%	B%= <input type="text"/>
TOTAL A+B must equal 100%		100%

\*For SA, SP -Publications may only count once – either upon acceptance or at time of publication and must be from the CBA journal list or have an approved exception application.

For PA, IP – Professional/practitioner activities may only count once, either in this section or under Professional/Community Service.

SERVICE	% ALLOCATION ALLOWED	% ALLOCATION SELECTED
Percentage Allocation to Service	10-30%	S%= 
A. Student services (Ex: advising, mentoring, student organization advisor, student competitions, student research, etc.)	(10-70%)	A%=
B. Department, College or University services (Administrative roles without additional remuneration or committee service)	(0-70%)	B%=
C. Professional & Community service (Ex: Professional, governmental or foundation volunteerism, Educational workshops, conference speaker or reviewer, mission-focused speaking or volunteerism in the community, consulting service, etc.)	(0-70%)	C%=
D. D. Other. Specify: (Ex: Mentor for teaching initiative, special projects, etc.)	(0-70%)	I%=
TOTAL A+B+C+D must equal 100%		100%

**NOTE:** Faculty have a right to modify this form with the approval of the department head by January 25 following the evaluation period.

See departmental evaluation plan for behavioral descriptions or rubrics of criteria.

Signatures:

\_\_\_\_\_  
Faculty

\_\_\_\_\_  
Date

\_\_\_\_\_  
Department Head

\_\_\_\_\_  
Date

## PROMOTION AND TENURE: PROCEDURES AND CRITERIA

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### A) Procedures

The procedures set forth below shall apply to all tenure and promotion recommendations for the faculty of the CBA. All statements included herein are intended to be consistent with the tenure and promotion procedures included in the NSU Policy and Procedures Manual. The timetable, policies, and responsibilities for the process are contained in Chapter 2 of the Manual.

#### 1) Faculty Member of the Department

This department selection shall be made when the faculty member is hired. A faculty member may move from one academic department to another upon approval of the Dean and the Department Head to which the faculty member is moving. The Dean shall verify that each faculty member is a member of only one academic department.

#### 2) Sequences of Procedure

- a) A faculty member submits a letter of intent for promotion and/or tenure application by March 25 of the year in which the person intends to submit documentation.
- b) On or before September 15, the Dean appoints the College Peer Review Committee.
- c) Each faculty member to be considered for tenure and/or promotion shall be notified in writing by the Head of the respective department no later than September 15. The Department Head shall also complete a summative initiation form and submit it to the Peer Review Committee. The faculty member shall compile a proper file of evidence and recommendations (dossier) and submit it to the chairperson of the Peer Review Committee by October 5. Lists of evidence of teaching, intellectual contributions, and service to be included in the dossier can be found in the Nicholls Policy and Procedure Manual sections 2.10.2.2, 2.10.2.4, and 2.10.2.6 respectively.
- d) The Peer Review Committee makes a recommendation and forwards the dossier to the Department Head no later than November 5.
- e) On or before November 20, the Department Head concludes his/her evaluation and meets with the faculty member. The Department Head notifies faculty whose request has been denied. Faculty members have 10 days to respond and/or file an appeal. The Department Head forwards the recommendation and the dossier to the Dean by November 30.
- f) The Dean informs a faculty member in writing of his/her recommendation on or before January 15 or date closest after the official return of faculty to the spring semester. Faculty have ten working days to respond and/or file an appeal after receiving written notification of the Dean's decision. The Dean forwards the candidate's summative dossier and (if one exists) the faculty member's written response to the Vice President of Academic Affairs by

February 10. Additional details related to the appeal process are presented in Section 2 of the Policy and Procedure Manual.

A summary of responsibilities of the faculty member, the department head, the peer review committee, and the dean are presented in Table 5.

**Table 5**  
**Summary of Responsibilities**

	<b>FACULTY (F)</b>	<b>DEAN (D)</b>	<b>DEPT. HEAD (DH)</b>	<b>PEER REVIEW COMMITTEE (PRC)</b>
Prior to Fall Semester	F may initiate summative evaluation for promotion and tenure: By March 25 in letter of intent to DH.			
September		By Sept 15, D appoints PRC.  Before Sept 30, D meets with the PRC chair to discuss charges.	By September 15, DH notifies faculty being considered for promotion & tenure.  By Sept 15, DH fills out Summative Initiation Form & submits to PRC chair.	
October	By Oct 5, F provides PRC with required credentials.			By Oct 5, receive dossiers from F.
November	Between Nov 20 and 30, F responds to DH recommendation and/or files an appeal.		By Nov 20, DH meets with faculty.  By Nov 30, DH submits updated dossiers to the Dean.	By Nov 5, PRC finishes work. Submits results to DH.
January/ February	Jan 15-25, F may respond to the Dean's recommendation and/or file an appeal.	On or Before Jan 15, D informs F in writing of recommendations.  On or Before February 10, D submits updated dossiers to the Vice President.		

C) Criteria for Promotion and Tenure

1) Minimum Standards

The criteria presented below represent minimum standards for promotion and tenure to establish eligibility; they do not guarantee promotion or tenure. The probationary time period for tenure can be waived at initial hire for faculty hired at the rank of professor when supported by exceptional performance in teaching, intellectual contributions, and service. The initial letter of appointment for all new hires must clearly indicate if any credit for prior service toward the probationary period has been granted.

Providing full documentation of accomplishments is the responsibility of the individual faculty member.

The evaluation of a candidate for promotion or tenure in the CBA is based on the candidate's total contribution to the missions of the CBA and of the Department. It is a summative review of the preceding period at the lower rank and is based on degrees earned; time at lower rank; performance in teaching, intellectual contributions, and service. The criteria presented below represent minimum standards for promotion and tenure. Note: Instructor level faculty (SP, IP) are not tenure track positions.

- a) Degree Earned - PhD or DBA, JD (or the clear equivalent in the field)
- b) Assistant professor minimum requirements for tenure are the University tenure requirements plus the CBA requirements for promotion to associate professor set forth in this document.
- c) Tenure is not automatic with promotion to associate professor or professor, but must be requested and is subject to approval by the Board of Trustees. Persons hired at the rank of associate professor or professor are required to serve a probationary period (as specified by the University Policy and Procedure Manual, chapter 2). During this probationary period, they must demonstrate continued performance in teaching, intellectual contributions, and service.
- d) Time at Lower Rank (minimum requirements) for Promotion
  - i Associate Professor - five years at rank of Assistant Professor
  - ii Professor - six (6) years at the associate level or ten (10) years total
- e) Performance standards are based on the candidate's preceding five-year record. The minimum performance standards for promotion and tenure are shown in Table 9.
- f) The Review Process - See Section 2 of the University Policy and Procedure Manual.
- g) Individuals with exceptional credentials may be considered earlier.

2) Summative Evaluation

The summative evaluation of the faculty member is found by reviewing the trend of the annual scores received over the time period. Table 6 and the annual scores are



used to define the faculty member's teaching classification which will then be used in all decisions relative to promotion and tenure.

**Table 6 (raw score)**  
**Classifications of Teaching Accomplishments**

<b>CLASSIFICATION</b>	<b>REQUIRED SCORE (EFF. 2018)</b>	<b>REQUIRED RAW SCORE</b>	<b>PERCENTILE (APPROX.)</b>
Exemplary	8.5 – 9	4.72	85 <sup>th</sup>
High Performance	7.75-8.49	4.30-4.71	50 <sup>th</sup>
Adequate/Satisfactory	7.2 – 7.749	4.00-4.29	20 <sup>th</sup>
Inadequate	Less than 7.2	Less than 4.00	Less than 20 <sup>th</sup>

Table 7a, b, c, and d are used to determine a faculty member's intellectual or professional contributions productivity classification in the five year period.

**Table 7a**  
**Intellectual Contributions Productivity Classification (SA)**  
(Over time at lower rank)

CLASSIFICATION	SCHOLARLY ACTIVITY (SA)	MINIMUM REQUIRED
Exemplary	1. Peer-Reviewed Articles, <sup>1</sup> and	4
	2. Peer-Reviewed Papers, <sup>2</sup> or other equivalent value <sup>3</sup>	4
High Performance	1. Peer-Reviewed Articles, <sup>1</sup> and	3
	2. Peer-Reviewed Papers, <sup>2</sup> or other equivalent value <sup>3</sup>	3
Adequate/ Satisfactory	1. Peer-Reviewed Articles, <sup>1</sup> and	2
	2. Peer-Reviewed Papers, <sup>2</sup> or other equivalent value <sup>3</sup>	2
Inadequate	Less than numbers identified in Adequate/Satisfactory category	

<sup>1</sup> Peer-reviewed articles are published in journals using an editorial board or outside academic reviewers. They must be consistent with the mission of the CBA. The journal must appear on the CBA approved list. If the journal is not listed on the CBA approved list, it is the author's responsibility to document the journal's review process and request an exception through their Department Head.

<sup>2</sup> Peer-reviewed paper presentations or published proceedings of professional meetings following a peer review of the paper.

<sup>3</sup> Other equivalent value including but not limited to textbooks, funded research grants, other publications, or outputs from intellectual contributions that have undergone a peer-review process. They must be consistent with the mission of the CBA.

**Note:** In support of the college's mission and strategic plan, the Intellectual Contributions should include a primary emphasis on contributions to practice and learning and pedagogical research with less mission emphasis given to discipline-based scholarship. Scholarly contributions related to regional businesses, regional or State economic/business interests are encouraged.

**Table 7b**  
**Professional/Practitioner Contributions Productivity Classification (PA)**  
(Over time at lower rank)

CLASSIFICATION	PROFESSIONAL/PRACTITIONER CONTRIBUTIONS (PA)	MINIMUM REQUIRED
Exemplary	1. Substantive work in a professional practice or business related to CBA mission or strategic initiative.	5 years
	2. Substantial Professional Activities of significant duration or that requires high complexity of discipline knowledge that is directly relevant to the CBA mission or strategic initiatives. *	Avg. of 5 activities /year
High Performance	1. Substantive work in a professional practice or business related to CBA mission or strategic initiative.	5 years
	2. Substantial Professional Activities of significant duration or that requires high complexity of discipline knowledge that is directly relevant to the CBA mission or strategic initiatives. *	Avg. of 4 activities /year
Adequate/ Satisfactory	1. Substantive work in a professional practice or business related to CBA mission or strategic initiative.	5 years
	2. Substantial Professional Activities of significant duration or that requires high complexity of discipline knowledge that is directly relevant to the CBA mission or strategic initiatives. *	Avg. of 3 activities /year
Inadequate	Less than numbers identified in Adequate/Satisfactory category	

**Note: In support of the college's mission and strategic plan, the Professional Contributions should include a primary emphasis on contributions to practice or professional issues related to regional businesses or regional economic/business interests. Professional contributions that directly impact student success, career placement and success of CBA students and alumni, or contribute to the business and professional affiliations of the CBA are given higher consideration.**

\*Activities that are to be considered as Substantial Professional Activity for the PA classification and for tenure and promotion consideration cannot *also* be included or evaluated in the area of Service Productivity. These include but are not limited to:

- Peer Review Publication in a professional or academic journal
- Create and deliver professional education or continuing education programs related to the teaching discipline
- Leadership positions, in professional activities and organizations
- Publication in a professional publication that is editorially reviewed in the teaching discipline
- Relevant, active service on a for-profit or not-for-profit board

- Contribution to the college's business outreach through leadership position in mission relevant organizations such as Rotary, Chamber of Commerce, local or regional professional organizations or business groups
- Presentations at professional meetings
- Presentations/Speaking to the public on a topic relevant to the teaching discipline
- Active writing in a newspaper, blog, or other professional media
- Development and leadership in high impact teaching practices, especially engagement with the business and professional community
- Achieve professional licensure or new certification
- Documented continuing education experiences relevant to the teaching discipline and maintenance of professional licensure or credentials
- Attending and completing executive education programs in the teaching discipline
- Creation of teaching resources such as cases, or unique teaching innovations
- Obtain teaching awards at the College, University, Regional or National level
- Principle Investigator on a funded grant related to the teaching area, department or College mission
- Book chapter in the teaching area

**Table 7c**  
**Intellectual & Professional Contributions Productivity Classification (SP)**

CLASSIFICATION	SCHOLARLY ACTIVITY (SP)	MINIMUM REQUIRED
Minimum Expectation	Maintain sufficient CPE to maintain current licensure/certification and/or obtain a minimum of 10 hours CPE in the teaching discipline on an annual basis PLUS	Required
Exemplary	1. Peer-Reviewed Articles, <sup>1</sup> and	3
	2. Peer-Reviewed Papers, <sup>2</sup> or other equivalent value <sup>3</sup>	4
High Performance	1. Peer-Reviewed Articles, <sup>1</sup> and	2
	2. Peer-Reviewed Papers, <sup>2</sup> or other equivalent value <sup>3</sup>	3
Adequate/ Satisfactory	1. Peer-Reviewed Articles, <sup>1</sup> and	2
	2. Peer-Reviewed Papers, <sup>2</sup> or other equivalent value <sup>3</sup>	2
Inadequate	Less than numbers identified in Adequate/Satisfactory category	

<sup>1</sup> Peer-reviewed articles are published in journals using an editorial board or outside academic reviewers. They must be consistent with the mission of the CBA. The journal must appear on the CBA approved list. If the journal is not listed on the CBA approved list, it is the author's responsibility to document the journal's review process and request an exception through their Department Head.

<sup>2</sup> Peer-reviewed paper presentations or published proceedings of professional meetings following a peer review of the paper.

<sup>3</sup> Other equivalent value including but not limited to textbooks, funded research grants, other publications, or outputs from intellectual contributions that have undergone a peer-review process. They must be consistent with the mission of the CBA.

**Note: In support of the college's mission and strategic plan, the Intellectual Contributions should include a primary emphasis on contributions to practice and learning and pedagogical research with limited mission emphasis given to discipline-based scholarship. Scholarly contributions related to regional businesses, regional or State economic/business interests are encouraged.**

**Table 7d**  
**Professional/Practitioner Contributions Productivity Classification (IP)**

CLASSIFICATION	PROFESSIONAL/PRACTITIONER CONTRIBUTION (IP)	MINIMUM REQUIRED
Minimum Expectation	Maintain sufficient CPE to maintain current licensure/certification and/or obtain a minimum of 20 hours CPE in the teaching discipline on an annual basis PLUS	Required
Exemplary	Substantial Professional Activities of significant duration or that requires high complexity of discipline knowledge that is directly relevant to the CBA mission or strategic initiatives.*	4 activities /year
High Performance	Substantial Professional Activities of significant duration or that requires high complexity of discipline knowledge that is directly relevant to the CBA mission or strategic initiatives.*	3 activities /year
Adequate/ Satisfactory	Substantial Professional Activities of significant duration or that requires high complexity of discipline knowledge that is directly relevant to the CBA mission or strategic initiatives.*	2 activities /year
Inadequate	Substantial Professional Activities of significant duration or that requires high complexity of discipline knowledge that is directly relevant to the CBA mission or strategic initiatives.*	Less than 2 /year

Activities that are to be considered as Substantial Professional Activity for the IP classification in Professional/Practitioner Contributions Productivity cannot *also* be included or evaluated in the area of Service Productivity. These include but are not limited to:

- Consulting in the area of teaching
- Professional work in the area of teaching
- Peer Review Publication in a professional or academic journal
- Create and deliver professional education or continuing education programs related to the teaching discipline
- Leadership positions, in professional activities and organizations
- Publication in a professional publication that is editorially reviewed in the teaching discipline
- Relevant, active service on a for-profit or not-for-profit board
- Contribution to the college's business outreach through leadership position in mission relevant organizations such as Rotary, Chamber of Commerce, local or regional professional organizations or business groups
- Presentations at professional meetings
- Presentations/Speaking to the public on a topic relevant to the teaching discipline
- Active writing in a newspaper, blog, or other professional media
- Development and leadership in high impact teaching practices, especially engagement with the business and professional community
- Achieve professional licensure or new certification

- Documented continuing education experiences relevant to the teaching discipline and maintenance of professional licensure or credentials above that required
- Attending and completing executive education programs in the teaching discipline
- Creation of teaching resources such as cases, or unique teaching innovations
- Obtain teaching awards at the College, University, Regional or National level
- Principle Investigator on a funded grant related to the teaching area, department or College mission
- Book chapter in the teaching area

Table 8 is used to determine the faculty member's service productivity classification during time at lower rank

**Table 8**  
**Service Productivity <sup>1</sup>**  
**Classification**

<b>CATEGORY</b>	<b>ACTIVITY</b>	<b>REQUIRED SCORE (EFF. 2018)</b>
Exemplary	A record of service which is above high performance.	8.5 - 9
High Performance	A record of service which is above adequate/satisfactory performance.	7 - 8.49
Adequate/ Satisfactory	All expected and requested service activities or functions are performed in an effective and conscientious manner.	5 – 6.99
Inadequate	The candidate fails to carry out the expected or requested service activities	Less than 5

<sup>1</sup> Service will be evaluated each year during the annual evaluation. Faculty will submit agreement forms annually for this purpose. On this form, faculty must select at least two service components. In order to obtain exemplary, one of the service selections must include a university level activity.



Table 9 presents an overview of the minimum requirements for promotion and tenure.

**Table 9**  
**Requirements for Promotion and Tenure**

RANK	DEGREE	TIME AT LOWER RANK	PERFORMANCE RATING		
			TEACHING PERFORMANCE*	INTELLECTUAL CONTRIBUTIONS	SERVICE
To Assistant Professor	PhD/DBA; JD (or clear equivalent)	N/A	Exemplary	High	Adequate/Satisfactory
			High	Exemplary	Adequate/Satisfactory
To Associate Professor	PhD/DBA ; JD (or clear equivalent)	5 years	Exemplary	High	Adequate/Satisfactory
			High	Exemplary	Adequate/Satisfactory
To Professor	PhD/DBA; JD (or clear equivalent)	6 years at Associate, or 10 years total	Exemplary	Exemplary	High
			Exemplary	High	Exemplary
			High	Exemplary	Exemplary

\*The candidate must meet the standard for Promotion and /or Tenure for the last 2 years considered.

## APPENDIX 1a

Nicholls State University  
College of Business Administration

### Scholarly Practitioner (SP) Qualified Faculty Report

Faculty Member: \_\_\_\_\_

Annual Period \_\_\_\_\_

☐ Projected

☐ Actual

#### FIVE YEAR INTELLECTUAL CONTRIBUTION\* REPORT:

PRJ:

OIC:

\* Minimum 50% must relate to area of teaching

#### ANNUAL CONTINUING PROFESSIONAL EDUCATION and LICENSURE/CERTIFICATE

#### MAINTENANCE IF APPLICABLE:

2. CPE thru seminars and teaching (includes online) Minimum 10 hours per annual reporting period in teaching area.

Licensure/Certification held: \_\_\_\_\_

Provide evidence of current status

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

Date \_\_\_\_\_

Department Head: \_\_\_\_\_

Date \_\_\_\_\_

Dean: \_\_\_\_\_

Date \_\_\_\_\_

(Due to Department Head January 25)

## APPENDIX 1b

Nicholls State University  
College of Business Administration

### Instructional Practitioner (IP) Qualified Faculty Report

Faculty Member: \_\_\_\_\_

Annual Period \_\_\_\_\_

☐ Projected

☐ Actual

#### ANNUAL CONTINUING PROFESSIONAL EDUCATION:

CPE thru seminars and teaching (includes online) Minimum 20 hours per annual reporting period in teaching area

#### ANNUAL PROFESSIONAL/PRACTITIONER ACTIVITIES:

Minimum 2 per year (See Table 7d)

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

Date \_\_\_\_\_

Department Head: \_\_\_\_\_

Date \_\_\_\_\_

Dean: \_\_\_\_\_

Date \_\_\_\_\_

(Due to Department Head January 25)

## **APPENDIX 2**

**Nicholls State University  
College of Business Administration  
New Faculty Mentor/Mentee Agreement**

**(Academic Year)**

**The purpose of the Mentor/Mentee Program is to provide guidance, support, and assistance to faculty in the CBA of Business in the area of teaching, research, service, and professional behavior. This is not a faculty assessment agreement. Faculty assessment is the responsibility of department heads and the dean. This agreement will be for one academic year unless mutually extended. It can be dissolved by either the mentor or mentee before the end of the agreement period by written notice to the department head. This agreement is entered into voluntarily by both parties involved.**

**Mentor agrees to:**

- 1) Keep all discussions with the mentee and all data collected confidential and not reveal discussions, material, or data collected without written permission from the mentee.
- 2) Conduct a minimum number of meetings with the mentee as follows:
  - a) First Semester
    - i) One week before classes begin
    - ii) One week before midterm
    - iii) One week before finals
  - b) Second Semester
    - i) Beginning of semester
    - ii) One week before midterm
    - iii) One week prior to finals.
- 3) Meet with the mentee as needed to provide support over and above the minimum meetings required.
- 4) Demonstrate effective practices by serving as a role model in teaching, research, service, and professional behavior.
- 5) Observe the mentee during classroom instruction and make suggestions for improvement.
- 6) Develop with the mentee a self-improvement plan as needed.
- 7) Assist the mentee and monitor the mentee's faculty development plan.
- 8) Be available to other mentors for guidance and assistance.
- 9) Evaluate this agreement at the end of the first semester and report to the department head any recommendations for improvement.
- 10) Submit at the end of each annual agreement period a report (maximum one page) to the department head concerning activities of the mentor/mentee and include recommendations for improvement of the mentor program.

**Mentee agrees to:**

- 1) Keep all discussions with the mentor and all data collected confidential and not reveal discussions, material, or data collected without written permission from the mentor.
- 2) Accept assistance, support, and suggestions to enhance effectiveness in teaching, research, service, and professional behavior.
- 3) Evaluate this agreement at the end of the first semester and report to the department head any recommendations for improvement.
- 4) Assist the mentor, at the end of each annual agreement period, in submitting a report to the department head concerning activities of the mentor/mentee.



\_\_\_\_\_  
**Mentor**

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

\_\_\_\_\_  
**Mentee**

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

\_\_\_\_\_  
**Department Head**

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

## End of Policy Faculty Development Plan

## FOR DOCUMENT PROCESSING REFERENCE/ADMINISTRATION:

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## OUTLINE FORMAT:

### Multi-Level List

- A) Level 1 (aligned at 0, text indent at .35)
  - 1) Level 2 (aligned at .35, text indent at .65)
    - a) Level 3 (aligned at .70, text indent at 1.05)
      - i Level 4 (aligned at 1.05, text indent at 1.40)
        - Level 5 (aligned at 1.40, text indent at 1.75)
          - Level 6 (aligned at 1.75, text indent at 2.10)
            - Level 7 (aligned at 2.10, text indent at 2.45)
              - ♦ Level 8 (aligned at 2.45, text indent at 2.80)

### NOTE:

Document includes tables, miscellaneous text, independent bullets and other outline formats that are not consistent with or applied with the primary Multi-Level Outline list