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This manual describes processes used in the College of Business at Texas A&M University-Corpus Christi. Faculty members should find the manual useful as they seek guidance in performing their various duties within the College. This manual was developed by including various memos and separate processes that are operationalized within the College.

After an opening section that briefly describes the organizational structure of the College, the descriptive processes are arranged in four categories: Organization & Administration, Curriculum Management, Faculty Management and Student Management.

The processes are not intended to be directives that dictate the details that must be followed by the faculty; instead, they are designed with sufficient flexibility to meet specific needs consistently and fairly. In order to accomplish these goals, the processes included in this manual are broad in scope.

The processes are not meant to replace any University Rule or University System policy. Instead, they serve as a supplement to those rules and policies. In several cases, process instructions refer readers to university policies printed in such documents as the University Catalog, Faculty Handbook, and Student Handbook. College processes may be more restrictive than University Rules or University System policy.

The College’s faculty has assumed an integral role in the process manual’s preparation, periodic review and revision. When issues arise, faculty as individuals or groups prepare a written document for all faculty to review and recommend for final approval by the Dean. Major issues are formally presented and discussed in faculty meetings before being approved. Processes updated and revised as needed. This manual is on the College’s Intranet to facilitate its update and continuous improvement.

Although the College takes pride in its processes, it welcomes comments aimed at improving them; therefore, faculty and staff are encouraged to notify the Dean with suggestions involving point of clarification or omission.
I. ORGANIZATION & ADMINISTRATION

COLLEGE OF BUSINESS MISSION STATEMENT

The College of Business supports the mission of the University by focusing on the higher educational needs of business students in the region. Programs are designed to help students advance their education in business to become more productive citizens, further their careers, and pursue advanced studies within a changing global environment. Undergraduate programs offer selected specializations built on a foundation of general education and a broad business core. The Master of Business Administration program provides more advanced general management education with selected concentrations. The Master of Accountancy program offers advanced accounting studies. The College promotes a code of ethics, special concern for student learning, and the effective use of technology.

Student learning is the highest priority of the College. To that end, the College emphasizes intellectual contributions of applied scholarship and instructional development. The College supports faculty development, community service and involvement in professional organizations resulting in service to key stakeholders. The College solicits input from its primary stakeholders through advisory councils.
The future is both a bright and challenging place for the College of Business at Texas A&M University-Corpus Christi. An important step in preparing for this future is to share the College of Business goals and strategies with stakeholders. Sharing these goals and strategies ensures understanding, coordination and implementation of actions, and encourages feedback from all stakeholder groups.

The following Strategic Plan for the College of Business reviews the College of Business mission statement, summarizes an analysis of the environment, catalogues the assumptions made in the planning process, and discusses three (3) major goals for the College of Business: Improve Quality of Programs, Foster Regional Economic Development, and Emphasize Innovations in Faculty Development, Contributions, and Engagement. These strategic initiatives are offered in support of the University’s Mission Statement and Momentum 2015, and the fulfillment of the mission and responsibilities of the College of Business as an AACSB-accredited institution. This Strategic Plan briefly discusses implementing these goals.

**Vision Statement**

The College of Business will be a premier business school in the Gulf of Mexico Region.

**Mission Statement**

The College of Business supports the mission of the University by focusing on the higher education needs of business students in the region. Quality programs are designed to help students advance their education in business, further their careers, pursue advanced studies, and become more productive citizens within a changing global environment. Undergraduate programs offer selected specializations built on a foundation of general education and a broad business core. The Master of Business Administration program provides more advanced general management education with selected concentrations. The College extends access and flexibility through online delivery. The Master of Accountancy program offers advanced accounting studies. The College promotes student learning, engagement, and ethical behavior.

Student learning is the highest priority of the College. To that end, the College emphasizes intellectual contributions of applied scholarship and instructional development. The College supports faculty development, community service and involvement in professional organizations resulting in service to key stakeholders. The College supports regional economic development and solicits input from its primary stakeholders through advisory councils.
College of Business Environmental Analysis

College of Business STRENGTHS include:

- AACSB accreditation in Business and Accounting
- A culture of assessment
- Highly motivated faculty and staff
- New facility housing the College of Business (The Michael and Karen O'Connor Building).
- Home of Society for Advancement of Management International (SAM)
- Information technology and systems
- Ties with area businesses and government agencies
- Coastal Bend Business Innovation Center
- EDA University Center designation

College of Business WEAKNESSES include:

- Increases in class size
- Insufficient faculty positions to deploy new programs and reduce class size
- Small college endowment
- No distance education coordinator
- Limited college marketing resources
- No business graduate assistantships

Environmental OPPORTUNITIES for the College of Business include:

- A significant (43%) increase in Hispanic-surname U.S. population since 2010 leveraging TAMUCC role as Hispanic serving institution
- Rapid population growth, real estate development, and tourism in the Texas Coastal Bend region
- Robust petrochemical industry growth in South Texas driven by Eagle Ford Shale development
- Student interconnectivity increases opportunities to deliver course material and interact with students
- Sixth largest port facility in the United States

Environmental THREATS for the College of Business include:

- Diminishing state budget for higher education
- Number of competitors as a result of increased Internet connectivity
- Increasing costs of traditional delivery methods
- Catastrophic events

**College of Business Planning Assumptions**

The following assumptions guided the College of Business in the development of the Strategic Plan. It is important to state assumptions to promote broad understanding of the strategies offered and the implied implications of each. These assumptions include:

a) Strategic decision making is aligned with College of Business mission and strategic goals and Texas A&M University-Corpus Christi Momentum 2015.

b) Availability of sufficient classroom and faculty resources to promote excellence and quality

c) Delivery of programs will respond to market demand, benefit students, and the community.

d) University enrollment continues to trend upward with improving quality of students, as detailed in the University’s Momentum 2015.

e) The College of Business will fund (as available) the following annual budgets:

   1) COB marketing budget………………………………………… $20,000
   2) COB morale, welfare, and recreation budget…………………..  $ 5,000
   3) COB Faculty and curriculum development budget……………. $20,000
   4) COB graduate and student assistant budget………………….. $20,000*

   *Note: This budget supplements existing University funded graduate and student assistant funding.

**College of Business Goals**

I. Improve Quality of Programs

II. Emphasize Innovations in Faculty Development, Contributions and Engagement

III. Foster Regional Economic Development

*Goal # 1 (G1):*

*Improve Quality of Programs*

The College of Business at Texas A&M University-Corpus Christi provides high quality programs in business administration consistent with the College Mission. The primary focus of this goal involves continuous improvement to enhance recruiting and retention of high-quality students and faculty.
Specific strategies to achieve the goal include:

- **a)** Increase the students' knowledge and awareness of ethical obligations.

- **b)** Integrate the learning and teaching concepts, methods, and delivery platforms that produce a successful learning organization.

- **c)** Refine course offerings to better serve student needs and leverage College of Business resources.

- **d)** Expand experiential learning opportunities for students.

**Goal # 2 (G2):**

*Emphasize Innovations in Faculty Development, Contributions, and Engagement*

The College of Business has dedicated, loyal faculty who are passionate about providing a quality education for students, adding to the body of knowledge in their respective disciplines, and who embrace the challenges that exist in higher education. The college faculty has among the most productive faculty within Texas A&M University-Corpus Christi. Achievement of this goal recognizes the importance of faculty to the College mission.

Specific strategies to achieve the goal include:

- **a)** Encourage and promote collegiality within and between faculty and administration.

- **b)** Develop a strong learning and teaching organization by providing incentives and resources for faculty innovations in teaching and student engagement.

- **c)** Build a stronger research culture that includes timely feedback on faculty progress and development advice.

- **d)** Actively work with the University and system administration to improve the compensation benefits and support of faculty in an effort to recruit and retain high quality faculty.

**Goal # 3 (G3):**

*Foster Regional Economic Development*

The College of Business will leverage existing course offerings, its AACSB accreditation, and Texas A&M University-Corpus Christi’s status as a Hispanic Serving Institution to improve the economic development of the community as a regional hub and international business center. The primary strategy in the achievement of the goal is to actively facilitate the creation, growth, and enhancement of business and innovation in the community.
Specific strategies to achieve the goal include:

a) Coordinate with university and community organizations to offer certificate and other non-degree programs to meet organizational and operational needs of government, public and private businesses and agencies.

b) Facilitate faculty engagement with the community.

c) Enhance strategic collaborations between the College of Business students and faculty and the Coastal Bend Business Innovation Center.
The College is under the administrative supervision of the Provost and Vice President for Academic Affairs, who reports to the University President.

The College is headed by the Dean, who supervises four administrative positions: the Associate Dean, the Director of Master’s Programs, the Internship Coordinator, and the Business Coordinator. The Academic Advisors report to the Associate Dean but also work with the Dean, as needed, in interpreting certain course requirement substitutions or exceptions requested by undergraduate students and in interpreting AACSB accreditation guidelines related to degree requirements.

The Department Chairs in Accounting, Business Law, and Finance; Decision Sciences and Economics; and Management and Marketing also report to the Dean.
STANDING COLLEGE COMMITTEES
(Revised January 29, 1999)
(Revision draft August 2005, September 24, 2007)
(Reviewed April 2012)

The College maintains many standing committees. Each of these committees is charged with providing leadership and direction in specific areas vital to the College’s operations and mission. Some committees are required by university rules.

Administrative Council. The council is charged with assisting the Dean in making administrative decisions. The council is composed of the Dean, Associate Dean, Director of Master’s Programs, a member of the faculty at large, the College’s Business Coordinator, and the three Department Chairs.

Assessment Committee. The committee is charged with assessing various components of the College’s instructional programs. The members of the committee are appointed by the Dean.

Awards Committee. The committee is comprised of three individuals appointed by the Dean. The committee is appointed in concurrence with the Faculty Senate’s procedure for nominating faculty for various university awards.

College Research Enhancement Committee. The committee consists of the two representatives to the University Research Enhancement Committee plus one representative elected by the department from the College without a representative on the University Committee. The College Committee is responsible for receiving and evaluating grant proposals and recommending grant awards from the College Research Enhancement Programs funds. The Committee’s policies and award procedures must be consistent with the eligibility and award selection criteria in the statute. A copy of the College Rule must be filed with Associate Vice President for Planning and Institutional Effectiveness.

Graduate Advisory Committee. The committee is a recommending body (curriculum, admission standards, admission exceptions, advising, and student request and appeals) reporting to the Dean. Members are elected by the faculty. Faculty eligible to serve on the committee regularly teach graduate classes. Each department elects two representatives who serve two-year terms. The Director of Master’s Programs is and ad hoc member. The Chair is elected by Committee.

Kirkland Distinguished Visitor Committee. The committee is charged with selecting a nominee for the College’s Kirkland Award. The three committee members, appointed by the Dean, also oversee the Kirkland lecture and student awards luncheon held each spring.

Library Committee. The committee is charged with monitoring the acquisition of library resources relevant to the needs of the College’s faculty and students. The three committee members are appointed by the Dean.

Post-Tenure Review Committee. This committee consists of five tenured faculty members – three are elected and the other two are appointed by the Dean. The committee conducts a
comprehensive review of a tenured faculty’s performance after his / her second unsatisfactory annual review and submits a recommendation to the Dean. See University rule 12.06.99.C1

Promotion & Tenure Committee. The promotion and tenure committee is charged with acting on faculty requests for tenure and promotion. One tenured faculty is elected from each department and the Dean appoints three additional tenured representatives into this committee. Committee members serve a two-year staggered term beginning at the start of the Fall semester following their election. Committee members may be reelected.

Strategic Planning Committee. The committee is charged with continuing to look at the future and to refine and develop a five-year plan. By devoting attention to the future, the College can continue to look ahead and be better prepared to accomplish its vision. Members of the committee are appointed by the Dean.

Student Success & Scholarship Committee. The committee is charged with the responsibility for enhancing the chances for student success in their academic programs. The areas of responsibility include both admissions and retention. It is also charged with the task of reviewing applications for COB scholarships, selecting the recipients of scholarship awards and communicating that information to the University Scholarship coordinator.

Undergraduate Advisory Committee. The committee is a recommending body for undergraduate programs. Members are elected by the faculty. Each department elects two representatives who serve two-year terms. The Associate Dean is an ad hoc member and serves as Chair.
GRADUATE ADVISORY COMMITTEE

(Reviewed COB Graduate Advisory Committee, October 14, 2005 & COB Advisory Council, November 11, 2006)
(Revision Approved by COB Faculty May 8, 2007)
(Reviewed April 2012)

The Graduate Advisory Committee is a recommending body reporting to the Dean of the College. Members are elected by the faculty. Faculty eligible to serve on the committee regularly teach graduate classes. Each department elects two representatives and they’ll serve a 2-year term; one faculty member will be elected every year. Elections will be held at the beginning of each Fall term. The Director of Master’s Programs is an ad-hoc member. The Chair will be elected by the Committee.

Open meetings are held periodically when the need arises. All faculty may attend; however, only Committee members vote on recommendations. Faculty members who wish to address the Committee must be placed on the agenda in advance by the Chair. Committee members are expected to attend all meetings. Meeting notices will be sent to the faculty a week in advance, unless an immediate matter needs to be addressed. Minutes of the meetings will be distributed to all faculty on a timely basis.

All non-routine matters pertaining to graduate students and programs may be considered by the Committee including, but not limited to the following:

- Curriculum (changes, deletions, additions)
- Admission standards
- Admission exceptions (case by case basis)
- Advising (transfer policies, course equivalents)
- Student requests and appeals
- Review of graduate faculty status

Curriculum proposals pertaining to a specific department will be submitted to the Department Chair and will normally be approved by the Department before they are presented to the Committee.

Other matters may be presented to the Chair in writing as the need arises. The Chair will call meetings when appropriate.

All recommendations made by the Committee will be presented to the Dean of the College for approval.

All matters to be voted upon require more than fifty percent of voting members.

The Committee is charged with monitoring and reviewing all programs, courses, and course syllabi on an annual basis. Consultants may be hired, with approval of the Dean, to help evaluate programs.
The Undergraduate Advisory Committee is a recommending body reporting to the Dean of the College. Members are elected by the faculty. Each department elects two representatives who serve two year, staggered terms. Elections are held at the beginning of each Fall semester. The Associate Dean and the senior Academic Advisor serve as ad hoc members. The Associate Dean presently serves as Chair. The Chair may be elected by the Committee.

Open meetings are held periodically when the need arises. All faculty may attend; however, only Committee members vote on recommendations. Faculty members who wish to address the Committee must be placed on the agenda in advance by the Chair. Committee members are expected to attend all meetings or be excused by the Chair before the meeting if possible. Meeting notices are sent to the faculty at least one week in advance, unless an immediate matter needs to be addressed. Minutes are distributed to all faculty on a timely basis.

The Committee is charged with the responsibility to make recommendation to the Dean and faculty on the following items and other items appropriate to undergraduate student concerns:

- Curriculum (changes, deletions, additions)
- Admission standards
- Advising (transfer policies, course equivalents)
- Other Student Concerns

Curriculum proposals pertaining to a specific department (usually initiated by the faculty) are submitted to the Department Chair and will normally be approved by the Department Chair and reviewed by the College’s Administrative Council before they are presented to the Committee.

Other matters may be presented to the Committee Chair in writing as the need arises. The Chair calls meetings when appropriate.

All recommendations made by the Committee are presented to the Dean of the College for final approval.
COLLEGE OF BUSINESS COMMITTEES FOR 2012-2013
(Term expiration date in parenthesis; newly elected/appointed members in bold letters)
(As of September 10, 2012)

ADMINISTRATIVE COUNCIL
The Administrative Council is charged with assisting the Dean in making administrative decisions. The Council is composed of the Dean, Associate Dean, Department Chairs, Director of the Masters’ Programs, and Business Coordinator.

Abdelsamad, Moustafa (Chair)
Byus, Kent
Cone, Bill
Deis, Don
Elizondo, Shawn
Forbus, Linda
Lee, Jim
McMannes, Emily
Myers, Elwin
Polansky, Sharon

CHAIRS COUNCIL
The Chairs Council, whose charge parallels that of the Administrative Council, consists of the Dean, Associate Dean, and Department Chairs.

Abdelsamad, Moustafa (Chair)
Byus, Kent
Deis, Don
Lee, Jim
Myers, Elwin

ASSESSMENT COMMITTEE
The Assessment Committee is charged with assessing the various components of the College’s instructional programs. Members are appointed by the Dean.

Byus, Kent (ex-officio)
Deis, Don (ex-officio)
Dube, Leon
Elizondo, Shawn
Elzweig, Brian
Lee, Jim (ex-officio)
McMannes, Emily
Myers, Elwin (ex-officio)
Peeples, Katy
Picou, Armand
Polansky, Sharon (ex-officio)
KIRKLAND DISTINGUISHED VISITOR AND AWARDS COMMITTEE

This committee is comprised of three or more individuals appointed by the Dean. It is charged with selecting a nominee for the College’s Kirkland Award, and it also oversees the Kirkland lecture and student awards luncheon held each spring.

Byus, Kent
Elzweig, Brian
Friday, Swint
Middleton, Karen
Peeples, Katy
Reed, Anita

RESEARCH ENHANCEMENT AND FACULTY DEVELOPMENT COMMITTEE

This committee consists of the two appointed COB representatives to the University Research Enhancement Committee plus one elected representative from the COB department without representation in the University Research Enhancement Committee. This COB committee is responsible for receiving and evaluating grant proposals and recommending grant awards from COB Research Enhancement Program funds. The committee’s policies and award procedures must be consistent with the eligibility and award selection criteria in the statute. A copy of the College Rule must be filed with the Associate Vice President for Planning and Institutional Effectiveness.

Klaus, Tim (May, 2013) (University & College)
Hernandez, Monica (May, 2014) (College only)
Picou, Armand (May, 2014) (University & College)

LIBRARY COMMITTEE

This Committee is charged with monitoring the acquisition of library resources relevant to the needs of the College’s faculty and students. Members are appointed by the Dean.

Changchit, Chuleeporn (May 2013)
Myers, Elwin (May 2013)

*NOTE: Dr. Deis (May, 2014) is the COB representative to the University Library Committee.

GRADUATE ADVISORY COMMITTEE

This committee is a recommending body (on graduate curriculum, admission standards, admission exceptions, advising, and student requests and appeals) reporting to the Dean. Members are elected by the faculty. Faculty eligible to serve on the committee are members of the COB’s graduate faculty. Each department elects two representatives who serve two-year terms. The Director of the Masters’ Programs is an ex-officio member. The Chair is elected by Committee.

Bland, Gene (May, 2014)
Changchit, Chuleeporn (May, 2013)
Cutshall, Robert (May, 2014)
Peeples, Katy (May, 2014)
Polansky, Sharon (Ex-officio member)
Sherman, Scott (May, 2013)
Zebda, Awni (May, 2013)

The three COB representatives in the University Graduate Council are Scott Sherman (May 2014), Anita Reed (May 2013), and Robert Cutshall (May 2014).

**POST-TENURE REVIEW COMMITTEE**

The committee consists of five tenured faculty members--three are elected and the other two are appointed by the Dean. Members serve three-year terms. Department Chairs are not eligible to serve on this committee. The committee conducts a comprehensive review of a tenured faculty’s performance after his/her second unsatisfactory annual review and submits a recommendation to the Dean. (See University Rule 12.06.99.C1.). Members may not serve on the Promotion and Tenure Committee concurrently.

Bland, Gene (May 2015, Elected)
Chambers, Valerie (May, 2014, Elected)
Changcjit, Chuleeporn (May 2013, Elected)
Hormozi, Amir (May 2014, Appointed)
Waheeduzzaman, A.N.M. (May, 2013, Appointed)

**PROMOTION AND TENURE COMMITTEE**

This committee is charged with acting on faculty requests for tenure and promotion. Committee members serve a two year staggered term beginning at the start of the fall semester following their election. Three members (one from each department) are elected and three are appointed by the Dean. Committee members may be reelected. Members may not serve on the Post-Tenure Review Committee concurrently. The election and appointment to the Committee is held during the Spring term preceding the Fall term during which the faculty member serves on the Committee.

Dube, Leon (May 2013, Elected)
Friday, Swint (May 2014, Appointed)
Klaus, Tim, (May 2014, Appointed)
Lucero, Margaret (May 2014, Appointed)
Mollick, Joseph (May 2013 Elected)
Zebda, Awni (May 2013 Elected)

Valrie Chambers has been elected as the COB representative in the University Promotion & Tenure Committee (her term will expire in May, 2013)

**STRATEGIC PLANNING COMMITTEE**

This committee is charged with continuing to look at the future and to refine and develop a five-year plan. By devoting attention to the future, the College can continue to look ahead and be better prepared to accomplish its vision. It consists of the Chairs Council plus one elected faculty representative from each department. Additional members may be appointed by the Dean.

Abdelsamad, Moustafa (Chair)
Byus, Kent
Deis, Don
Lee, Jim  
Myers, Elwin  
Sherman, Scott

**STUDENT SUCCESS AND SCHOLARSHIP COMMITTEE**

This committee is charged with the responsibility of enhancing the chances for student success in their academic programs. The areas of responsibility include both admissions and retention. This committee also develops guidelines for student scholarship applications, develops and implements criteria for the selection and awards of COB scholarship funds as they become available. One faculty member is elected from each department. Additional members may be appointed by the Dean.

Myers, Elwin (ex-officio)  
Royo, Albert (ex-officio)  
Polansky, Sharon (ex-officio)  
Theodossiou, Alexandra (May, 2014)  
Turner, Chad (May, 2014)  
Wingfield, Sue (May, 2013)

The two COB representatives on the University Scholarship Committee (3-year terms) are Lucero, Margaret (May, 2013) and Myers, Elwin (May, 2015).

**UNDERGRADUATE ADVISORY COMMITTEE**

This committee is a recommending body for undergraduate programs. Members are elected by the faculty. Each department elects two representatives who serve two-year terms. The Associate Dean is an ex-officio member and presently serves as the chair.

Elzweig, Brian (May, 2013)  
Gevrek, Deniz (May, 2013)  
Hernandez, Monica (May, 2013)  
Loveland, Karen (May, 2014)  
Myers, Elwin (ex-officio member & Chair)  
Theodossiou, Alexandra (May, 2014)  
Turner, Chad (May, 2014)  
Royo, Albert (ex-officio member)

**RESEARCH COLLOQUIUM SERIES COMMITTEE**

Hernandez, Monica Co-chair  
Mollick, Joseph Co-chair

**PUBLICATIONS AD-HOC COMMITTEE**

Committee members are appointed by the Dean. The purpose of the committee is to maintain an active file of newsworthy COB events and faculty activities for possible publication in COB newsletters, annual reports. The committee is also charged with the responsibility of periodic reviews of the college’s student recruitment materials.
Myers, Elwin
Royo, Albert
Fisher, Katharine
Palacios, Liz
Polansky, Sharon

Department Chairs are ex-officio members

**ENROLLMENT MANAGEMENT COMMITTEE**

The committee consists of the three Department Chairs, the Associate Dean, the Director of Graduate Programs, and the three Academic Advisors. Additional members may be appointed by the Dean. The committee’s charge is to monitor COB graduate and undergraduate enrollment trends, to work closely with the University’s Enrollment Management staff and the Office of the Dean of Graduate Studies in the recruitment and retention of students, and to make recommendations to the Dean on strategies to promote COB enrollment growth.

Byus, Kent
Dechant, Margaret (ex-officio)
Fischer, Katharine
Lee, Jim
Myers, Elwin
Palacios, Liz
Polansky, Sharon
Royo, Albert

**UNIVERSITY FACULTY LEAVE COMMITTEE (3-YEAR TERM)**

Crowley, Patrick (May, 2013)

**INTERCOLLEGIATE ATHLETICS COUNCIL**

Friday, Swint (May, 2013)
Turner, Chad (May, 2013)
CORE CURRICULUM COMMITTEE (FC3)

The Core Curriculum Committee focuses on issues involving the University Core Curriculum Programs, such as course requirements in the Core Curriculum Program, the First Year Learning Communities, and program assessment. Two faculty representatives from each college recommended by the Faculty Senate in consultation with the dean of each college.

Patrick Crowley (May, 2014)
Chad Turner (May, 2013)
COLLEGE OF BUSINESS FACULTY MEETING PROCESS

(Revised January 29,1998)
(Revised by the COB Advisory Council, January 5, 2005)
(Approved, Faculty, January 10, 2005)
(Reviewed April 2012)

The Dean calls all meetings of the general faculty of the College.

General Faculty meetings in the College are held at least once during both the Fall and the Spring semesters. Additional general faculty meetings are called by the Dean of the College as needed to address issues that should be addressed by the entire faculty rather than by department faculty.

Department Chairs call meetings of the department as they are needed to address issues related to the department. Department meetings are held more frequently than general College of Business faculty meetings.

Faculty members are required to attend all meetings unless extenuating circumstances prevent attendance. The convener ensures that minutes of the meeting are recorded.
COLLEGE OF BUSINESS REQUEST FOR FUNDS FORM
(Revised by the COB Advisory Council, January 5, 2005)
(Approved, COB Faculty, January 10, 2005)
(Reviewed April 2012)

Date:______________

Describe the item requested:

Explain how item would help in teaching or productivity of the faculty member:

Estimated cost: ________  Suggested vendor name*__________________________

Is this an urgent/immediate priority request? Yes____ No____
Is this from a college grant? If so, please list account # and title:

Account # ______________ Account name______________________

Person submitting request: _____________________Signature:___________________

APPROVALS:
Department Chair: ____ Approval recommended  ____Approval not recommended
Dept. Chair’s signature__________________________ Date ________________

Dean: _____ Request approved  _____Request not approved
Dean’s signature ______________________________ Date_______________

Special approval by the Dean to order the item directly as an urgent priority item.
Yes ______ No ______ Dean’s initials______________

Comments:

Date of decision notification ____________________

*Please attach vendor’s address and other pertinent information to facilitate ordering.
NOTE: This form is not to be used for expenditures paid by University Research Enhancement funds.
The University allocates a designated sum of research funds to the College for appropriate distribution.

Faculty interested in being considered for a portion of the research funds need to submit a proposal. The College Guidelines for distribution of Research Enhancement Funds follows this section.

The College Research Enhancement Committee reviews the research proposals submitted by faculty with the College and recommends to the Dean the amount of funds (if any) that should be allocated to each proposal.

The Dean makes the final approval on research fund distribution.

If members of the College request and secure “college research funds,” those funds must be encumbered or expended by the first Friday in August at the close of the fiscal year.

If an item was on the approved request for funds, the researcher submits a request for expenditure or encumbrance to the Department Chair and the Dean for approval. The approved request, including details of how funds are to be spent, is then forwarded to the business coordinator for purchase.

If researchers wish to change the items originally requested in the approved proposal, those changes must be approved by the Dean and filed with the business coordinator before expending the funds.

If the researchers’ request involves release time, they need to coordinate with the Department Chair to schedule the release time as soon as the project is funded.

Items purchased with research funds belong to the College and are not the researchers’ personal items. Capital equipment will be inventoried by the state. Software will be loaded on researchers’ computer at work (unless otherwise approved) and the original disk and license agreement will be turned over to the College.
GUIDELINES FOR DISTRIBUTION OF COLLEGE RESEARCH ENHANCEMENT FUNDS

(Revised August 2005)
(Revision draft March 2007)
(Approved COB Faculty, September 29, 2007)
(Reviewed April 2012)

The College Research Enhancement Committee will generally fund small-scale projects that usually do not involve release time from instructional duties.

Time Line for Submission and Approval of College Level Research Proposals

April 30 is the deadline for submission of proposals for the following academic year. May 15 is the date College-level proposals recommended for funding are announced to recipients. The Dean of the College will make notification of grant awards in writing.

Grant Application Procedure

When submitting a grant proposal to the Committee, the applicant should remember that it will be reviewed and evaluated by knowledgeable colleagues outside the applicant’s own field of specialization. Therefore, the application should not contain jargon, but instead, should be written in a clear and concise manner.

The grant application may be in the form of a memorandum to the Committee and should include at least the following information:

a. The project title and names of the principal investigator and any co-investigator.

b. If human subjects are involved, a statement that the appropriate University Review Board has been notified of the project.

c. A statement of the project’s objectives.

d. A statement as to why the project is considered worthwhile.

e. A work plan and expected time line.

f. An itemized budget for the project and a statement that any funds remaining unspent for intended purposes will revert to the College.

g. A resume of the principal investigator and any co-investigators in the project.

h. List of other college level research grants that you or members of your team last received, including a copy of the final report for each of the college level grants.

One signed paper copy of the proposal and its electronic copy in Microsoft Word should be submitted to the Committee by the deadline.
Grant Proposal Evaluation Criteria

The Committee considers both the scholarly merit and feasibility of the project including such issues as the following:

- Overall clarity
- Feasibility of research design.
- Possibility that the project will enhance the College's Mission in teaching, intellectual contributions, faculty development, or community service.
- Feasibility of work plan and budget for accomplishing objectives.
- History of previous College funded grants in terms of project completion and budget management.

Actions by the College Research Enhancement Program Committee

The College Committee may take the following actions:

- Proposal may be funded as requested.
- Proposal may be partially funded.
- Proposal may not be funded.

Note: Whenever worthwhile, two or more additional proposals of those not funded should be ranked for possible funding in the event that such funding becomes available at a later date.

Instructions for Grant Recipients:

All grants are subject to normal regulations governing the use of state funds except that the statute provides that supplies, materials, services and equipment purchased under the Research Enhancement Program are not subject to the authority of the State Purchasing and General Services Commission.

Administrative Support. Administrative support and budget tracking are provided by the College budget office.

Expenditure Deadlines. All expenditures will be encumbered in accordance with the university expenditure deadlines.

Equipment. Upon completion or termination of the grant project any materials purchased by grant funds, including equipment, supplies, books and software, will revert to the College.

Final Report. A formal written report is required upon completion of each funded research project. This report includes a summary of the project's design, conclusions, expenditures, and any products produced including manuscripts, reports, conference papers, publications, etc. This report should include an appropriate title page and be bound in a manner durable enough for permanent filing and easy retrieval.
The final report is due October 1 following completion of the funding period.

Acknowledgement of Support. Acknowledgement should be included in any publication resulting from the project grant.
II. CURRICULUM MANAGEMENT

COURSE SCHEDULING DEVELOPMENT PROCESS

(Revised January 29, 1999)
(Revised by the COB Advisory Council, January 5, 2005)
(Approved, COB Faculty, January 10, 2005)
(Reviewed April 2012)

Department Chairs are responsible for developing course schedules in accordance with the guidelines and dates provided by the Associate Dean.

Schedules are developed to accommodate the course availability needs of day and evening students. Accordingly, Department Chairs maintain year-to-year or multi-year schedules and enrollment histories to assure predictable frequency of course offerings and appropriate rotation between day and evening offerings.

A study of enrollment history is necessary to assure that the scheduling process considers minimum class sizes as an aspect of the efficient deployment of faculty. Faculty load and number of preparations are also considered in developing the schedule.

In scheduling graduate courses, department chairs work closely with the Director of Master’s Programs who, as the academic advisor to graduate students, is more aware of their class scheduling needs.

The schedule development process begins when the Department Chair provides a recommended schedule to faculty and requests their suggestions and preferences. The chair then revises the schedule to help accommodate faculty and students and solicits comments from department faculty before submitting it to the Associate Dean and the Director of Master’s Programs. While the final recommendations from the chair consider faculty preference, they are based primarily on the scheduling needs of students.

The proposed College schedule is subsequently distributed to all faculty for evaluation regarding time conflicts of competing courses among departments. The Associate Dean is responsible for final decisions in consultation with the chairs regarding time and room conflicts, for submitting the schedule to the Dean for approval, and subsequently for submitting the proposal to the University.
CURRICULUM REVIEW PROCESS
(Revised January 29, 1999)
(Revised by the COB Advisory Council, January 5, 2005)
(Approved, COB Faculty, January 10, 2005)
(Reviewed April 2012)

A curriculum review occurs each year as an aspect of publishing the annual University catalog. The process is initiated by the Associate Dean when the College receives guidelines for the submission of proposed changes from the Provost’s office.

Generally, proposals for course content changes, course additions, and course deletions are initiated by faculty person(s) responsible for such courses. Proposals for change of multiple—section courses are initiated by the course coordinator after consultation with others teaching the section course. Proposals for changes in major or minor requirements, or the addition or deletion of a major are initiated by the faculty persons who teach in the discipline and submitted by the coordinator of the major, etc., where applicable, or by the Department Chair.

All catalog change proposals, regardless of nature, must be reviewed and approved by the respective departmental faculty. Such proposals are reviewed by the COB Administrative Council to address any interdepartmental issues. Subsequently, the Dean forwards them to the appropriate Undergraduate Advisory Committee or Graduate Advisory Committee Chair for review and recommendation for final approval or rejection by the Dean.

When the committee rejects a proposal, it must be returned to the Department Chair with suggestions for resubmission or with reasons for denial. Proposals denied by the Committee may be appealed to the Dean in writing.

Those proposals approved by the Dean are forwarded to the Provost, who then transmits the proposals to the University Faculty Senate for action. Faculty developing the proposals may be asked to appear or to provide additional information to the Senate. Faculty Senate guidelines provide a detailed process for actions taken by the Senate.

In additions to the routines described above, a comprehensive review of the curriculum occurs in undergraduate and graduate advisory committees (see descriptions for “Graduate Advisory Committee” and Undergraduate Advisory Committee” elsewhere in the process manual). Chairs of the undergraduate and graduate committees and the Department Chairs are responsible for initiating actions described in this process section.
GRADUATE DIRECTED INDIVIDUAL RESEARCH OR READING AGREEMENT

(Revision draft August 2005)
(COB Ad. Council, November 11, 2006. Approved by COB Faculty May 8, 2007)
(Revised April 2012)

STUDENT: ___________ ID# A_________SEMESTER:_____YEAR:_______

ADDRESS: __________________________________________ PHONE NO. _________

CITY: ___________ZIP: _______FIELD/TITLE OF STUDY: _____________

PROFESSOR: _____________________COURSE: ______________

CALL NO. ______________________SEM. HRS.____________

DESCRIPTION OF PROPOSED STUDY AND END PRODUCT REQUIRED:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

OBJECTIVES OF STUDY: (Attach additional page if necessary)
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

SPECIFIC METHOD OF EVALUATIONS:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Signature of Student__________________________Date_________________________

Professor__________________________Date_________________________

Department Chair__________________________Date_________________________

Director of Master’s Programs__________________________Date_________________________
Graduate Directed Individual Research or Readings Courses
(Revised January 29, 1999)
(Revision draft August 2005)
(COB Ad. Council, November 11, 2006, Approved by COB Faculty May 8, 2007)
(Revised April 2012)

Generally, graduate students are expected to enroll in regularly scheduled classes. In special
circumstances, a directed study course may be taken by a student with approval of the Director of
Master’s Programs. This approval is needed to get credit for the course and to ensure that the
course does not duplicate other courses in the student’s program. An approval from needs to be
completed before registering for this class. The following guidelines should be followed:

The course is an advanced course to be used to satisfy elective requirements in an area where
electives are not offered in a particular semester or where a regular course does not exist which
covers this unique material. The underlying reason should be to provide the student a strong
program and to expedite his/her graduation. Directed studies cannot be used to satisfy foundation
course requirements or to avoid taking required classes.

The work expected from the student should be at least the equivalent to a regular graduate class and
a paper of a meaningful project is required for the class. It should not be an easier substitute for a
scheduled course. The supervising instructor is required to keep a copy of the paper for at least one
year. In addition, a copy of the written research report is required to be file at the office of the
Director of Master’s Programs no later than the last day of classes of the semester or summer
session in which the course is taken.

To avoid any misunderstanding, expectations should be spelled out clearly to the student from the
beginning. The student should be required to check periodically with the instructor to report
progress on the project.

The instructor should be a full-time faculty member in the department who normally teaches
advanced graduate classes.

Students are expected to seek permission to register in research courses by the end of the semester
or summer session preceding the semester or summer session for which registration is desired.

Approval of the course is made at the discretion of the Director of Master’s Programs.
Generally, students are limited to one 3-hour DIR course.

To initiate the process, the student checks with one of the College’s full-time faculty members to
find his/her willingness to supervise the study and completes the form with the help of the faculty
member. Then, the form is given to the Department Chair and Director of Master’s Programs for
approval. If approved, copies are made for the instructor, the student, and the file. If approval is
not given, the Director of Master’s Programs will help the student in selecting other options. The
student will not be approved for the DIR course if the form is not fully completed.

MULTIPLE COURSE COORDINATION PROCESS
(Revised January 29, 1999)
(Revision draft August 2005, Approved by COB faculty September 29, 2007)
When multiple sections of the same course are offered in a semester, one full-time faculty member is designated by the department chair to act as the course coordinator. This individual oversees textbook selection (see textbook selection process) and reviews teaching materials for other sections.

Information on designated course coordinators is forwarded to the Associate Dean when course schedules are submitted for review.

The coordinator should meet occasionally with faculty teaching the course to discuss common concerns and to ensure that the course syllabus is up to date and being followed.
**TEXTBOOK SELECTION PROCESS**

(Revised January 29, 1999)
(Revision draft August 2005)
(Approved by COB faculty September 29, 2007)
(Reviewed April 2012)

The instructor of a course in consultation with the multi-section course coordinator shall review the appropriate textbooks and make a suitable recommendation.

When the course contains multiple sections, the department chair shall assign one of the full-time instructors who teaches the course to coordinate the textbook selection and ensure adherence to course syllabus. In these cases, the same textbook is required for all sections. Also, when the course is taught by an adjunct instructor, the department chair shall assign one of the full-time instructors to make the selection.

Faculty should use the textbook request form sent by the University bookstore.

The textbook selection recommendation shall be reviewed and approved by the department chair, who also must sign the bookstore request form.
Topics courses (“Topics in...”) are included in several disciplines of the College to provide faculty the opportunity to offer a focused study on a current topic not covered in the inventory of approved catalog courses. The topic may be a response to a major current issue or it may be an effort to test the interest and merit of a possible new course.

Faculty proposing topics courses should provide a basic proposal to the department chair, including rationale for the course, a general outline of topics or a proposed syllabus, and details regarding the proposer’s interest and background for doing the course.

The department chair will transmit the proposal to the department faculty for review, comments, or concerns. If the faculty have concerns, the chair will return the proposal with appropriate information for possible revision or with comment to explain the rejection.

If the department faculty are in general agreement, the proposal will be forwarded to the Undergraduate or Graduate Advisory Committee chair, as appropriate. If the committee chair judges there is a possible overlap coverage with other disciplines or there is a related concern, the proposal should be taken to the full committee for action. If disapproved, it will be returned to the department chair with comments. If the chair does not have such concerns or it the committee reviews and approves, the proposal will be forwarded to the Dean for review and final approval.

The process is designed to facilitate and encourage the introduction of innovative courses. The same topics course may not be offered more than twice without undergoing the same review any new regular course proposal undergoes.
Directed individual study (DIS) is a carefully planned special study of an academic topic not offered as part of the regular undergraduate curriculum. DIS is carried out as a tutorial under the direction of and evaluated by a full-time member of the faculty of the College of Business.

Generally, undergraduate students in the College are expected to enroll in regularly scheduled classes. In special circumstances, a DIS course may be taken by a student with approval of the Department Chair and the College’s Dean.

The following guidelines should be followed:

- Enrollment in DIS courses is restricted to advanced students who have demonstrated both academic ability and the capacity for independent work.
- Enrollment is by application only, and must be approved by the instructor, the Department Chair and the Dean/Associate Dean.
- Completed applications must be received by the last day to register or add a class of the semester of intended enrollment.
- Students pursing DIS should have a minimum GPA of 3.0 in their major.
- A maximum of six semester hours of DIS credit may be counted towards the Bachelor of Business Administration degree.

Exceptions to the guidelines above may be granted on a case by case basis.

To initiate the process, the student checks with one of the College’s full-time faculty members to find his/her willingness to supervise the study and completes the form with the help of the faculty member. Then, the form is given to the Department Chair and the Dean or Associate Dean for approval. If approved, copies are made for the instructor, the student, and the file. If approval is not given, the Academic Advisor or the student’s faculty advisor will help the student in selecting other options.

Upon completion of the DIS course, the supervising faculty member must file with the department secretary copies of tests, papers and/or other work submitted by the student.
UNDERGRADUATE DIRECTED INDIVIDUAL STUDY AGREEMENT
(Revised by the COB Advisory Council, January 5, 2005)
(Approved, COB Faculty, January 10, 2005)
(Reviewed April 2012)

STUDENT: ___________________ Student ID__________ SEMESTER: ___ YEAR: ______
MAJOR _________________________ G.P.A. IN MAJOR*__________
ADDRESS: ______________________ PHONE NO. _________
CITY: ___________________ STATE: __________ ZIP: __________
FIELD/TITLE OF STUDY: ____________
PROFESSOR: _______________ COURSE: ______________
CALL NO. ______________ SEM. HRS._________

DESCRIPTION OF PROPOSED STUDY AND END PRODUCT REQUIRED:
(Attach additional page if necessary)

OBJECTIVES OF STUDY: (Attach additional page if necessary)

SPECIFIC METHOD OF EVALUATION: (Attach additional page if necessary)

Signature of Student__________________________ Date__________
Academic Advisor (verification of GPA)________________________ Date__________
Professor__________________________ Date__________
Department Chair__________________________ Date__________
Dean/Assoc. Dean__________________________ Date__________

*A minimum G.P.A. of 3.00 in major is required.
III. FACULTY MANAGEMENT

ATTENDANCE AT UNIVERSITY COMMENCEMENT

(Revised January 29, 1999)
(Revised by the COB Advisory Council, January 5, 2005)
(Approved, COB Faculty, January 10, 2005)
(Revised April 2012)

The College adheres to the University’s policy outlined in the Faculty Handbook, Policy 2.1.2.

The Provost’s office distributes a memo several weeks before Commencement informing faculty of the time, location, parking and other relevant forms of information regarding the upcoming ceremony.

Every academic year faculty members are expected to attend either the December or the May commencement ceremony and, for those teaching in summer session II, the August ceremony as well.
EVALUATION OF TEACHING AND INSTRUCTIONAL EFFECTIVENESS

(Revised January 29, 1999)
(Revision draft August 2005)
(Revised. COB Advisory Council November 11, 2006)
(Revision Approved by COB Faculty May 8, 2007)
(Reviewed April 2012)

Measuring teaching effectiveness and student learning is a difficult process. The College uses many avenues to evaluate teaching effectiveness to assure student learning.

Evaluation of teaching is done in part through the course evaluation process. Other techniques used to ensure continuous improvement of instructional delivery and communication include assessment tools which attempt to measure student learning. These include direct and indirect measures of student learning such as courses embedded measures and employers, faculty, and alumni surveys. Faculty members should notify the Dean and Department Chairs in writing of innovative practices and/or service learning activities as soon as they are employed.
Faculty Absence Process
(Revised January 29, 1999)
(Revised April 2012)

When classes must be missed for professional or personal reasons, faculty should make appropriate arrangements to assure minimum disruption of course activities. Scheduling examinations and arranging for acceptable examination monitors is an example of an appropriate arrangement. In other circumstances guest lectures by colleagues or external experts may be appropriate. Research activity consistent with the course provides another option.

When circumstances that require a decision about a departure from planned activities arise in the faculty person’s absence, the departmental chair and/or the dean will intervene on the faculty person’s behalf. Full consideration will be given to the autonomy of faculty prerogatives in course management, while factoring the consequences of exigency in finding an acceptable departure from what was planned.

Faculty must submit a form (available from department secretaries) specifying date(s) of absence (travel), purpose or reason for absence, how attendance at desired event will benefit the college and enhance the faculty member’s professional development, classes to be missed, arrangements made for coverage of classes, and information on how the individual may be reached during his/her absence. Faculty travel authorization forms may be used to communicate the arrangements made to handle classes during absence.

The absence must be approved in advance of departure; the form must be signed by the department chair or by the Dean of the College. Completed forms are kept on file at department secretaries’ offices.
FACULTY ADVISING PROCESS
(Revised January 29, 1999)
(Revision August 2005, COB Ad. Council, November 11, 2006)
(Revision Approved by COB Faculty May 8, 2007)
(Reviewed April 2012)

While students establish files and get specific program guidance from the College’s Academic Advisors and/or the Director of Graduate Programs, faculty serve as mentors who provide information on matters related to career choice and major selection, general employment expectations, selection of electives, or other general educational issues.

Faculty also refer students to the University’s Career Services & Placement Center and/or the COB Internship Coordinator as sources of additional information regarding prospective career/employment/internship opportunities.

On other non-academic matters, faculty refer students, as appropriate, to other university offices such as admission and records, financial aid, student affairs, health services, counseling center or other offices as suitable.

On academic issues related to specific degree requirements or college or university academic policies and procedures, faculty refer undergraduate students to their COB Academic Advisor or to the Associate Dean, and graduate students to the COB Director of Graduate Programs.
FACULTY CONSULTING AND PROFESSIONAL EMPLOYMENT APPLICATION AND APPROVAL

(Revision August 2005, Reviewed COB Advisory Council, November 11, 2006)
(Revision Approved by COB Faculty May 8, 2007)
(Revised April 2012)

<table>
<thead>
<tr>
<th>FIRST NAME</th>
<th>MI</th>
<th>LAST NAME</th>
<th>TITLE</th>
<th>DEPARTMENT</th>
</tr>
</thead>
</table>

Permission is requested to accept consultation and/or outside employment. The proposed employment will not interfere with my assigned duties. It is in a field in which I have unusual or unique competence. To my knowledge, the proposed employer operates a legitimate enterprise in which my services would be appropriate. In such outside employment, I shall act as an individual and not as a representative of the Texas A&M University System.

1. Employing firm, agency, or individual

_________________________________________________________________________________________

2. Nature of work

_________________________________________________________________________________________

3. Justification

_________________________________________________________________________________________

4. Period of Request ___________ 20 through _______________ 20

Total Workdays, Including Previous Approvals: ____________________________________________

5. Equity ownership involved? __________________________ If so, the amount and type equity interest owned __________________________

NOTE: Requests will not be approved for a period of longer than one year and all authorization will terminate August 31.
FACULTY CONSULTING AND PROFESSIONAL EMPLOYMENT APPLICATION AND APPROVAL

(Revision August 2005, COB Ad. Council, November 11, 2006)
(Revision Approved by COB Faculty May 8, 2007)
(Approved April 2012)

It is understood that consulting/ outside employment may not be undertaken on that portion of time covered by federal grants or contracts. It is further understood that this report applies only to that portion of my time for which I am employed by the Texas A&M University system.

I agree to furnish reports and additional detail of employment as required and feel that my value as a faculty member and my own professional status will be enhanced and improved by the proposed outside professional activity. I further certify that there will be no conflict of interest between this outside employment and my responsibilities as an employee of the Texas A&M University System.

I have read the System Administrative Policy and Reporting Manual B.4.12, FACULTY CONSULTING OUTSIDE PROFESSIONAL EMPLOYMENT, AND CONFLICTS OF INTEREST, and agree to conduct my consulting/outside employment in accordance with the provisions constrained therein.

_______________________________________
Employee Signature

Banner ID Number ________________________________

Date______________________________

Approval Recommended:

Head of Department ________________________________

Date______________________________

Approved:

_______________________________________ Date

_______________________________________ Date

_______________________________________ Date

_______________________________________ Date

President/Chief/Executive of System Part

NOTE: Submit four copies.
The College of Business offers workshops, seminars, and conferences to provide development opportunities for faculty members. These items are related to teaching, student advising and assessment, research and publication, personal improvement, ethics, or other concerns supportive of the mission of the College. These may be organized and provided locally, live or via a video or teleconference, or at other distant locations generally within the United States.

The process to provide development programs for faculty begins with the identification of workshops, seminars and conferences that would benefit specific individuals, some faculty members, or the entire faculty.

Faculty members who identify development programs notify their department chair and provide the necessary announcements (topic, agency, format, materials, location, date, etc.) and other details (e.g., cost, relevance, interested persons, etc.) about the programs.

Once the relevant information is provided, the proposed programs are discussed at the next College Administrative Council meeting with the department chairs, and approved proposals are funded contingent upon availability of funds.


**Faculty Evaluation Process**

(Revised January 29, 1999)
(Revised, COB Ad. Council, November 14, 2006)
(Revision Approved by COB Faculty May 8, 2007)
(Revised April 2012)

Faculty members in each department are evaluated annually by their respective Department Chair on the basis of their performance in the areas of teaching, intellectual contributions, and service. Faculty are expected to provide an updated account of their performance on Digital Measures. Each faculty member also submits his or her short-term and longer-term goals.

**Evaluation Criteria-Teaching**

The Chair reviews student evaluations, teaching portfolio, student and peer comments, teaching innovations and other factors that assess the faculty member’s teaching performance.

**Evaluation Criteria-Intellectual Contributions**

The Chair reviews the faculty member’s documentation of intellectual contributions since the last faculty evaluation. The quantity and quality of the contributions are considered by the Chair.

**Evaluation Criteria-Service**

The Chair reviews the faculty member’s record of academic and professional service over the evaluation period.

Based on these reviews, the Chair determines the individual’s overall standing in comparison to other faculty in the department. The Chair ranks the faculty member on the three components of teaching, intellectual contributions, and service and determines the faculty member’s overall performance. Areas where improvement is needed are discussed with the faculty member and noted in the evaluation. Areas of excellence also are discussed and noted. The evaluation notes whether the faculty member’s performance is satisfactory or unsatisfactory for purposes of post-tenure review. The Chair of each department uses the College of Business promotion and tenure policy as a guide in the annual evaluation of the faculty member and emphasizes progress being made and steps needed to meet the expectations for tenure and promotion for nontenured tenure-track faculty or for promotion for tenured faculty. The Chair and faculty member meet to discuss the annual evaluation. The faculty member and the Chair sign the evaluation document. If the faculty member does not agree with the Chair’s evaluation, the faculty member can attach a statement to the evaluation. The Dean reviews the faculty member’s evaluations and also signs the evaluation document. A copy of the signed evaluation is provided to the faculty member and a copy of the evaluation is kept in the faculty member’s personnel file in the Dean’s office.

Faculty evaluation is an important element in the College’s long-range strategic plan.
**Faculty Performance Evaluation Calendar**

(Revised January 29, 1999)
(Revision draft August 2005)
(Revision Approved by COB Faculty May 8, 2007)
(Reviewed April 2012)

Each faculty member’s performance is evaluated annually. The example below illustrates the suggested sequence and approximate dates attached to the evaluation process. The specific dates may be revised to comply with University deadlines.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>October</td>
<td>New faculty conference to discuss 5-year plan.</td>
</tr>
<tr>
<td>February 1</td>
<td>Conference with new non-tenured faculty.</td>
</tr>
<tr>
<td></td>
<td>Report to the Dean</td>
</tr>
<tr>
<td>March 1</td>
<td>Faculty submit next 5-year plan and faculty data sheets.</td>
</tr>
<tr>
<td>Mid-March through first week in April</td>
<td>Faculty conferences with Department Chair</td>
</tr>
</tbody>
</table>
**FACULTY RECRUITMENT AND SELECTION PROCESS**

(Revised January 29, 1999)
(Revised, COB Advisory Council, November 14, 2006)
(Revision Approved by COB Faculty May 8, 2007)
(Revised April 2012)

The College adheres to Texas A&M University System Policies 33.02 on Equal Employment Opportunity and 33.03 on Nepotism.

The following is an outline of the College of Business at Texas A&M University-Corpus Christi’s process for faculty recruitment and selection.

I. **Identify Need**
   - The need for additional faculty is determined by:
     A. **Course requirements:**
        - Additional courses required to meet student demand, to maintain reasonable class sizes, and/or to satisfy other college needs.
     B. **Accreditation needs:**
        - Courses or academic area required to satisfy accreditation.
     C. **Academic improvements:**
        - Coverage of areas to improve or broaden academic offerings to satisfy student needs and/or fulfill College mission.

II. **Acquire Approval**
   - **Prioritization:**
     - College Administrative Council prioritizes faculty needs within budget constraints and recommends positions to the Provost and Vice President for Academic Affairs.
   - **Approval:**
     - The Provost and Vice President for Academic Affairs approves searches for faculty openings.

III. **Create College Search Committee**
    - Search committee is established by the department with the opening and is approved by the Dean.

IV. **Promote Availability of Open Position**
   - **Media:**
     - Advertise positions (after approval by the Director of Equal Opportunity and Employee Relations) in publications such as:
       1. *Chronicle of Higher Education*
       2. Appropriate discipline journals
       3. Appropriate conference meetings
       4. Other appropriate media
   - **Other:**
1. Promote openings through announcements to business colleges at other universities.
2. Promote openings on the Internet.

V. Screening of Candidates
   A. College search committee screens all applicants and eliminates those lacking proper academic qualifications as identified in the announcement of opening.
   B. Second screening by Search Committee to identify finalists.
      1. Screening may include telephone interviews or interviews at conferences.
      2. Search Committee recommends finalists to Dean.
      3. Dean may consult with Administrative Council.
      4. Candidate is invited to the campus and sent a packet of information about the university, college, and area. The packet of information includes the University and College Policy on Promotion and Tenure.

VI. On Campus Process
   A. Candidate visits with Provost, if possible.
   B. Candidate visits with the Dean.
   C. Candidate visits individual faculty in the discipline and as time allows, visits other college faculty.
   D. Candidate presentations to faculty.
      1. Candidate makes a presentation to the faculty in which the candidate discusses intellectual contributions effort and teaching philosophy.
      2. Class presentation
         Candidate may make a presentation to a class if classes are in session during the candidate’s visit.
   E. Candidate visits with the chair of the College Tenure and Promotion Committee. The Chair reviews the provisions of both the university and the college policies on Promotion and Tenure with the Candidate.

VII. Selection
   A. Faculty input is sought by the Dean.
   B. Search Committee makes recommendation to the Dean.
   C. Dean makes recommendation to Provost.
   D. If approval is granted, the Dean makes the offer to the candidate.

VIII. Offer of Employment
   A. The Dean sends a letter to the candidate outlining major provisions of the offer.
   B. Selected candidate is sent an employment contract by the Provost and Vice President of Academic Affairs which includes a description of compensation, teaching load, and tenure conditions.
FACULTY RESPONSIBILITIES

(Revised January 29, 1999)
(Revision draft August 2005)
(Reviewed COB Advisory Council, November 11, 2006)
(Revision Approved by COB Faculty May 8, 2007)
(Reviewed April 2012)

The College is committed to excellence in instruction, a concern for students, and the integrity of the institution. As such, all teaching faculty are expected to adhere to the guidelines listed in the Faculty Handbook, policy 2.1.2. These items include the following:

Make known to students in writing the goals and requirements of each course, the nature of the course content, and the methods of evaluation to be employed.

Meet classes as scheduled.

Instruct so as to meet course objectives.

Maintain competence in teaching fields.

Be professional in conduct in the classroom and show respect for students.

Be available to students for consultation on course work during regular office hours as required by the College and University.

Serve as academic advisor in accordance with college policy on advisement.

Engage in service activities according to requirements for performance by rank as stated in University and College policies on tenure and promotion.

Engage in scholarly activity according to requirements for performance by rank as stated in University and College policies on tenure and promotion.

Adhere to the COB Faculty/Administrators Code of Ethics.

While these responsibilities provide the foundation of good teaching and professionalism, they do not alone qualify one for tenure or promotion.
I. RATIONALE

AACSB accreditation standards clearly articulate the need for schools to demonstrate that faculty are current in their field of teaching. In Standard #10, which addresses faculty qualifications, is the following:

“Academic qualification requires a combination of original academic preparation (degree completion) augmented by subsequent activities that maintain or establish preparation for current teaching responsibilities.”

Further, “Regardless of their specialty, work experience, or graduate preparation, the standard requires that faculty members maintain their competence through efforts to learn about their specialty and how it is applied in practice.”

The standard goes on to discuss the school’s “portfolio of intellectual contributions,” which can provide evidence of faculty currency in their field. Our portfolio must include contributions to learning and pedagogical research, contributions to practice, and disciplined-based scholarship.

The language is also quite clear in differentiating professional development activities from activities that demonstrate currency and relevancy:

Faculty development activities do not have inherent value in and of themselves. The critical factor in determining whether faculty members bring current and relevant information is the impact of faculty member’s development activities on the mission of the school.”

The standards are specific in that business schools are expected to recruit and maintain a roster of qualified teaching faculty. The AACSB generally defines “qualified” as a combination of appropriate academic credentials plus evidence of currency in the teaching field.

The standards are vague in that business schools are expected to develop operational definitions of “qualified” that appear congruent to the specific mission of the business school.”

II. DEFINITION OF ACADEMICALLY QUALIFIED

A faculty member in the College of Business (COB) will initially be considered academically qualified (AQ) provided s/he meets the following conditions:

Faculty member” means anyone who is assigned to teach a COB class, regardless of contract status (tenured, tenure track, temporary instructor, part-time instructor, non-tenure track, etc.).
1. Possesses a doctoral or terminal degree in the field (or a closely related field) in which s/he is teaching received within the last five years; or
2. Has received a terminal degree in the discipline in which s/he is teaching prior to the last five years, but the classification was maintained (see below) or
3. Is within three years from dissertation proposal defense.

In order to maintain academically qualified status, a faculty member must:
   a. Have published at least three quality journal articles over the past five years (one may be forthcoming with a confirmed date of publication), or
   b. Have published two quality journal articles, at least two conference proceedings, and at least two other intellectual contributions over the past five years, or
   c. Hold an administrative position and participate in continuing development activities related to the position.

III. DEFINITION OF PROFESSIONALLY QUALIFIED
A faculty member in the College of Business will initially be considered professionally qualified (PQ) provided s/he meets the following conditions:

1. Has substantive experience in industry at a managerial, director, or partner level with job responsibilities related to the field in which s/he is teaching and is still currently working full-time (or almost full-time) or retired from a full-time position in business within the last five years.
   2. Possess at least a specialized master’s degree in business or MBA degree with proper justification; or
   3. Businesspeople with doctoral degrees who transition from careers in industry to teaching positions in the COB.

In order to maintain professionally qualified status, a faculty member must:
   a. Continue to work in industry in a position of managerial responsibility, or
   b. Have completed one quality journal article over the past five years, or
   c. Have completed at least one validating professional experience over the past five years.

IV. INTELLECTUAL CONTRIBUTIONS
This policy is intended to provide guidance to faculty members regarding their intellectual contributions (i.e., research and publications). While the College of Business AQ/PQ Policy outlines the minimum expectations for making intellectual contributions (ICs) to maintain AQ status, this document provides additional detail regarding the categories of ICs, the expected outcomes (outlets), and the measures of quality that are used in assessing intellectual contributions.

Generally, intellectual contributions should exist in a public written form (including online) and have been subject to scrutiny by academic peers or practitioners before being accepted for publication. Presentations for which there is no accompanying written paper may be considered evidence of intellectual activity, but such activities are considered to be a lesser IC outcome than the written form as described above.
AACSB has defined three categories of research: Discipline-based research, contributions to practice, and learning and pedagogical scholarship. Consistent with our mission, we have a strong emphasis on teaching and service to the business community. We also have a graduate program. Therefore we seek a balance between discipline-based research and the other two categories (pedagogical scholarship and contributions to practice).

The primary goal for intellectual contributions should be publication in peer reviewed journals. Conference papers and conference proceedings are excellent outlets for refining one’s research, but generally they should be considered tools for the further development of the research so that it can be published in a peer reviewed journal. Preferably all three forms of research (discipline-based research, contributions to practice, and learning and pedagogical scholarship) will ultimately result in publication in peer-reviewed outlets.

In addition to peer reviewed academic journals, acceptable outcomes for ICs in the category of “contributions to practice” include trade journals and other practitioner-oriented publications. Those contributions that are subjected to independent review by either academics or practitioners possessing expertise in the field are valued more highly than those not subject to an independent review process.

Intellectual contributions can result in numerous other outcomes as well. For example, scholarly books, scholarly book chapters, research monographs, textbooks, conference proceedings, cases, and publicly-available descriptions of course/curricular development can all be considered to be intellectual contributions.

Interdisciplinary research is encouraged. Faculty members are encouraged to conduct research with others outside their discipline, including working with those outside the College of Business.

Faculty members are encouraged to publish in high quality journals. When submitting an article for review, a faculty member who is in doubt regarding the quality of the targeted journal is encouraged to discuss the matter with the department chair or a knowledgeable colleague. Commonly accepted indicators of quality such as acceptance rates, membership of editorial or review boards, size and breadth of readership, and general reputation within the discipline should be used when deciding where to submit an article. Although the premier journals in each discipline tend to publish discipline-based research, journals that publish articles in the other categories can also be considered to be high quality.

Annual reviews provide feedback to individual faculty members on the quality and quantity of intellectual contributions, and these factors are used in deciding on promotions and raises. We recognize that publication in very high quality journals requires significant time and effort; therefore, publication of smaller numbers of these types of articles can be viewed as equally valuable as a higher number of lower quality publications.

A quality journal article is an article that:

1. Was subjected to a documented formal review process;
2. Included a peer or editorial review; and
3. Is readily available for public scrutiny in a library or through an on-line retrieval service.
Factors to be considered:

a. The publication outlet must be one that is traditionally subscribed to by a college library or one that is available online. A “working paper series” published by a department, for example, is not an acceptable outlet by definition.

b. Approved COB refereed journals are included in the faculty activity reporting system (Digital Measures). There is a defined COB process for petitioning journals to be added. It is the faculty’s responsibility to petition for addition of new journals to the approved listing.

c. Co-authorship of articles is not being addressed at this time. If your name is on an article, it is assumed you made a significant contribution. Adding authors who made little or no contribution to the article is a breach of academic integrity.

AQ/PQ status must be maintained by activities related to the functional areas of teaching during the 5-year period preceding the accreditation visit. AACSB guidelines state:

“While entry qualifications (academic or professional) are important, the world of business changes very rapidly and faculty members must be involved in continuous development throughout their careers to stay current. Regardless of their specialty, work competence, or graduate preparation, the standard requires that faculty members maintain their competence through efforts to learn about their specialty and how it is applied in practice. Likewise, faculty members must engage in constant learning activity to maintain currency with their fields’ developing research theory… Faculty development activities have value through contributions to the mission… Standard 10 recognizes that there are many activities that faculty members may undertake to demonstrate that they are maintaining their disciplinary currency and relevance.” (1/31/11 Standards, p. 48)

The types of activities that can demonstrate maintenance of status include the following:

1. **Intellectual Contributions**

   To qualify, a work must “exist in public written form, and have been subject to scrutiny by academic peers or practitioners prior to publication.” (7/1/09 Standards, p.22)

   Faculty members should refer to the College of Business policy on intellectual contributions for details regarding the standards used to judge the quality of intellectual contributions.

   Examples of intellectual contributions can include, but are not limited to:
   
   o Peer reviewed journal articles (discipline based scholarship, contributions to practice, and/or learning and pedagogical research;
   o Research monographs;
   o Scholarly books;
   o Grant applications
   o Chapters in scholarly books;
   o Textbooks;
   o Proceedings from scholarly meetings;
   o Papers presented at academic and professional meetings;
   o Faculty research seminars;
   o Publications in trade journals;
   o Book reviews;
Published cases with instructional materials;
- Technical reports related to funded research projects;
- Instructional software that is widely used;
- Publicly available materials describing the design and implementation of new curricula or courses;
- Non-peer reviewed intellectual contributions for which the school can provide substantive support for quality.

2. PROFESSIONAL DEVELOPMENT ACTIVITIES
- Serving as editor of a discipline journal
- Reviewing manuscripts for journals or conferences
- Conducting education seminars for industry executives
- Taking or developing courses to acquire new knowledge
- Attending professional workshops or CPE courses
- Attending conferences involving interaction with functional area professionals

3. CURRENT PROFESSIONAL EXPERIENCE
- Engaging in internships in business or industry
  - Consulting
  - Serving on Boards of Directors
  - Serving in a position with managerial authority in an organization

V. VALIDATING EXPERIENCES FOR PROFESSIONAL QUALIFICATION
Examples of validating experiences for professional qualification (PQ) include, but are not limited to the following:

1. Serving in a position with managerial authority in an organization
2. Creating and/or delivering executive education seminars that are fully subscribed.
3. Maintaining an active consulting practice with evidence of multiple major clients.
4. Serving as a member of a board of directors for a for-profit business.
5. Writing an invited article for a nationally-known practitioner periodical.
6. Writing a popular press book (such as Good to Great) that achieves national (or international) distribution.
7. Delivering speeches around the country to businesspeople through a contractual arrangement with a speaker’s bureau.
8. Authoring reports (from sponsored research) that are widely disseminated.
9. Publishing (and sustaining the publication of) a newsletter or sequence of reports that attracts a robust subscription base.
10. Operating or owning a profitable business with substantial annual revenues.
11. Obtaining new (and appropriate) professional certification.

Factors to be considered:

- A key litmus test is the sustainability of the activity. Being invited to give a keynote address at a convention is admirable, but one such speech may not be sufficient as a validating experience.
b. A consulting practice needs to be a regular, ongoing activity that involves many clients and, hopefully, many repeat clients. Doing consulting on an ad hoc basis is not sufficient to qualify for a validating experience.
c. Operating a business does not mean operating a picture framing business out of one’s garage, for example. The business should be a major contributor to one’s annual income, not a hobby.
FACULTY WORKLOAD REDUCTION REQUEST FORM

For_______ Semester_________ Year______
(Revision draft August 2005)
(Reviewed, COB Advisory Council, November 11, 2006)
(Revision Approved by COB Faculty May 8, 2007)
(Reviewed April 2012)

Date: __________________________
Faculty Name: _________________________________
Department: ________________________________ Extension: _________

Workload Prior Semesters: (Last three long semesters)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of Credits</th>
<th>Number of Preparations</th>
<th>Total Students</th>
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Summarize what was accomplished as a result of your last workload reduction.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

State what you plan to accomplish as a result of this workload reduction.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Please attach a copy of articles submitted/accepted, copy of table of contents for a book, and documentation from proceedings within the last twelve months.
Faculty Signature: ________________________________

Approval:

__________ Yes __________ No ________________________________

   Department Chair

__________ Yes __________ No ________________________________

   Dean
IN-HOUSE TEACHING AND RESEARCH SEMINARS PROCESS

(Revised January 29, 1999)
(Revision draft August 2005)
(Revised. COB Advisory Council November 11, 2006)
(Revision Approved by COB Faculty May 8, 2007)
(Reviewed April 2012)

The In-House Teaching and Research seminars provide a forum for faculty to discuss research and teaching-related topics, problems, and opportunities; to become informed about the research endeavors of their colleagues; to exchange information and form collaborative linkages; to acquire new teaching and research tools and techniques; and to present their research ideas or papers and get input before presentations at professional conferences.

A request is sent at the start of each academic year (August/September) asking interested faculty to sign-up if they wish to present a topic during the year. If there are faculty already signed up from the preceding year, newer requests may be delayed until new slots are open. On the average, two seminars per semester are presented.

An announcement is sent out early each semester listing the upcoming seminars. The announcement includes information on the topics, presenters, dates, place, time, and duration. Another more specific announcement is sent out before each seminar presentation.

Presentations are generally interactive in nature; that is, questions and comments are encouraged during and after the presentation. Since faculty value visual aids and handouts, presenters are encouraged to incorporate them into their presentation. Presenters generally prepare their own handouts and arrange for all equipment needed.

During the presentation, an attendance sheet is circulated and sent to the Dean’s office for record keeping. Also, an overall evaluation of the series for the academic year is conducted in the Spring. Since the purpose of seminars is to help faculty develop professionally, no specific presenter or presentation is evaluated.

Using the faculty input from the annual evaluation and the suggestions from the exit interviews with presenters, the topics and activities for the subsequent seminars are planned. This information is made available to the Dean and all faculty.
MEETING CLASSES POLICY
(Revised January 29, 1999)
(Revision draft August 2005)
(Revised. COB Advisory Council November 11, 2006)
(Revision Approved by COB Faculty May 8, 2007)
(Reviewed April 2012)

All faculty are expected to meet classes as scheduled. If faculty members are unable to meet classes due to illness or official business, they need to transmit the required documents to start the permission mechanism. (See Faculty Absence process)

In cases where faculty members are ill ---especially in emergency situations ---they need to inform their Department Chairs. Faculty who are ill must complete the appropriate sick leave form.
**MERIT COMPENSATION PROCESS**

(Revised January 29, 1999)
(Revision draft August 2005)
(Approved, COB Faculty September 29, 2007)
(Reviewed April 2012)

Texas A&M-Corpus Christi policy 2.5.1.3 and Faculty Handbook section 2.2.4 cover the basic university procedure for merit compensation recommendations. The college process is expanded to recognize individual achievements in College of Business mission related activities.

Department chairs develop weighting of performance in teaching, intellectual contributions, and service categories, in consultation with the department faculty. The weighting should respond to the College of Business mission, to the department goals, and to the individual’s circumstance and goals. The chairs will present proposals to the Dean for review by the Administrative Council as a means to provide assurance of inter-department fairness. The Dean will act on the final proposals.

The departmental chair provides general information about the weighting system at the beginning of each academic year when faculty and departmental chairs negotiate individual performance goals. Merit consideration is specifically dependent upon the university President’s decision to fund increases. When that occurs, the Dean instructs department chairs on the guidelines for merit consideration. The chairs subsequently advise faculty that they may submit reports of activities for evaluation for merit consideration. Departmental worksheets for proposed distribution of merit increases are submitted to the Dean for review by the Administrative Council to evaluate fairness between departments. Adjustments are made, as needed, and the Dean takes the Council’s recommendations under advisement for subsequent action and recommendations to the Provost and Vice President for Academic Affairs.
NEW FACULTY ORIENTATION
(Revised January 29, 1999)
(Revision draft August 2005, September 2007)
(Approved COB Faculty, September 29, 2007)
(Revised April 2012)

Full-time faculty are expected to attend University and College orientation programs.

A college new orientation meeting is conducted in the week preceding the beginning of Fall semester classes. An orientation session for adjunct faculty is also held prior to the start of classes.
OFFICE HOURS POLICY

(Revised January 29, 1999)
(Revision draft August 2005)
(Approved COB Faculty, September 29, 2007)
(Reviewed April 2012)

Each faculty member should post office hours on his/her office door at the beginning of the term and diligently maintain those hours.

A weekly minimum of two scheduled office hours for every three credit hour course should be posted. In addition, the phrase “other times by appointment” should be included below the listed times.

Both posted hours and “other times by appointment” are needed to convey to students that faculty care and to facilitate their learning.

Faculty are expected to be available to students during scheduled office hours and other times to reasonably accommodate students.
OUTSIDE EMPLOYMENT POLICY
(Revised January 29, 1999)
(Revision draft August 2005)
(Approved COB Faculty November 11, 2006)
(Reviewed April 2012)

The College adheres to the Texas A&M System policy (See System Policy 07.01 “Ethics Policy, TAMUS Employees”) that requires all full-time budgeted employees who work at a secondary job to receive the approval of their chief executive officer or a designee before they accept employment outside the university.

The policy maintains that outside work be reasonable in amount, avoid unfair competition with private enterprise, be conducted at no expense to the System, and not interfere with an employee’s work assignments.

Faculty members considering appropriate outside employment opportunities, such as business consulting, must complete a form available in the Dean’s office. Faculty must receive explicit written permission from the Dean before agreeing to teach simultaneously at any other institution.
A post-tenure review committee has been instituted since the 1999-2000 academic year to implement a post-tenure review policy that adheres to the University’s Rule 2.5.1.7 adopted February 1997.

The University policy identifies the purpose of the review, the relationship to annual review, who is to be reviewed, the procedure for review, the basis for judgment, appeals, and the documents and expectations.

The committee consists of five tenured faculty members – three elected and two appointed by the dean. Committee members will serve three-year, staggered terms. No faculty may serve concurrently on the College and University Promotion and Tenure/Post Tenure Review committees.
PROCESS FOR RECRUITING AND SUPERVISING OF PART-TIME AND ADJUNCT FACULTY

(Revised January 29, 1999)
(Revision draft August 2005)
(Approved COB Faculty, September 29, 2007)
(Reviewed April 2012)

RECRUITMENT AND APPOINTMENT

Individuals within the community normally contact the College concerning a desire to teach at the University on a part-time basis. Applications sent to the College or University are forwarded to the Chair at the department level. The Department Chair collects/files the letters of interest and reviews the file as necessary to offer courses within the discipline. When a course needs to be offered and no full-time faculty is currently available to teach the course, and adjunct or part-time individual is sought. The starting point in that search is those individuals who have expressed a desire to teach at the University. If a match can be obtained with qualifications and available time of the adjunct/part-time faculty, the individual is usually offered a contract. If a good fit can not be found within the individuals who have expressed interest, then the Department Chair will seek qualified individuals from other sources, which shall include, but not be limited to, referrals from faculty, faculty from other near-by institutions, etc. Prior to a contract being issued the Chair will discuss the appointment with the Dean. Contracts can only be issued through the Dean’s office.

SUPERVISION

Supervision of individuals who have been hired as part-time/adjunct faculty is the responsibility of the corresponding Department Chair. The primary component of the evaluation of these part-time/adjunct faculty members is teaching. The Chair shall seek various inputs to identify the quality of teaching by these individuals. The inputs should include (but not limited to) student evaluations, class visits, student and peer comments, and other factors that measure teaching performance. Due to the short-term and non-permanent nature of the employment relationship, any problems that arise should be addressed with the part-time/adjunct faculty member as quickly as possible.

Prior to the beginning of the course, the part-time/adjunct faculty member shall provide to the Department Chair a copy of the course syllabus. If multi-sections of a course are involved, the coordinator also receives a copy of the syllabus. The syllabus is compared with the standardized syllabus for the course to assure that the course is in line with the standardized syllabus. An orientation session is held at the beginning of every semester for new adjunct faculty.

STUDENT ACCESS

All part-time/adjunct faculty members shall make themselves available for students at some time other than class hours. These part-time/adjunct faculty members must give students (usually printed on the syllabus) means to contact the instructor and arrange a meeting to review problems or concerns of the student. Rooms for meetings between the faculty member and the student shall be provided, on request, by the College. Office hours of part-time/adjunct faculty members are encouraged.
COLLEGE PROMOTION AND TENURE PROCESS

PROMOTION
(Approved February 1995)
(Updated April 19, 1996)
(Updated April 30, 2003)
(Approved COB Faculty March 25, 2005)
(Updated January 12, 2009)
(Reviewed April 2012)

Promotion of Faculty
Texas A&M University-Corpus Christi University Rule 12.01.99.C1.01 provides faculty rank descriptors. This section further indicates that appointment to an academic rank is based on past and anticipated success in performance, accomplishments, and leadership in the areas of experience, academic preparation, knowledge in the teaching field, quality in teaching, academic advisement/career counseling, service, and intellectual contributions. As faculty advance in rank, faculty members are expected to achieve increasing success both by progressively mastering and by progressively improving in these areas. The consistently sustained performance of faculty responsibilities—as described in TAMU-CC University Rule 12.01.99.C1.01—is requisite for all promotions.

College Promotion and Tenure Committee
Candidates for promotion are evaluated by the College of Business Promotion and Tenure Committee. The Committee is a standing committee, one-half of whom are elected by the college tenure-track faculty. Each department elects one member. One member from each department is appointed by the Dean. Committee members serve two year staggered terms. Ideally, the Committee participants from each department are from disparate disciplines within the department. Committee members may succeed themselves on the Committee. A member of the Committee is a tenured faculty member of the rank of Associate Professor or higher. However, any faculty member who is applying for promotion is prohibited from serving on the Committee. Department chairpersons shall not serve as Committee members. If a department has fewer than two tenured faculty members, then a faculty member from another department may be selected. The election and appointment to the Committee is held during the Spring term preceding the Fall term during which the faculty member serves on the Committee. The chair of the Committee is elected by the members of the Committee. The Committee follows Robert’s Rules of Order except that the chair has a vote.

Consideration for Promotion
Unless otherwise requested in writing, a faculty member is considered for promotion during the academic year in which all of the education and experience standards for a given rank are met as specified in TAMU-CC University Rule 12.01.99.C1.01. If not promoted, the faculty member remains eligible for subsequent consideration. In order to be reconsidered for promotion after the first year of eligibility, a faculty member must reinitiate the process by sending a letter requesting consideration to the Dean. A faculty member will not be considered for promotion to a rank above
assistant professor until the faculty member completes at least the second year of full-time service at Texas A&M University-Corpus Christi and is in the third year.

**Procedure**
The faculty member who is eligible for promotion initiates the promotion process by September 1 of the year in which the faculty is a candidate for promotion by requesting the Dean to include the faculty member in the list of candidates for promotion to be presented to the Committee. The Dean's Office verifies that each faculty member on the promotion list satisfies the university standards for education and experience. The list of eligible candidates for promotion is also given to each Department Chair. The candidate's Department Chair makes a separate promotion recommendation to the Dean.

The Committee evaluates each candidate on the basis of the three components of teaching, intellectual contributions, and service. The Committee also evaluates the performance of the candidate toward satisfaction of the mission of the college.

If the Committee requires further explanation of the candidate’s record, the Committee may request a meeting with the candidate. The candidate, likewise, may request to meet with the Committee. The candidate is apprised of the subject to be clarified at least one week before the scheduled meeting with the Committee. The discussion must relate to the criteria by which the candidate is evaluated in the areas of teaching, intellectual contributions, and service. In addition, the candidate may request written comments from individuals that would aid the Committee in their deliberations. Such written material becomes a part of the faculty member’s personnel record.

Recommendation to promote or to not promote a candidate is made in writing by the Committee to the Dean of the College of Business. In addition to the recommendation of the College of Business Promotion and Tenure Committee, the candidate’s Chair provides a separate written recommendation concerning promotion to the Dean. The Dean will review the documentation of the candidate, the recommendation of the Chair, and the recommendation of the Committee, and make a formal written recommendation to the Provost. The Dean will provide the candidate with a copy of the Promotion and Tenure Committee’s recommendation as well as the final recommendation that is made by the Dean to the Provost.

**Format for Documentation**
The candidate supplies the supporting material to the Dean’s Office by October 15. All candidates for promotion must present documentation to support their promotion candidacy in the following format:

1. An executive summary (2 pages maximum) that clearly shows how the candidate’s qualifications fulfill each of the requirements expected in teaching, research, and service. Within this summary candidates must clearly indicate the number and types of intellectual contributions that have been published in the last five years and since the candidate joined the College.

2. A current curriculum vitae. Candidates must segregate the peer-reviewed journal articles from the other publication listings (i.e., editorial articles, forthcoming journal articles noted as such, etc.).
3. A current, complete College of Business Faculty Data Sheet.

4. The most recent five year account of the following items:
   a. Teaching assignments by semester
   b. Teaching load
   c. Student evaluations

5. Summaries of teaching innovations, new course development, and other activities related to teaching effectiveness and teaching quality.

6. Listing of service contributions to the university, community, and profession with dates, type of service, and documentation.

7. The candidate may (at the candidate's option) provide the Committee with not more than five letters of reference from peers, preferably in the candidate's field of specialization.

8. Reprints of published papers, preprints of papers in the process of being published, copy of title pages for books.

9. Documentation of attendance at or development of workshops, research seminars, etc.

10. Consulting activities both paid for and not paid for.

11. Other documentation that the candidate wishes to provide the Committee.

Candidates are encouraged to limit their submissions to one 3-inch binder, with supplementary materials placed in a second binder if necessary. Copies of textbooks and other supporting documents shall be made accessible to the Committee upon request.

**Criteria for Promotion from Assistant Professor to Associate Professor Include:**

**Academic Preparation and Experience:**

Normally, the candidate should hold the earned doctorate or equivalent terminal degree from an accredited school in an appropriate teaching field. Five years’ experience in full-time university teaching including three years in the rank of Assistant Professor or related academic experience is required (related professional experience may in rare cases substitute). The Dean's Office verifies that each faculty member on the promotion list satisfies the university standards for education and experience.
**Portfolio of Performance**

Candidates for promotion to both the Associate Professor level and to the Full Professor level and consideration for tenure are expected to engage in a variety of teaching, service, and intellectual contribution activities. Candidates are evaluated on a total portfolio of these three endeavors. The college recognizes that not all teaching loads require equal effort because of differences in class size, number of preparations, and course difficulty. In addition, the college acknowledges that intellectual contribution performance varies in that acceptance for publication in highly respected journals is more difficult than publication in other journals. Service effort also varies depending on level of effort, type of committees, and visibility of effort. The Committee considers these variances when evaluating individual candidates. The discussion below of teaching, service, and intellectual contributions describes expectations for performance. Significant administrative duties may lessen these performance expectations.

**Quality in Teaching**

The person should demonstrate a broad knowledge of the discipline and an in-depth knowledge in one or more parts of the field. The candidate should be a teacher of proven quality, with the ability, experience, and expertise to teach both undergraduate and graduate courses. Must demonstrate a continuing interest in improving as a teacher and in developing knowledge of university-level pedagogy. Evidence of quality in teaching may be demonstrated by instructional innovation, new course development, compilation of a teaching portfolio, or other similar activities. Additionally, the candidate may authenticate quality teaching efforts and performance through student evaluations, peer evaluations, self-evaluation, and student advising activities.

**Intellectual Contributions**

Intellectual contributions are accrued in the areas of applied scholarship, instructional development, and basic scholarship. The description of the types of intellectual contributions that a candidate may amass to be considered for promotion are identical for promotion to Associate Professor or for promotion to Full Professor. Intellectual contributions can be accumulated through publication in peer reviewed professional, pedagogical, or scholarly journals; papers in proceedings; published case studies; instructor manuals; instructional software; books; or chapters in books. In addition, intellectual contributions can be accomplished through presentations at faculty research seminars and faculty workshops, writing book reviews, presenting research papers for peer review, new course development which is publicly reviewed, and publishing in in-house journals. While peer-reviewed consulting is considered part of applied scholarship, it alone will not meet the requirements of ongoing intellectual contributions for purposes of promotion.

The intellectual contributions described in the following paragraphs are normal requirements to be satisfied to be eligible for promotion to Associate Professor. The intent is to encourage faculty to be productive in developing skills to produce intellectual contributions.

Demonstrates competence and productivity in scholarly activities (applied scholarship, instructional development, and/or basic scholarship) that are related to the candidate’s discipline and to the mission of the college. While not expected to be leaders in their respective scholarly arenas, candidates must demonstrate a record of participation, competence, and productivity in their field. The faculty member’s work must be peer reviewed or otherwise publicly evaluated.
Intellectual contribution expectations vary depending on teaching load, average number of students taught, average number of classroom preparations, undergraduate versus graduate courses, and quality and reputation of journals for publications. The faculty member should have numerous intellectual contributions. To be eligible for promotion to Associate Professor, the candidate should have at least seven intellectual contributions within the last five years with a minimum of three peer-reviewed articles in professional, pedagogical, or scholarly journals. At least one of these journal articles must be published with credit to this institution. Normally, a maximum of one refereed journal article, which may be the one written with credit to this institution, may be evidenced by a letter of acceptance for publication. The acceptance letter must state that the article requires no further revision before being published. The candidate should show significant contribution to at least one of these journal articles through either sole or first authorship.

**Service**
Has taken an active role in the service of the College of Business and/or to the university on committees and/or special projects. Participation and leadership in professional and community service will also be considered insofar as they serve the mission of the college, the university’s purposes, or the candidate’s academic discipline.

**Criteria for Promotion from Associate Professor to Professor Include:**

*Academic Preparation and Experience:*
Normally, the candidate should hold the earned doctorate or equivalent terminal degree from an accredited school in an appropriate teaching field. Ten years’ experience in full-time university teaching including five years in the rank of Associate Professor is required (related professional experience may in rare cases substitute). The Dean's Office verifies that each faculty member on the promotion list satisfies the university standards for education and experience.

*Portfolio of Performance*
Candidates for promotion to Full Professor are evaluated on a total portfolio of effort as described in the discussion of promotion to Associate Professor. Significant administrative duties may lessen these performance expectations.

*Quality in Teaching*
The individual should demonstrate maturity and skill in teaching, a proven record of teaching excellence, and continued demonstration of interest in improving pedagogical skills. The candidate should have assumed leadership in curricular development and issues related to teaching improvement in the discipline and may be considered a mentor in teaching effectiveness. Evidence of quality in teaching may be demonstrated by instructional innovation, new course development, compilation of a teaching portfolio, or other similar activities. Additionally, the candidate may authenticate quality teaching efforts and performance through student evaluations, peer evaluations, self-evaluation, and student advising activities.

*Intellectual Contributions*
The variety of intellectual contributions for promotion to Full Professor is analogous to the categories discussed in requirements for promotion to Associate Professor.

The intellectual contributions described in the following paragraphs are requirements to be satisfied to be eligible for promotion to Full Professor. The intent is to encourage faculty to be productive in developing skills to produce intellectual contributions.
Demonstrates competence and productivity in scholarly activities (applied scholarship, instructional development, and/or basic scholarship) that are related to the candidate's discipline and to the mission of the college. Candidates must demonstrate a record of participation, competence, and productivity in their field. The faculty member's work must be peer reviewed or otherwise publicly evaluated.

The number of intellectual contributions expected from a faculty member vary depending on teaching load, average class size, average number of preparations, undergraduate versus graduate courses, and quality and or reputation of journals for published articles.

The faculty member should accumulate at least ten intellectual contributions since promotion to Associate Professor and a total of three intellectual contributions in the last five years, three of which must be refereed articles published in recognized academic, professional, or pedagogical journals. At least one of the journal articles must be published with credit to this institution. The candidate should show significant contribution to at least one of these journal articles through either sole or first authorship. Normally, a maximum of one refereed journal article, which may be the one written with credit to this institution, may be evidenced by a letter of acceptance for publication. The acceptance letter must state that the article requires no further revision before being published.

Evidence of achieving an intellectual contribution reputation can be shown by other activities such as winning a research award, being cited by other authors in scholarly or professional publications, serving in an editorial capacity for a journal, or other significant activity. The Committee may substantiate this reputation by the use of outside reviews.

Service
Has taken an active role in the service of the College of Business and/or to the university on committees and/or special projects. Participation and leadership in professional and community service is considered insofar as they serve the mission of the college, the university's purposes, or the candidate's academic discipline. Significant participation in professional service is shown through professional association activities such as serving as an editor, officer, program chair, or in similar roles.
**Definition of Tenure**
Tenure is defined in Texas A&M University-Corpus Christi University Rule 12.01.99.C2.

**Consideration for Tenure**
As defined by University Rule 12.01.99.C2.3.1, beginning with appointment to the rank of full-time Assistant Professor or a higher rank, the tenure probationary period for a tenure track faculty member will not exceed seven years of full-time service at Texas A&M University-Corpus Christi. Up to three years of service at other institutions may be considered as part of the probationary period if agreed to at the time of the faculty member's initial tenure track appointment.

A faculty member requests consideration for tenure during the sixth year of service in a tenure track position; the College of Business Promotion and Tenure Committee considers the candidate's request during the sixth year; and, based upon a positive recommendation, tenure would be granted at the beginning of the candidate’s seventh year. While each decision is independent, tenure candidates currently ranked as Assistant Professor must simultaneously apply for promotion to Associate Professor. Faculty members who believe their teaching, scholarship, and service record merits early tenure may apply during the fifth year of service at the university. In rare cases, an individual may be awarded tenure at the time of hiring or after the third year if the Dean and Department Chair concur and the decision is noted at the time of the faculty member's initial tenure track appointment.

A faculty member who has requested to be considered for tenure is notified, by the Dean, that the faculty member is included in the list of candidates for tenure. The candidate is notified at least thirty days prior to the beginning of the evaluation process. Before the evaluation process begins, the candidate for tenure provides written documentation describing the candidate's performance and accomplishments.

**College Promotion and Tenure Committee**
Candidates for Tenure are evaluated by the Committee. The Committee is a standing committee, one-half of whom are elected by the college tenure-track faculty. Each department elects one member. One member from each department is appointed by the Dean. Committee members serve two-year staggered terms. Ideally, the Committee participants from each department are from disparate disciplines within the department. Committee members may succeed themselves on the Committee. A member of the Committee is a tenured faculty member at the rank of Associate Professor or higher. Department chairpersons shall not serve as Committee members. If a department has fewer than two tenured faculty members, then a faculty member from another department may be selected. The election and appointment to the Committee is held during the Spring term preceding the Fall term during which the faculty member serves on the Committee.
chair of the Committee is elected by the members of the Committee. The Committee follows Robert's Rules of Order except that the chair has a vote.

Procedure
The faculty member who is eligible for tenure initiates the review process by September 1 of the year in which the faculty is a candidate for tenure by requesting the Dean to include the faculty member on the list of candidates eligible for tenure. This list of candidates who are eligible for tenure is given to the Committee and is distributed to the College faculty.

Any faculty member who believes that his/her name was incorrectly omitted from the Dean's eligibility list may request that her/his name be added to the list. The request must be in writing and must include justification and supporting documentation. The Dean will forward the request and documentation to the Committee and to the candidate's Department Chair both of whom will independently review the request and submit a written recommendation concerning the faculty member's eligibility to the Dean. If both the Committee and the Department Chair recommend against consideration of tenure, consideration is closed at the college level for that academic year. If either the Committee or the Department Chair sustain the position of the faculty member, the faculty member shall be added to the list of candidates for tenure.

In presenting the list of candidates eligible for tenure, the Dean verifies each candidate's satisfaction of the standards for experience and academic preparation. In situations where the Dean may have concerns about a faculty member's academic preparation, the Dean may request the Committee to review and evaluate the candidate's academic record. The Committee evaluates the candidate on the basis of quality of teaching with attention given to course development, effective teaching, and instructional innovations; intellectual contributions in the areas of applied scholarship, instructional development, and/or basic scholarship; and university, professional, and community service. Candidates should organize documentation to support their satisfaction of these areas.

If the Committee requires further explanation of the candidate’s record, the Committee may request the candidate to meet. The candidate, likewise, may request to meet with the Committee. The candidate is apprised of the subject to be clarified at least one week before the scheduled meeting with the Committee. The discussion must relate to the criteria by which the candidate is evaluated in the areas of teaching, intellectual contributions, and service. In addition, the candidate may request written comments from individuals that would aid the Committee in their deliberations. Such written material becomes a part of the faculty member's personnel record.

The Office of the Dean is responsible for maintaining the faculty member's personnel file and providing access to that file to the Committee and to the Chair of the department. The faculty member has a right to see and comment on all items in the file that are provided to those involved in the tenure review process. The Dean is responsible for independently assessing the tenure candidate's record of performance and for reviewing the tenure recommendations of the Committee and the recommendation of the Department Chair.

Recommendations to grant tenure or not to grant tenure are made in writing by the Committee and by the Department Chair to the Dean of the College of Business. The recommendation must specifically describe how the candidate does or does not satisfy the standards for tenure. The Dean is responsible to make recommendations concerning tenure to the Provost after considering the recommendations of the Committee and the Department Chair. The Dean shall review the
recommendations of the Committee and the Chair prior to making a recommendation to the Provost.

Following the Dean's consultation with the candidate, the Dean makes a written recommendation to grant or not grant tenure to the candidate to the Provost. A copy of the recommendation is provided to the candidate.

**Criteria For Tenure**

*Academic Preparation*
Holds the earned doctorate or equivalent terminal degree from an accredited school in the appropriate teaching field.

*Knowledge in the Teaching Field*
A broad knowledge of the field and an in-depth knowledge of one or more parts of the field. The ability, experience, and expertise to teach both graduate and undergraduate courses.

**Portfolio of Performance**
Candidates for tenure are expected to engage in a variety of teaching, service, and intellectual contribution activities. Candidates are evaluated on a total portfolio of these three endeavors. The college recognizes that not all teaching loads require equal effort because of differences in class size, number of preparations, and course difficulty. In addition, the college acknowledges that intellectual contribution performance varies in that acceptance for publication in highly respected journals is more difficult than publication in other journals. Service effort also varies depending on level of effort, type of committees, and visibility of effort. The Committee considers these variances when evaluating individual candidates. The discussion below of teaching, service, and intellectual contributions describes expectations for performance. Significant administrative duties may lessen these performance expectations.

*Quality in Teaching*
The individual should demonstrate a broad knowledge of the discipline and an in-depth knowledge in one or more parts of the field. The candidate should be a teacher of proven quality, with the ability, experience, and expertise to teach both undergraduate and graduate courses. Must demonstrate a continuing interest in improving as a teacher and in developing knowledge of university-level pedagogy. Evidence of quality in teaching may be demonstrated by instructional innovation, new course development, compilation of a teaching portfolio, or other similar activities. Additionally, the candidate may authenticate quality teaching efforts and performance through student evaluations, peer evaluations, self-evaluation, and student advising activities.

*Intellectual Contributions*
Intellectual contributions are accrued in the areas of applied scholarship, instructional development, and basic scholarship. Intellectual contributions can be accumulated through publication in peer reviewed professional, pedagogical, or scholarly journals; papers in proceedings; published case studies; instructor manuals; instructional software; books; or chapters in books. In addition, intellectual contributions can be accomplished through presentations at faculty research seminars and faculty workshops, writing book reviews, presenting research papers for peer review, new course development which is publicly reviewed, and publishing in in-house journals. While peer-reviewed consulting is considered part of applied
scholarship, it alone will not meet the requirements of ongoing intellectual contributions for purposes of tenure.

The intellectual contributions described in the following paragraphs are requirements to be satisfied to be eligible for tenure. The intent is to encourage faculty to be productive in developing skills to produce intellectual contributions.

Demonstrates competence and productivity in scholarly activities (applied scholarship, instructional development, and/or basic scholarship) that are related to the candidate's discipline and to the mission of the college. While not expected to be leaders in their respective scholarly arenas, candidates must demonstrate a record of participation, competence, and productivity in their field. The faculty member's work must be peer reviewed or otherwise publicly evaluated.

Intellectual contribution expectations vary depending on teaching load, average number of students taught, average number of classroom preparations, undergraduate versus graduate courses, and quality and reputation of journals for publications. The faculty member should have numerous intellectual contributions. To be eligible for tenure, the candidate should have at least seven intellectual contributions within the last five years with a minimum of three articles which are peer reviewed and appear in professional, pedagogical, or scholarly journals. At least one of these journal articles must be published with credit to this institution. Normally, a maximum of one refereed journal article, which may be the one written with credit to this institution, may be evidenced by a letter of acceptance for publication. The acceptance letter must state that the article requires no further revision before being published. The candidate should show significant contribution to at least one of these journal articles through either sole or first authorship.

Service
Has taken an active role in the service of the College of Business and/or to the university on committees and/or special projects. Participation and leadership in professional and community service will also be considered insofar as they serve the mission of the college, the university's purposes, or the candidate's academic discipline.

Documentation
The candidate supplies the supporting material to the Dean’s Office by October 15. All candidates for tenure must present documentation to support their tenure candidacy in the following format:

1. An executive summary (2 pages maximum) that clearly shows how the candidate’s qualifications fulfill each of the requirements expected in teaching, research, and service. Within this summary candidates must clearly indicate the number and types of intellectual contributions that have been published in the last five years and since the candidate joined the College.

2. A current curriculum vitae. Candidates must segregate the peer-reviewed journal articles from the other publication listings (i.e., editorial articles, forthcoming journal articles noted as such, etc.).

3. A current, complete College of Business Faculty Data Sheet.
4. The most recent five year account of the following items:
   a. Teaching assignments by semester
   b. Teaching load
   c. Student evaluations

5. Summaries of teaching innovations, new course development, and other activities related to teaching effectiveness and teaching quality.

6. Listing of service contributions to the university, community, and profession with dates, type of service, and documentation.

7. The candidate may (at the candidate's option) provide the Committee with not more than five letters of reference from peers, preferably in the candidate's field of specialization.

8. Reprints of published papers, preprints of papers in the process of being published, copy of title pages for books.

9. Documentation of attendance at or development of workshops, research seminars, etc.

10. Consulting activities both paid for and not paid for.

11. Other documentation that the candidate wishes to provide the Committee.

Candidates are encouraged to limit their submissions to one 3-inch binder, with supplementary materials placed in a second binder if necessary. Copies of textbooks and other supporting documents shall be made accessible to the Committee upon request.
Refereed Journal Approval Process
(Approved July 2005)
(Reviewed April 2012)

Additions to the College’s list of approved journals for intellectual contributions need approval of the Assessment Committee and the Dean. A faculty member requesting consideration of a journal to be added to the approved list must submit a Request for Journal Approval for Intellectual Contributions form.

The Request for Journal Approval for Intellectual Contributions form must be filled out as completely as possible and submitted to the Assessment Committee with a copy of the journal if available. The Assessment Committee will review the request and if approved by the Committee will submit the request to the Dean for final approval. The burden of proof to include the journal as refereed lies with the requesting faculty member. In some cases, the Assessment Committee will verify information with the journal editor.

After approval by the Dean, the journal will be added to the approved list of refereed journals. If not approved, the request will be returned to the submitter with an explanation as to why the journal was not approved.
REQUEST FOR REFEREED JOURNAL APPROVAL

Journal Name: ___________________________ (attach copy of journal if available)

Requestor: ___________________________ Date: ________________

Listed in Cabell’s Directory? Yes _____ (attach copy) No _____

Submission Address for Journal:

- Editor
- Institution
- Address
- City, State Zip
- Email

Circulation Data:

- Frequency of Issue: ___________ Copies per Issue: ______________

Sponsor/Publisher: ___________________________

Review Information:

- Type of Review: ___________________________ Acceptance Rate: ______________
- Number of External Reviewers: _____ Number of In House Reviewers: ______
- Fee to Review: ___________ Fee to Publish: ______________

Approvals:

____________________________________________ Date ______________

- For Assessment Committee

____________________________________________ Date ______________

Dean
Faculty members who feel that a special resource (such as computer hardware, software, equipment, etc.) would improve their research or teaching should initiate their request in writing to their department chair.

The request should be prepared on a special form. See College of Business Request for Funds Form. The form contains such information as resource description, estimated cost, and a justification of how the item would assist the individual further the College’s mission.

The chair will forward the request with a recommendation to the Dean. Generally, the Dean will act on items of moderate cost. However, items of greater expense generally must meet with approval of the College’s Administrative Council.
Salary increases are based on merit, rather than for time on the job by itself. Occasionally, an equity salary adjustment is made based on analysis completed at the central administration level.
Other than independent study and other “one on one” type classes, all College courses are evaluated by enrolled students at the end of the semester, usually the last 10 days before final exams begin. The Provost’s Office, which administers the online evaluations, notifies students by e-mail when they can complete their evaluation and are given the web link and password to use.

Faculty, the Dean, and the Department Chair receive the student evaluation reports after the deadline for final grades.

The results are generally discussed with the faculty member during the annual performance review, and a copy is kept in the faculty’s personnel file in the Dean’s office. When needed or if warranted the results may be discussed by the department chair with the individual faculty member immediately. From time to time, the Dean refers comments to the chairs to discuss and clarify with appropriate faculty.
**SUBMISSION FEES REIMBURSEMENT PROCESS**

(Revised January 29, 1999)
(Revision draft August 2005)
(Approved COB Faculty, September 29, 2007)
(Reviewed April 2012)

To encourage publications, the College of Business may reimburse submission fees for College of Business faculty who are the lead authors of publications.

Faculty members seeking the College to reimburse article submission fees shall provide a copy of the submission letter, the article, and a copy of the canceled check or receipt of the expenditure.

In the case of multiple authors, only the lead author can claim submission fees. Reimbursement of submission fees by the College to the author(s) constitutes an agreement that Texas A&M University-Corpus Christi will be listed on the publication as the school of the author seeking reimbursement. The College does not reimburse for fees charged for the publication of articles or other research materials.
Faculty members are generally not contractually guaranteed nor required to teach during the summer. Teaching summer courses is an additional opportunity, not a right.

Determination of summer teaching schedules and loads is based first on programmatic and student needs and second on budgetary constraints. In general, continuing faculty are given priority in making summer teaching assignments. A second significant factor considered in making summer teaching assignments is the specific expertise in an area.

Minimum enrollment numbers for graduate and undergraduate classes, as determined by the Provost’s Office, need to be met for courses to be offered.

The process for determining summer teaching schedules and faculty summer loads is described below:

1. The base budget for summer teaching is currently included in the College’s budget allocation for the academic year.

2. Early in the spring semester, department chairs determine which courses will be offered during the summer. This determination is based on both program and student needs and the size of expected enrollments for the courses. Department chairs schedule courses based on their logical place in the program. For example, a first semester principles course would logically be offered in the second summer session.

3. Early in the spring semester, department chairs query their faculty to find out who is interested in teaching during the summer. Faculty are asked how many courses they would like to teach and which semesters they would prefer to teach.

4. Department chairs notify the Dean of departmental course requirements for the summer and of any adjunct instructor requirements. If necessary, the Dean requests additional summer funding from the university administration to meet programmatic needs.

5. Department chairs match faculty preferences with needed courses. Current budgetary constraints generally limit faculty to three courses per summer. Department chairs principally assign faculty to courses on the basis of faculty expertise in an area. Where more than one faculty member is capable of teaching a given course, the department chair may make the summer assignment based on any of a number of appropriate factors, including but not necessarily limited to seniority, previous experience with the course, teaching evaluations, previous summer or other budgetary resource allocations, or simple rotation. Different department chairs may make such assignments based on different criteria, as they deem appropriate to each situation.
TEACHING GRADUATE COURSES PROCESS

(Approved November 19, 1999)
(Revision Approved by COB Faculty May 8, 2007)
(Reviewed April 2012)

Faculty who teach graduate classes are required to be approved as graduate faculty. Each year the College of Business Graduate Advisory Committee reviews the credentials of full-time faculty members who need to be added to the list of faculty teaching graduate classes. Each faculty member under consideration is required to submit sufficient documentation to enable the Committee to evaluate his/her credentials. A recommendation is made to the Dean for final approval.

The graduate faculty designation is given for a three-year period. The credentials of the faculty member are reviewed prior to the expiration date. Normally, in order to qualify for the three-year graduate faculty designation period, a faculty member must have a terminal degree in the field and three refereed publications, including, at least, one journal article, within the last five years. Faculty with new doctorates will be granted graduate faculty status for three years following the granting of their degree.

In unusual circumstance, the Dean may allow an individual, who has not been reviewed by the committee, to teach graduate courses. The designated individual’s credentials must be reviewed, within a year, in order to continue teaching graduate courses.
TEACHING LOAD REDUCTION PROCESS

(Revised January 29, 1999)
(Revision draft August 2005)
(Approved COB Faculty, September 29, 2007)
(Reviewed April 2012)

The philosophy of reduction of teaching load is based upon the interest in developing the faculty and in providing a higher quality of teaching. It is contingent upon the approval of the Dean and Provost.

No reduction in load will be made if it jeopardizes the college or conflicts with essential courses that must be offered to serve students.

Reduction will be made upon the recommendation of the department chair and approval of the Dean. Please refer to Faculty Workload Reduction Request Form.

A one-course reduction may be made in a given semester to allow the faculty member an opportunity to enhance his/her intellectual contributions as a part of a faculty development program.

Generally, a one-course reduction per year may be given to faculty who teach a graduate class and are actively engaged in intellectual contributions.

Reduction may be made if course loads result in four course preparations in a given semester.

If possible, reduction of teaching load to three courses per semester may be made for new faculty members in their first year to help them get started.

Reduction may be made to develop new courses or engage in a special project.

Reduction may be made for directing a center.

Recurring reduction in teaching load will depend upon results achieved by the faculty member.

Priority in teaching graduate classes will be given to individuals who hold graduate faculty status.
Travel Guidelines Process
(Revised January 29, 1999)
(Revised April 2012)

Faculty travel is encouraged for tenured track and tenured faculty. The amount of reimbursement is established annually depending on the availability of funds. Travel is limited to the following guidelines:

Presentations at national conferences are encouraged; each trip is funded up to a designated amount of actual cost (university policy applies).

Presentations at local and regional conferences are encouraged but not to the extent of national conferences. Maximum allowance on these trips is a designated amount.

The maximum allowance per faculty member is designated annually by the College of Business Administrative Council assuming funds are available.

Only one faculty member can attend a conference and present the paper where there are multiple co-authors from the college.

Faculty members who participate in a conference as important committee members are subject to the same privileges under the first two conditions addressed above.

Chairing sessions, serving as discussants, attendance at workshops and tutorials, and other miscellaneous events for faculty development purposes is subject to the approval of the Dean, on a case-by-case basis subject to availability of funds.

Exceptions to these guidelines are handled on a case-by-case basis.
UNIVERSITY TEACHING, SERVICE, AND SCHOLARSHIP POLICY

(Revised January 29, 1999)
(Revision draft August 2005)
(Approved COB Faculty, September 29, 2007)
(Revised April 2012)

While academic preparation, experience, and professional responsibilities form the basis for faculty competence, faculty seeking promotion and tenure must demonstrate achievements in the areas of teaching, service, and scholarship (Texas A&M University -Corpus Christi Policy 2.5.1.1).

TEACHING

Texas A&M University-Corpus Christi places teaching at the apex of its mission. Teaching includes knowledge in the field, quality in teaching, and academic advisement and career counseling. Consistent with its strong commitment to instruction, the university requires that teaching effectiveness count in promotion to all ranks. When teaching comprises at least one-half of the faculty member’s assignment, evidence of teaching effectiveness must count at least one-half of the total possible weight in initial hiring and in consideration for promotion to all ranks. Each college must develop clear and fair process for determining teaching effectiveness which assures that teaching which is done is done well. Student evaluation, peer review, and self-evaluation are recommended avenues for evaluating teaching performance. Teaching activities encompass classroom instruction as well as those professional development activities aimed at making one a better teacher or at enhancing one’s expertise in a teaching subject area.

SERVICE

Service encompasses a variety of professionally related activities through which members of the faculty employ their academic expertise for the benefit of the university, the community, and the profession. Texas A&M University-Corpus Christi places primary emphasis on service to the university in its mission. A faculty member provides service to the university through active participation and leadership in college and university committees, councils, special projects, or duties for which the faculty member is held accountable.

As a comprehensive urban university located on the South Texas coast, TAMU-CC also encourages community service in areas related to coastal and urban issues. It also recognizes the emerging role of the institution in business and industrial development, work force development, and community, educational, and social development. For purposes of evaluation, however, activities must relate to one’s academic field or else be clearly approved by the university.

The university encourages participation and leadership in professional activities and associations. A professional activity may be considered when it does not include peer review. Service of all types may be documented by certificates of recognition, letters of appreciation, official minutes, newsletters, products of projects, and other tangible evidence of service rendered.
SCHOLARSHIP

Fundamental to any definition of scholarship is the expansion and application of knowledge and understanding about the world in which we live. For an endeavor to be considered scholarship, the following criteria must apply:

1. Scholarship involves a product—a more or less tangible result; something that observers can examine. In the case of oral presentations, some material evidence of the event must be provided.

2. Scholarship involves academic peer review of both quality and quantity.

3. Scholarship implies an activity that is non-routine, novel, creative, imaginative, ingenious, or original yet not accidental. Not necessarily all of these but at least some must apply to the outcome or it is not “scholarly”.

Scholarship at Texas A&M University-Corpus Christi consists of three separate, yet interconnected elements: Scholarship of Discovery, Scholarship of Integration and Teaching, and Scholarship of Application.

A. The Scholarship of Discovery. The scholarship of discovery involves the search for new knowledge in the discipline and for a richer understanding of the academic field. Creative achievements in the fine arts are considered enterprises of discovery. Productivity may be documented in the form of scholarly books, articles, oral presentations of research, artistic productions, and performances.

B. Scholarship of Integration and Teaching. The scholarship of integration emphasizes fitting one’s own research – or the research of others – into larger intellectual patterns. It involves making connections across the disciplines, placing the disciplines in a larger context, illuminating data or concepts in a revealing way, and evaluating new pedagogical approaches. In addition to the more traditional forums for scholarship, such as academic writing, productivity may take the form of a textbook, multi-media production, writing that makes one’s field accessible to a wider audience, course-curricular innovations, and interdisciplinary achievements.

C. Scholarship of Application. The scholarship of application brings learning and knowledge to bear upon the solution of practical problems. It flows directly from one’s professional expertise. Encompassing activities that relate directly to the intellectual work of the faculty member, productivity may take the form of publications and presentations derived from consultation, technical assistance, policy analysis, and program evaluation.
IV. STUDENT MANAGEMENT

CLASS ATTENDANCE BY STUDENTS
(Revised January 29, 1999)
(Reviewed by COB Advisory Council, January 5, 2005)
(Approved, COB Faculty, January 10, 2005)
(Reviewed April 2012)

The College adheres to the University’s policy printed in the University Catalog, which states that “students are held responsible for class attendance and are advised that excessive absences may adversely affect their grades. Every instructor should make clear the policy on class attendance at the beginning of each course.” This policy should be stated in the course syllabi.
While the design and administration of appropriate examinations is the professional prerogative of each faculty person, the College of Business offers suggested guidelines for administering examinations. The guidelines are consistent with the College’s mission to engage in “special concern for student learning.”

Examination format should include parts that require students to analyze problems, to organize thoughts, to develop solutions, and to write effectively.

Examinations should be developed, administered, graded, and recorded by the faculty person. Assistance in scoring objective examinations and like materials is an obvious exception to this guideline.

Examination integrity should be assured through appropriate handling procedures.

Examinations for multiple section courses should generally be different enough to discourage student information exchanges.

Evidence of coverage of strategic curriculum topics, such as perspectives (globalization, ethics, etc.) should be reflected in examinations or through some other techniques.

Faculty must adhere to the final exam schedule published in the class schedule booklet for each academic term.
The College of Business is actively involved in helping students obtain internships while they are in school and full-time employment on graduation. Faculty involvement, staff involvement, and University Career Services involvement are key to these efforts.

The faculty play an important role in internship and career placement. Faculty expose students to career knowledge and opportunities by inviting guest speakers to speak in their classes and to student organizations. Faculty also frequently review and comment on students’ resumes and write recommendation letters or serve as references. Job and internship opportunities often become known to faculty through their personal and professional contacts. Faculty communicate these internship and job opportunities to the internship coordinator and the College’s undergraduate and graduate advisors for email distribution to students. Faculty may also announce internship and job opportunities in their classes. Faculty should notify their Department Chairs and the Dean of these placement-related activities.

The staff role in placement efforts is equally important and begins with advising the student to obtain the appropriate coursework, internships, part-time employment, and other resume-building activities that lead to successful placement in the student’s area. College advisors maintain contact and email lists for their students which facilitate the dissemination of job information. College advisors should maintain records of these activities. The College’s internship coordinator works with qualified students to place them in internships appropriate to their career interests and goals.

The College also works closely with University Career Services to ensure students are informed of career opportunities in their business areas. In addition to resume and career counseling and interview scheduling, Career Services provides career fairs, business etiquette events, and graduate school fairs. The College distributes Career Services publicity for these events and helps to assure participation by business students.
**GRADE DISTRIBUTION PROCESS**
(Revised January 29, 1999)
(Revision draft August 2005, September 24, 2007)
(Revision Approved by COB Faculty May 8, 2007)
(Reviewed April 2012)

Although the College makes no attempt to mandate required grade distributions, the process is monitored to ensure the integrity of grades assigned by faculty members within the College.

Each semester the College receives grade distribution data from the University’s administration.

The Department Chairs review the grade distributions of the faculty members and adjunct instructors within their department. Grade distributions that are not within the norm shall be discussed with the appropriate faculty member for explanation.
The College encourages internships for two reasons. They allow students to supplement their course of study in a practical application, and they help forge stronger ties between the College and the business community.

In the first phase of the process, the COB Internship Coordinator finds a suitable match between an interested student that qualifies for an internship and a business that is interested in having that particular intern in their employ. The student must be a business major and have at least a Junior standing and a 3.0 GPA in his/her upper-level courses.

The student must obtain a faculty sponsor. The faculty sponsor will be responsible for giving the student a letter grade at the end of the semester. The Internship Coordinator will assist the student in obtaining a faculty sponsor if necessary. The faculty sponsor will be involved in the subject related to the internship and should work out a semester project, both written and oral, with the intern. The faculty sponsor should send the original or a copy of the written project to the Internship Coordinator at the end of the semester.

The Internship Coordinator will arrange for an interview with the prospective employer. The employer must approve the student before the process is completed. After the student has been approved, he/she must have the internship agreement (available from the Internship Coordinator) signed by the faculty sponsor, the Internship Coordinator, and the degree counselor as well as signing it him/herself. The student will then register for the internship like any other course.

Evaluation forms will be sent to the employer at mid-semester and at semester end by the Internship Coordinator. Copies of the responses will be given to the individual faculty sponsors and should be included in the overall course grade determination. Faculty sponsors are responsible for awarding the final grade.

Graduate students will follow the same process; however, they will register in a directed individual research course because the College has no catalog courses for internships.

The Internship Coordinator will assist eligible students in finding an internship. Individual instructors should send interested students to the Internship Coordinator. Those students who procure their own internship must have such internship approved by the Internship Coordinator.

Graduate and undergraduate students may receive academic credit for internships for a total of three credit hours.
STUDENT GRADE APPEALS PROCESS

(Revised January 29, 1999)
(Revision draft August 2005)
(Approved COB Faculty, September 29, 2007)
(Revised April 2012)

A basic aspect of the teaching-learning process in a university is the evaluation of student performances in a course and the assignment of grades in the class. The professor in the classroom and in conference should encourage free discussion, inquiry, and expression. Student performance, however, should be evaluated solely on an academic basis, and not on opinions or conduct in matters unrelated to academic standards.

Faculty are responsible for outlining the objectives and setting standards for each course, and for making clear the means of evaluation for purposes of grading students. These objectives, standards, and policies should be clearly printed on the course syllabi given to students.

Students are responsible for class attendance, for learning the content of any course of study, and for maintaining standards of academic performance established for each course in which they are enrolled. Students who violate academic integrity and regulations (see current University Catalog) by plagiarism, other academic dishonesty or disruptive behavior will be held accountable by faculty and may have their grades adjusted accordingly.

The University has the duty and corollary disciplinary power to maintain standards of scholarship and conduct for students who attend classes. Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. Therefore, grievance and appeal procedures are established.

A student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal.

The specific steps in the grade appeal process are described in University Rule 13.02.99.C2.
The College of Business is actively involved in helping students obtain internships while they are in school and full-time employment on graduation. Faculty involvement, staff involvement, and University Career Services involvement are key to these efforts.

The faculty play an important role in internship and career placement. Faculty expose students to career knowledge and opportunities by inviting guest speakers to speak in their classes and to student organizations. Faculty also frequently review and comment on students’ resumes and write recommendation letters or serve as references. Job and internship opportunities often become known to faculty through their personal and professional contacts. Faculty communicate these internship and job opportunities to the internship coordinator and the College’s undergraduate and graduate advisors for email distribution to students. Faculty may also announce internship and job opportunities in their classes. Faculty should notify their Department Chairs and the Dean of these placement-related activities.

The staff role in placement efforts is equally important and begins with advising the student to obtain the appropriate coursework, internships, part-time employment, and other resume-building activities that lead to successful placement in the student’s area. College advisors maintain contact and email lists for their students which facilitate the dissemination of job information. College advisors should maintain records of these activities. The College’s internship coordinator works with qualified students to place them in internships appropriate to their career interests and goals.

The College also works closely with University Career Services to ensure students are informed of career opportunities in their business areas. In addition to resume and career counseling and interview scheduling, Career Services provides career fairs, business etiquette events, and graduate school fairs. The College distributes Career Services publicity for these events and helps to assure participation by business students.
The College adheres to the University’s transfer student policy outlined in the College Catalog in the “General Academic Policies and Regulations” section.

Within the College, the process generally begins when the student makes an appointment with one of the College’s Academic Advisors. The student is encouraged to bring any documentation that indicates courses completed (i.e. transcripts).

During the meeting, the Academic Advisor does an informal evaluation of the student’s courses, goes over degree requirements, and answers any other questions the student may have regarding transfer credit and the University. The student is asked to provide some biographical information (address and phone number) and the semester when he/she is expected to transfer.

After the meeting concludes, the Academic Advisor creates a temporary file for the student. Once the student is enrolled, then the file becomes permanent and is transferred to the “Active Students” filing cabinet. If the student did not enroll when expected, the file is kept up to one year before it is destroyed.

Once the student’s file is “active,” an official degree plan is prepared for the student. The student is also notified when the degree plan is ready.

All new transfer students are encouraged to attend an orientation session.

Courses taken at another institution will be considered for transfer into the College of Business at the level at which they were taken. With the possible exception of BLAW 3310 and ORMS 3310, all business courses normally offered by the College of Business at the junior or senior level must be complete at those same levels to be considered for transfer credit. Courses from a junior/community college may not be used to satisfy College of Business junior or senior level courses except for the two courses mentioned above. A grade of C or higher is required in business courses taken at other institutions for transfer into the College of Business.

Students seeking transfer credit must submit course syllabi to their academic advisor if the title and/or content of the course(s) in question is/are unclear or too vague to establish equivalency with course(s) offered by the College of Business. The academic advisor forwards all documents, including the Undergraduate Degree Plan Exceptions Form, to the appropriate Department Chair for review. When warranted, the Department Chair consults with individual faculty members prior to recommending approval or denial of the transfer credit by completing the form referenced above. Lastly, all documentation is forwarded to the Dean or Associate Dean for final approval / denial.
UPPER-DIVISION ENTRY INTO THE COLLEGE PROCESS

(Revised January 29, 1999)
(Revision draft August 2005)
(Approved COB Faculty, September 29, 2007)
(Reviewed April 2012)

The College adheres to the policy detailed under the heading “Upper-Division Entry Into the College of Business” in the Undergraduate University Catalog.

Students who meet University admissions requirements enter the College of Business upon officially declaring their intention to pursue a major offered by the College. Enrollment in 3000/4000 level business/economics courses is generally limited to (1) business/economics majors who have completed at least 60 semester credit hours or (2) non-business majors who have 60 or more semester credit hours and who satisfy the stated prerequisites for the course(s) in question.