

By-Laws

Department of Business Administration

College of Business

University of West Florida

Approved

March 5, 2024

By-Laws

Preamble

The Department of Business Administration endorses the Mission statements of the University and the College of Business.

Issues not covered in these by-laws will be governed by the College of Business by-laws or the Collective Bargaining Agreement. In the event of a contradiction between these by-laws and the Collective Bargaining Agreement, the provisions of the Collective Bargaining Agreement will prevail. If issues arise that are not covered either in the Department or College of Business by-laws or the Collective Bargaining Agreement, the chair will seek advice and input from tenured faculty members in the Department.

I. Department Faculty Meetings

The Chair, or a designee of the Chair, shall preside in all meetings of the Department faculty as a whole. Department faculty meetings shall be conducted as follows:

- a. The Department faculty shall meet at least once in the fall or spring semesters to conduct the business of the department. Meetings may include presentation of assessment results, discussion of assessment results, making recommendations based on assessment results, presentation of recruitment results, and other items as deemed necessary by the chair. Except as noted in subsection (c), in this section, all meetings are to be called with at least five working days' notice. The requirement for five days' notice may be waived if the purpose of such meeting is informational only and no other action is required.
- b. The Office Administrator of the Department of Business Administration, or designee thereof, shall be responsible for taking minutes and keeping a permanent record of Department faculty meetings. The Office Administrator is responsible for keeping and distributing the minutes as required by these by-laws. The minutes are to be distributed to the members of the faculty within ten working days of the meeting for which the minutes were taken.
- c. The Chair shall convene special meetings of the Department faculty upon petition of at least 25% of the voting faculty as defined in sub-section (e) in this section or when deemed necessary by the College of Business Council or the Dean.
- d. A quorum is defined as 50% of the voting members of the Department for all matters other than as specified next. For annual evaluation standards, tenure and promotion standards, post-tenure review standards, and on matters pertaining to changes in the by-laws, a quorum shall be two-thirds of the voting members of the Department.

- e. “Voting members” on departmental matters is defined as full-time tenured faculty, full-time tenure track faculty, faculty on phased retirement, full-time instructors, and full-time non-tenure track faculty. The definition of voting members excludes people with visiting appointments, adjuncts, and non-teaching advisors. The Chair is a voting member of the faculty. This definition of voting members applies throughout these by-laws with the exception of matters concerning annual evaluation standards, tenure and promotion standards, post-tenure review standards, and changes to the department by-laws, which is covered in subsection (f) below.
- f. Voting members of the faculty on annual evaluation standards, tenure and promotion standards, post-tenure review standards, and on matters pertaining to changes to the by-laws is defined as full-time tenured and tenure track faculty, including faculty on phased retirement. The Chair is a voting member of the faculty.
- g. Proxies should be submitted to the Chair, via email, prior to or at the beginning of the meeting. The proxy must designate the procurator. Such proxies will be counted as present for purposes of determining a quorum.
- h. Voting on all matters requires a simple majority of those present for passage with the exception of annual evaluation standards, tenure and promotion standards, post-tenure review standards, and on matters pertaining to changes to the by-laws, when a super majority, defined as two thirds of the eligible voting members of the department [as defined in I(f). above], is required. Voting by electronic ballot is acceptable.
- i. Proposed motions affecting the educational policy of the Department must be submitted in writing to the Chair at least five working days prior to the meeting at which these motions are to be made, with electronic or paper copies distributed to faculty members at least five working days in advance of the meeting.
- j. The Chair shall prepare and distribute an agenda for the meeting. Any items that the faculty desire to have included on the agenda should be communicated to the Chair prior to the meeting.

II. Office Space

Occasionally, the Department may move from one building to another, a building may be modified, or there may be a change in personnel within the department through new hires, retirements, etc. Available office space will be allocated to faculty desiring available space on the basis of seniority and length of service at UWF. For example, a full professor who has 25 years of service at UWF will have priority over a full professor who has been aboard only 15 years. Full professors will have first choice on available office space, associate professors second choice, assistant professors third choice, and instructors fourth choice. Available office space for visiting faculty and adjuncts will be assigned by the Chair.

III. Midpoint Review

The Department will provide a midpoint review of tenure-track faculty as required by University Tenure, Promotion, and Evaluation Guidelines.

IV. Annual Evaluation Guidelines

The Department has an approved set of guidelines for annual evaluation of faculty. This set of guidelines is incorporated by reference into this document (and presented below) but is not changed by this document. Changes to the annual evaluation guidelines shall be made following the procedures for amendments to the Department by-laws.

Department of Business Administration College of Business, UWF Annual Evaluation Standards

Categories of Performance

The department uses the following adjectives in its annual evaluations: **exceeds expectations, meets expectations, does not meet expectations, and unsatisfactory**. The department defines these levels of performance as follows:

Exceeds Expectations: Exceeds department standards in quantity or quality.

Meets Expectations: Meets department standards.

Does Not Meet Expectations: Does not meet department standards.

Unsatisfactory: Disregard of or failure to comply with a remediation plan developed to address failure to meet department standards or performance involving incompetence or misconduct as defined in the collective bargaining agreement and applicable university regulations and policies.

Note: The standards for tenure/promotion are in a different document. If interested please consult those standards.

The guidelines below reflect departmental expectations on these standards.

A] Guidelines for Evaluation of Teaching

Teaching is a very complex process and has many components/facets. Evaluating teaching is inherently a subjective and complex process. An evaluation of teaching should be a decision made by the chair based on factors such as:

1. Performance of essential functions of teaching (Conducts classes, grades, prepares tests, turns in grades, keeps posted office hours, and returns work in a timely fashion. Behaves professionally toward students and provides support to students who seek such support.)
2. Effectiveness as teacher (content, process, quality of handouts, assignments and tests, processes to improve student learning, effectiveness in imparting knowledge/skills)
3. Meets departmental standards for course
4. Activities related to supporting departmental teaching needs (e.g. number of preps, new classes taught, level of courses taught, and overload teaching assignments)
5. Contribution to assessment needs of the department
6. Other major teaching related issues

The following sources of information will be used as needed:

- Syllabus and other course documents
- Student Assessment of Instruction (required)
- Teaching awards
- Student recognition resulting from teaching activities
- Evidence of effort to improve student learning
- Peer or Chair's evaluation of teaching
- Documented interest in teaching/learning
- Online course evaluation provided by external evaluator (e.g., peer university faculty member evaluation or professional organization evaluation, such as Quality Matters)
- Discussion with faculty being evaluated and other faculty subject to the constraints of the Collective Bargaining Agreement
- Information from students subject to constraints of Collective Bargaining Agreement.
- Presentation or attendance at teaching related workshops
- Pedagogical publications
- Case study publications
- Student publications (with faculty)
- Tests/assignments and handouts as required
- Paid or pro bono consulting when such consulting maintains currency in the field; the faculty member must document knowledge or skill improvements
- Other appropriate sources of information subject to constraints of Collective Bargaining Agreement.

Teaching Expectations

Evaluation ratings for teaching will be based on both quantitative and qualitative factors. A base quantitative score will be used and will be measured using the two "Overall" measures of the UWF Student Assessment of Instruction form. These two ratings are "Overall assessment of course organization" and "Overall assessment of instructor." The percentage of students in all in-load courses (overload and summer courses optional) who rate the instructor as "Excellent" or "Very good" on the "Overall assessment of course organization" will be added to the percentage of students who rate the instructor as "Excellent" or "Very good" on the

“Overall assessment of instructor.” This sum will be averaged to compute the quantitative score and will provide a base teaching score as aligned with the following table:

Evaluation Ratings	Translation into Student Evaluation from Scores
<i>Exceeds Expectations</i>	50% and above
<i>Meets Expectations</i>	30%-49.9%
<i>Does Not Meet Expectations</i>	10%-29.9%
<i>Unsatisfactory</i>	Below 10%

In addition, the Student Assessment of Instruction ratings will also be increased based on the following factors*:

More than 2 preps in one semester	Increase of 5% points
Teaching course(s) requiring assessment	Increase of 5% points
New course prep, content, or delivery	Increase of 5% points
Use of High Impact Practices	Increase of 5% points
Pedagogy or Cases Study Publication	Increase of 5% points
Self-created graded items	Increase of 5% points
Course improvement based on student feedback	Increase of 5% points
Teaching Development Activities	Increase of 5% points
Student Publication (with Faculty member)	Increase of 5% points
Course Prep With Less Than Two Weeks Notice	Increase of 5% points
Other – Documented by faculty member for chair evaluation	Increase of 5% points

*Activities will be categorized by faculty member and each individual activity can only be counted once

Significant efforts to improve teaching should be recognized even if the students do not recognize them.

Examples of performance for the different ratings are shown below. These are examples only. Equivalent performance will receive similar ratings. The Chair will consider the quality of performance to make judgments about equivalence.

B] Guidelines for Evaluation of Scholarly and Creative Activities

The Department values a variety of Scholarly and Creative Activities. Such activities may be academic, professional, or pedagogical in nature. Items must have final acceptance before the end of the three-year rolling evaluation period. Conference presentations must have been completed to be considered. The faculty member is responsible for providing evidence of the journal's academic quality. All items must be relevant to the teaching fields of the faculty member.

A list of activities that may be considered is provided below. Other activities may also be considered if the faculty member establishes that they are meritorious and relevant.

1. Publications in peer reviewed journals, editorially reviewed journals, conference proceedings
2. Publications of text books/books/handbooks/book chapters
3. Presentations at academic/professional conferences
4. Publications of computer simulations/software
5. Publications of instructional support materials such as instructor's guide/student study guide
6. Publications of business cases published in a case book/text book/book
7. Grant proposals receiving funding from external agencies
8. Publications of book reviews; presentations at college level research seminars

Note 1: In order to be considered for a performance rating of "Exceeds Expectations" in this area, it is the responsibility of the faculty member to provide documentation to establish the academic quality of any peer-reviewed journal. If there are any charges, such as page charges, incurred in order to publish in a journal, the faculty member should be particularly cognizant of the necessity to document the journal's academic quality.

Note 2: Guidelines are for annual evaluations only. Promotion and tenure expectations are contained in a separate document.

Guidelines for Evaluating the Quality of Intellectual Contributions

These guidelines establish criteria for ensuring that the scholarly and creative activities approved within the department's bylaws meet a standard of quality consistent with the College's mission while guarding against publishing in predatory journals.

To meet the department's quality standards, scholarly and creative activities should meet four tests:

1. Exist in public written form, and
2. Research relevant to the faculty member's expertise, and
3. Consistent with the mission of the College of Business, and
4. Have been subject to scrutiny by academic peers or practitioners prior to publication
 - a. For journal publications, this scrutiny can be justified by the journal meeting one or more of the following criteria:
 - i. A well-regarded^[i] editor with information about institutional affiliation and contact procedures
 - ii. A recognized professional submission system
 - iii. A well-regarded journal, university, and/or professional society publisher
 - iv. Journal has a professional archive system
 - v. Journal provides a reasonable review period
 - vi. Documentation demonstrating the journal is listed on a well-regarded journal quality index, such as:
 1. Australian Business Deans Council Journal Quality List
 2. Chartered Association of Business Schools Academic Journal Guide
 3. Clarivate Journal Citation Reports
 4. Cabells' Journalytics with a documented peer-review process
 5. Scimago Journal and Country Rank
 6. Eigenfactor Journal Ranking
 - b. For books, textbooks, instructional guides, cases, software, editorially reviewed publications, and all other acceptable forms of scholarly and creative activities (as defined by the department's bylaws), additional sources of scrutiny can be used to assess quality, such as:
 - i. A well-regarded editorial board or list of reviewers
 - ii. A well-regarded publisher, university, government agency, research lab, and/or professional society
 - iii. The chair's discretion

Deceptive, fraudulent, and/or predatory journals^[ii,iii] do not meet the department's quality standards. Some red flags for these types of journals include things such as:

1. The journal does not have an editor or editor contact information
2. The review period for the journal is excessively short
3. Be wary of journals requiring a charge for submission and/or publication
4. Other red flags as specified in the 2020 Guiding Principles and Standards for Business Accreditation

Research Expectations

Examples of performance for different ratings are shown below. These are examples only. Equivalent performance will receive similar ratings. The chair will consider quality and quantity of performance to make judgment decisions about equivalence.

Expectations are for a cumulative output over the most recent three-year period.

Exceeds Expectations

Publication of one peer reviewed journal article AND one item from LIST 1 given below:

Meets Expectations

One item from LIST 1 given below:

Does Not Meets Expectations

Made two conference presentations without proceedings:

Unsatisfactory

No research activity.

LIST1:

Published one chapter in a research book, handbook, or case book

Note:

- Published a book, an edited book, or a case book
- Published a textbook, instructor's guide, or student study guide
- Published an editorially reviewed article or two book reviews
- Made four presentations at refereed conferences
- Received funding from an external agency for grant proposal
- Published computer simulation/software related to pedagogy/research

Normally, in order to achieve the rating of “Exceeds Expectations” in ‘Scholarly and Creative activities,’ a faculty member must:

[a] be ‘Academically Qualified’ [AQ] as defined in the COB’s policy for academic qualifications; AND

[b] in the last three (3) years have published at least one peer reviewed journal article.

C] Guidelines for the Evaluation of Service

The Department values a variety of service activities. Such activities include service to the Department, the College, the University, the profession, and the community. A list is presented below to provide ideas about what constitutes service. This list is indicative, not exhaustive. All items must be relevant to the teaching fields and/or academic disciplines of the faculty member.

- a. University service may include but is not limited to: member/chair of a University Committee; member of Faculty Senate and its sub-committees; UFF; advisory services to University-recognized campus groups.
- b. Service to the College of Business may include but is not limited to: College Marshall or Assistant Marshall; member/chair of College committees; member/chair of the College of Business Council; member/chair of College Task Force.
- c. Service to the Department may include but is not limited to: member/chair of search committee for faculty or staff; Departmental coordinator for library acquisitions; ad hoc committees; faculty representative for Open House.
- d. Service to the Profession may include but is not limited to: member of professional organization board; member of a professional organization committee; editor/associate editor of a journal; member of an editorial board; reviewer for journals/conferences; conference program chair; conference organizer; conference proceedings editor; session chair, facilitator, or discussant; textbook reviewer.
- e. Service to the Community may include but is not limited to: service to recognized not-for-profit organizations using professional expertise of the faculty member; service to boards or committees of community organizations using the professional expertise of the faculty member; paid or pro bono consulting when such consulting maintains currency in the field and/or benefits students.

Note 1: Membership alone does not constitute service; substantive participation is required.

Note 2: Some activities will count more than others. For example, service on the Faculty Senate will count significantly more than service on a committee that meets twice a year. Being a chair of a committee will count more than being a member of a committee.

Note 3: Untenured faculty members will be expected to bear less of a service load than tenured faculty members for the same rating.

Service Expectations

Examples of performance levels for the different ratings are shown below. Please note that these are examples only. Equivalent performance will receive similar ratings. These examples are relevant to tenured faculty members. The Chair will consider quality and quantity of performance to make judgment decisions about equivalence.

Exceeds Expectations

The faculty member provided a wide range of service, such as serving on University/College/Department/professional organization/community organization committees or task forces, or equivalent.

Meets Expectations

The faculty member provided service, such as serving on University/College/Department/professional organization/community organization committees or task forces, or equivalent.

Does Not Meet Expectations

The faculty member provided minor service, such as serving on University/College/Department/professional organization/community organization committees or task forces, or equivalent; there are indications that the faculty member wants to avoid service responsibilities.

Unsatisfactory

The faculty member has engaged in no activity in this area;

Tenure and Promotion Standards

The Department has an approved set of standards for tenure and promotion reviews. These standards subsume the standards for post-tenure review. This set of standards is incorporated by reference into this document (and listed below) but not changed by this document. Changes to the tenure and promotion standards or post-tenure review standards shall follow the procedures for amendments to the Department by-laws.

NOTE: The University of West Florida adheres to Florida Board of Governors' Regulation 10.003, as well as Article 11 of the Collective Bargaining Agreement, in all matters relating to post-tenure review.

Minimum Expectations for Promotion and Tenure in the Department of Business Administration

The Department of Business Administration affirms the University and College of Business criteria, including that a candidate for tenure and/or promotion should demonstrate competence in the areas of teaching, scholarly and creative activities, and service. The faculty of the department recognizes that teaching (our primary mission) must be supported by scholarly and creative activities and service. These three endeavors are interdependent and the quality of performance in teaching and service is shaped to a large degree by the scholarly and creative activities of our faculty.

Candidates for tenure and/or promotion must meet the University requirements for tenure and/or promotion. These requirements are listed on the University's Academic Affairs website [<http://uwf.edu/academic/facultyresources/pte/pte.cfm>].

Additionally, the College of Business requires that a candidate for tenure/promotion must be Academically Qualified (AQ) as defined by the College's Policy on Academic Qualifications at the time the application is submitted and, in addition, must demonstrate a consistent record of scholarly activities. The record of scholarship must include publications in peer reviewed journals as well as other intellectual contributions as defined by the departmental standards for tenure, promotion, and annual evaluations which may be higher than the minimum requirements.

In addition, the candidate must meet the department standards described below. Meeting department standards makes the candidate eligible to apply for tenure and/or promotion but does not guarantee any specific outcome. These outcomes are influenced by the quality of intellectual and departmental contributions as evaluated by department, college, and university peers.

TENURE

The Department of Business Administration expectations for tenure are as follows:

Demonstrated Excellence in Teaching:

The University of West Florida is primarily a teaching institution, and therefore demonstrated excellence in teaching is a primary expectation for grant of tenure.

Candidates are required to provide evidence of excellence in performance as a teacher and evidence of teaching ability. Evidence of excellent teaching performance may include student evaluations, details of teaching awards, and cumulative professional judgments of the Department Chair. Evidence of teaching ability may be provided in the form of a teaching portfolio that includes information about course content, teaching philosophy, professional development efforts in the area of teaching, use of technology, and efforts to improve student learning.

Demonstrated Potential for Scholarly and Creative Activities:

For Assistant Professors, and for post-tenure review: A minimum of three peer reviewed journal articles since appointment to UWF is required for tenure.

- A maximum of one of these articles may be substituted by equivalent publications as detailed later in this document.

For Associate Professors: A minimum of five peer reviewed journal articles is required for tenure.

- A maximum of two of these articles may be substituted by equivalent publications as detailed later in this document, but at most one may be substituted by equivalent publications listed under Proceedings Equivalents for Journal Articles.
- At least three must be published subsequent to appointment at UWF. A maximum of two of these articles may be substituted by equivalent publications as detailed later in this document, but at most one may be substituted by equivalent publications listed under Proceedings Equivalents for Journal Articles.

For Full Professors: A minimum of ten peer reviewed journal articles is required for tenure.

- A maximum of five of these articles may be substituted by equivalent publications as detailed later in this document but at most two may be substituted by equivalent publications listed under Proceedings Equivalents for Journal Articles.

- At least three must be published subsequent to appointment at UWF. A maximum of two of these articles may be substituted by equivalent publications as detailed later in this document, but at most one may be substituted by equivalent publications listed under Proceedings Equivalents for Journal Articles.

Demonstrated Potential for Service:

Candidates must provide evidence of willingness and ability to perform internal and/ or external service.

PROMOTION TO ASSOCIATE PROFESSOR

The Department of Business Administration expectations for this promotion are as follows:

Demonstrated Excellence in Teaching:

Evidence of excellent teaching performance may include student evaluations, details of teaching awards, and cumulative professional judgments of the Department Chair.

Candidates may also provide evidence of efforts to improve student learning, details of teaching innovations, and details of faculty development efforts to improve their teaching.

Demonstrated Record of Scholarly and Creative Activities:

A minimum of five peer reviewed journal articles is required for this promotion.

- A maximum of two of these articles may be substituted by equivalent publications as detailed later in this document, but at most one may be substituted by equivalent publications listed under Proceedings Equivalents for Journal Articles.
- At least three must be published subsequent to appointment at UWF. A maximum of two of these articles may be substituted by equivalent publications as detailed later in this document, but at most one may be substituted by equivalent publications listed under Proceedings Equivalents for Journal Articles.

Demonstrated Record of Service:

Candidates must provide evidence of internal and external service.

PROMOTION TO FULL PROFESSOR

The Department of Business Administration expectations for this promotion are as follows.

Demonstrated Continued Excellence in Teaching:

Evidence of continued excellent teaching performance may include student evaluations, details of teaching awards, and cumulative professional judgments of the Department Chair. Candidates may also provide evidence of efforts to improve student learning, details of teaching innovations, and details of faculty development efforts to improve their teaching.

Demonstrated Strong Record of Scholarly and Creative Activities:

A minimum of ten peer reviewed journal articles is required for this promotion.

- A maximum of four of these articles may be substituted by equivalent publications as detailed later in this document but at most two may be substituted by equivalent publications listed under Proceedings Equivalents for Journal Articles.
- At least three journal articles must be published subsequent to appointment/promotion to Associate Professor at UWF. A maximum of one of the three published subsequent to appointment/promotion may be substituted by equivalent publications as detailed later in this document.

Demonstrated Record of Strong Service:

Candidates must provide evidence of strong internal and external service.

Demonstration of external recognition outside the university

Candidates must submit evidence of either (1) external recognition of scholarly activity or (2) substantive service to an external organization related to their field.

DEFINITIONS FOR SCHOLARLY AND CREATIVE ACTIVITIES:

Scholarly and Creative Activities may be demonstrated in a variety of ways. This may include publications in peer reviewed journals (academic, professional or pedagogical), publications of book chapters or cases, publications of text books, publications in proceedings of conferences, and paper presentations at conferences.

Equivalents for a peer reviewed journal article:

- A. Book chapters published in a nationally distributed text book, accepted and used at an institution other than UWF.

- B. Book chapters published in a nationally distributed book intended for academic or practitioner audiences published by a reputable publisher and available through commercial outlets.
- C. Computer simulations/software published nationally and accepted and used by an institution other than UWF.
- D. Instructor's Guide, or Student Study guide, used in connection with a nationally distributed text book accepted and used by an institution other than UWF.
- E. Business cases published in a case book or text book, accepted and used at an institution other than UWF.
- F. A text book that is used as the primary text in a regular course taught in a related discipline at an institution other than UWF.

PROCEEDINGS EQUIVALENTS FOR JOURNAL ARTICLES:

1. Three papers presented at National/International conferences and published in peer reviewed proceedings.

For Proceedings that differentiate between levels of publication, such as Full Papers, Condensed Papers and Abstracts, Condensed Papers will be treated as Regional Proceedings and Abstracts will not count.

2. Six papers presented at Regional conferences and published in peer reviewed proceedings.
3. Some conferences in our disciplines have exceptional standards and will be treated as follows:
 - a. Academy of Management - Proceedings count as a journal article.
Two papers accepted as presentations count as a journal article.
 - b. ICIS - Proceedings count as a journal article.
 - c. Southern Management Association - Counts as a national proceedings - three papers counts as a journal article.

PROMOTION TO SENIOR INSTRUCTOR OR SENIOR LECTURER

The UWF guidelines for promotion to the ranks of Senior Instructor and Senior Lecturer state that UWF departments should develop departmental criteria for promotion to the ranks of Senior Lecturer and Senior Instructor in addition to the minimum University criteria for promotion to these positions. The Department of Business Administration requires that

successful candidates for promotion to the ranks of Senior Instructor or Senior Lecturer meet **at least one** of the following departmental criteria:

1. The candidate has an established record of annual evaluation ratings where a majority of the ratings (inclusive of all Dean and Chair annual ratings) are at the level of “Meets Expectations or above.” This level of evaluation is an enhancement of the University standard for promotion.
2. The candidate has an established and documented record of incorporating high impact practices into their teaching and service. The University provides examples of the types of practices that qualify as HIPs here: <https://uwf.edu/academic-engagement-and-student-affairs/departments/career-development-and-community-engagement/students-and-alumni/gain-relevant-experience/high-impact-practices/>. This list should not be seen as an exhaustive list of HIPs. However, the scope and spirit of the activities identified by the University should guide an understanding of what constitutes a HIP.
3. The candidate has an established and documented record of service that may extend service initiatives and impacts beyond the Department and College level to initiatives that impact the University, community, and/or the faculty member’s academic and scholarly discipline(s). The department extends the annual evaluation guidelines’ service activity examples in the Department of Business Administration bylaws to the eligible service activities for promotion review to the ranks of Senior Instructor or Senior Lecturer.
4. The candidate has documented an established record of career advising for students both within and outside of the College of Business. Documentation may take the form of acknowledgements from students or former students as well as any other form of documentation that the candidate can provide.
5. The candidate has an established and documented record of administrative work at the “Meets” or above level at UWF (in addition to the candidate’s teaching and service expectations). These administrative activities may be in a formalized role such as Coordinator, Director, or Assistant/Associate Chair, or in another recognized administrative role that emphasizes the oversight, direction/coordination, and/or mentorship of faculty peers or students. These types of administrative duties should be reflected in the candidate’s work assignments and annual evaluations during some or all of the pre-promotion window of employment. These activities should contribute to the functional success of the Department, College, and/or University.

A candidate for promotion to the ranks of Senior Instructor or Senior Lecturer in the Department of Business Administration should clearly document evidence for these Departmental Criteria in the candidate’s application for promotion to the ranks of Senior Instructor or Senior Lecturer. These criteria are consistent with College bylaws.

V. Tenure Track Faculty Mentoring Policy

The Department has an approved policy for mentoring tenure track faculty. This policy is incorporated by reference into this document (and listed below) but not changed by this document. Changes to the tenure track faculty mentoring policy shall follow the procedure for amendments to the Department by-laws.

Pre-Tenure Faculty Mentoring Program April 10, 2015

I. Matching process

- A required meeting of departmental faculty will be held very early in each academic year. The meeting need not take place in the first week of the Fall semester, but it will be early in the semester. Different formats are possible for this meeting.
- One option is for each faculty member offer a brief (10 minutes at most) presentation of research interests, teaching interests and involvements, and service commitments.
- A second option is a series of quick dyadic discussions in which pre-tenure and post-tenure dyads have a short period of time (e.g. 5 or 10 minutes) to identify and discuss mutual interests. Partners will change after the time period has elapsed.
- Other options can be identified and used at the discretion of the Department Chair.
- At the conclusion of this meeting, each pre-tenure faculty member will submit to the Department Chair the names of three tenured faculty members with whom he or she would like to be paired. If the pre-tenure faculty member does not wish to engage in a developmental relationship, then he or she will simply submit a statement to that effect.
- If there are fewer than four pre-tenure faculty members, then the tenured faculty need not submit names. However, if there are four or more pre-tenure faculty members, each tenured faculty member will submit to the Department Chair the names of three pre-tenure faculty members with whom he or she would like to be paired.
- A tenured faculty member must agree to mentor at least one pre-tenure faculty member unless there are compelling reasons that he or she cannot. The Department Chair will determine whether or not a reason is “compelling.”
- The Department Chair will identify the pairs and notify each member of each mentoring dyad.
- There will be a one or two year “opt out” option offered for faculty who have just applied for and been awarded tenure. The option does not have to be exercised, but it would be available to the faculty member who has just surmounted the tenure hurdle.

II. Relationship process.

- The dyads are required to meet three times during each regular (Fall and Spring) semester. Dyads may choose to meet more frequently.
- A list of topics to be discussed with a general “ordering” of the topics will be given to each party. That is, tenured faculty will be given a list of issues that should be probed with the pre-tenure faculty member and pre-tenure faculty will be given a list of issues that might be of concern. The discussions that will take place are not limited to the topics included; however, the dyads may need a “starting point” and these lists offer one.
- The lists should be updated regularly. Updates may occur annually, if desired.
- The scheduled discussions between tenured and pre-tenure faculty members must remain confidential unless there are compelling reasons (e.g., legal or health and safety) to disclose the information in whole or in part.
- At the end of the semester, each party will submit to the Department Chair a summary of the meetings that took place that semester. The summary will include the date when the meetings took place, the approximate duration, and a very brief summary of the topics discussed (not the discussions themselves). The tenured faculty member will indicate any concerns that he or she has with regard to the potential for tenure for the pre-tenure faculty member as well as opportunities for others to capitalize on resources that the pre-tenure faculty member can offer. The pre-tenure faculty member will communicate what actions or advice on the part of the tenured faculty member were particularly helpful and any concerns that the pre-tenure faculty member has about the support received.

III. Duration

- The pairings will be formalized for one academic year only. The matching process will be enacted at the beginning of each academic year and the assignments may either be re-affirmed or changed. The Department Chair, who is responsible for such assignments, need not provide any reasons for continuation or change in assignment.
- Faculty members will participate in the required meeting at the beginning of each academic year.
- Once a faculty member has applied for and been awarded tenure, there will be a two-year period during which he or she may opt out of serving as a mentor. The faculty member will exercise this option by submitting a statement to the Department Chair indicating the desire to opt out after the beginning of year meeting.
- All pre-tenure faculty members who wish to participate will be matched with a mentor. However, not all tenured faculty members will necessarily be matched, depending on the number of pre-tenure and tenured faculty members.

- Tenured faculty will not be required to take on more than one pre-tenure faculty member but may choose to do so at his or her discretion.
- Unless the tenured faculty member has exercised the option to opt out of the program under the circumstances noted previously, a tenured faculty member may not refuse to serve as a mentor, if selected by a pre-tenure faculty member, unless there are compelling reasons, as determined by the Department Chair.

VI. Summer Teaching Assignment Policy

The Department has an approved summer teaching assignment policy. This policy is incorporated by reference into this document (and listed below) but not changed by this document. Summer teaching assignments will be allocated based on this policy. Changes to the summer teaching assignment policy shall follow the procedures for amendments to the Department by-laws.

Summer Teaching Assignment Policy September 6, 2019

The following policy refers to summer teaching assignment for full-time Business Administration faculty with the rank of instructor, assistant professor, associate professor or professor (regular faculty, hereinafter). The Department Chair in consultation with faculty will determine which courses (including the number, timeframe, and format of course sections) can be offered for summer sessions. Such determination will be made based on identifying students' needs for timely completion of degree requirements, and reviewing minimum enrollment requirements and budgetary constraints as specified by the Dean of the College. Further, the courses offered during the summer will be taught by faculty qualified and competent in the subject area, and able to teach the course in the required format (face-to-face, hybrid, or online).

Procedure

1. Every year, regular faculty who desire to teach one or two courses during the summer should express this desire in writing to the department chair when requested. Failure to submit a request for summer teaching by the specified due date will remove the faculty member's name from the list of candidates for summer teaching for that year. While the number, subject, title, timeframe, or format of desired courses may be requested by the faculty member, the final arbiter of course assignments is the Department Chair.
2. If it is determined by the Department Chair that a sufficient number of summer positions are available, a first-come assignment will be made to all regular faculty requesting a summer assignment. If the number of regular faculty requesting to teach in

the summer exceeds the number of positions available, the following order of priority will be applicable for assigning the first course:

- 2.1. academic rank,
- 2.2. time in that rank with the University,
- 2.3. length of service as full-time faculty with the University, and
- 2.4. eligibility to meet the College of Business faculty qualification requirements for maintaining AACSB accreditation,

3. Second-course assignments will be considered only after all members of regular faculty requesting to teach in the summer have been awarded a one-course assignment. The following priority rules will be applicable for assigning the second course, if there are any positions available, to regular faculty requesting a two-course teaching assignment:

- 3.1. tenure,
- 3.2. academic rank,
- 3.3. time in that rank with the University,
- 3.4. length of service with the University, and
- 3.5. eligibility to meet the College of Business faculty qualification requirements for maintaining AACSB accreditation.

4. All requests for teaching assignments from regular faculty will be met, provided that reasonable academic competency can be established, prior to extending offers to part-time faculty (including faculty on phased retirement) or adjunct faculty. That is, all regular faculty desiring to teach two courses must be accommodated prior to offering one-course assignments to part-time or adjunct faculty.

5. The Department Chair will determine which courses will need to be taught on an overload basis during summer sessions, and subsequently approach faculty with proper qualifications. Assignment of overload courses taught for the MBA or other programs does not fall under this policy. Hence, regular faculty may decline to teach overload courses without any consequences. Also, if the unlikely situation would occur where two faculty members desiring to teach either a first or second course had the same credentials, then the decision will be that of the Department Chair.

6. If a faculty member is scheduled to teach a class which is dropped for attendance or other reasons, the final course schedule will be changed so that it is in line with the guidelines of this policy, not the initial assignments of courses.

7. Since the summer teaching policy is designed to preserve both program quality and assignment equity, any problems that cannot be resolved by direct negotiation among the affected parties will be brought before the full department faculty for consideration.

Adoption

These by-laws shall go into effect upon adoption by two thirds of the faculty eligible to vote on by-laws [see section I(f)].

Amendments

Amendments to these by-laws can be proposed by a faculty committee or by an individual faculty member, including the Department Chair. Amendments shall go into effect upon adoption by two-thirds of the faculty eligible to vote on by-laws [see section I(f)].

ⁱ 2020 Guiding Principles and Standards for Business Accreditation, Updated July 1, 2022. Association to Advance Collegiate Schools of Business (AACSB). Retrieved from <https://www.aacsb.edu/educators/accreditation/business-accreditation/aacsb-business-accreditation-standards>. Accessed September 1, 2022 and Grudniewicz, Agnes et al., "Predatory journals: no definition, no defence." *Nature* (2019, December 11). Retrieved from <https://www.nature.com/articles/d41586-019-03759-y> and <https://libguides.uwf.edu/ScholarlyCommunication/evalOAjournals>. Accessed September 1, 2022

ⁱⁱ 2020 Guiding Principles and Standards for Business Accreditation and "Predatory journals: no definition, no defence"

ⁱⁱⁱ "Scholarly Communication: Predatory Journals & Publishers." LibGuides. Accessed September 28, 2022. Retrieved from <https://libguides.uwf.edu/ScholarlyCommunication/evalOAjournals>.