TRUMAN
STATE UNIVERSITY

School of Business Faculty Handbook

EARNED EXCELLENCE

AACSB ACCREDITED
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THE BEST BUSINESS SCHOOLS IN THE WORLD
THE BEST ACCOUNTING PROGRAMS IN THE WORLD

Last Revised: July, 2009

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School of Business
Mission Statement

The School of Business graduates prospective leaders who are ethical, broadly educated problem-solvers, effective team players, clear writers, and articulate speakers.

We cultivate a community of learners by emphasizing:

- A rigorous, broad academic experience.
- Effective communication skills.
- Highly selective admission of students primarily from the Midwest.
- Teaching, while valuing applied and instructional scholarship and service.

School of Business
Code of Conduct

To promote the highest standards of citizenship and scholarship, students, faculty, administrators, and staff of the School of Business are expected to take full responsibility for their conduct and integrity in all their interactions both academic and social.

Information and procedures about specific guidelines and policies are enumerated in the Truman State University Student Conduct Code, Student Handbook, Faculty Handbook, and the official document on University policies titled *By-Laws and Policies of the Board of Governors*. These policies preserve the rights of individuals and define obligations to the community that establish the high standards necessary to fulfill Truman's mission as an institution of higher learning.

Reviewed by the Board of Advisors on November 14, 2003.
Reviewed by the Business Student Executive Council during fall semester 2003
Approved by School Personnel, January 14, 2004

School of Business
Student Code of Ethics

We, the students of Truman State University School of Business, are a proud community with a long tradition. We pledge to honor that tradition and ourselves by academic and professional conduct that conforms to the highest standards of integrity.

<u>HONESTY:</u>

- We pledge to deal truthfully and fairly with others and abide by the University and School policies on academic conduct.

<u>RESPECT:</u>

- We pledge to respect the diverse perspectives and accomplishments of others because personal and cultural variations among people enrich us and society.
- We pledge to respect and care for our facilities and surroundings

<u>INTEGRITY:</u>

- We pledge to act with integrity and avoid situations that would encourage unethical behaviors.

PROFESSIONALISM:

- We pledge always to strive for continuous improvement in our personal, academic, and professional performance.

- We expect each student, faculty member, and administrator of the University and School consistently to demonstrate a commitment to continuous improvement. Our bond as students of the School of Business of Truman State University will last throughout our lives. We pledge to support the Truman business programs now and in the future by remaining connected, supporting future students, and visiting campus whenever possible to share our experiences and to inspire future graduates.

FACULTY APPOINTMENT AND CLASSIFICATION

The University Hiring Process

I. Advertising the Position Description

- The position description should be created in consultation with faculty and the Dean.
- The advertising plan position description is a part of the **Faculty/Staff Personnel Request** form.
- The advertising position description should include the follow elements:

A. Title: the position title and terms of appointment.
B. Responsibilities: the anticipated duties of the position.
C. Qualifications: use bulleted lists describing the required and preferred qualifications.

The required qualifications <u>must</u> include:

- Minimum degree requirements (Standard language should include that all candidates will have the required degree in hand when the contract starts unless otherwise approved.)
- Evidence of Communication Skills (effective, excellent, etc.)
- Evidence of Scholarly Activity
- Teaching Effectiveness (evidence of or the ability to demonstrate the potential for)
- Preparation or experience related to the responsibilities of the position
- Preparation or experience related to the responsibilities of the position. *(The bullet can be moved to the preferred qualifications in consultation with the Associate Provost overseeing for hiring.)*

The preferred qualifications <u>should</u> include:

- Terminal Higher degrees
- Preparation or experience related to the responsibilities of the position *(These qualifications can be moved to the preferred qualifications in consultation with the Associate Provost overseeing hiring.)*

a. Where possible, Truman should be described as

A vibrant community of teacher-scholars involved with a highly selective student body, Truman is a residential university providing its 5,800 students with broad liberal arts experiences and study-in-depth in 47 undergraduate majors and six graduate programs. Truman is nationally recognized for the quality of educational opportunities which it offers to students and for its leadership in the assessment of student learning and continuous improvement. Truman, designated as Missouri's public liberal arts and sciences university, is: recognized by U.S. News & World Report for the eleventh consecutive year as the #1 Public University in the Midwest Region – Master's Category; ranked #2 by The Princeton Review (2008 ed.) as "Best Value Public College" in the nation.

b. Application Materials and Contact Information: a listing of required application materials and the contact information for submitting materials. At a minimum, an applicant needs to submit:

- Curriculum Vitae
- Cover Letter
- Statement of teaching philosophy
- Names and contact information for 3 references or three letters of recommendation
- Graduate transcripts (Official copies of graduate transcripts required before a contract can be issued.)

c. All the description ads must include: "Truman State University is an equal opportunity, affirmative action employer committed to cultural diversity and compliance with the Americans with Disabilities Act."

- The Dean, Provost/VPAA, and EEO Officer must approve the job description.
- Once a search is approved, the Office of the Provost/VPAA will post the position description on the Provost/VPAA Academic Affairs website and at *Higheredjobs.com*.

II. Advertising the Position

- The advertising plan is part of the **Faculty/Staff Personnel Request** form.
- Departments are urged and may be required to post ads on appropriate professional websites.
- Departments are urged and may be required to take action to build pools of diverse applicants.
- The College's or School's budget pays for the advertising. (The Office of the Provost/VPAA will be responsible for group ads announcing multiple positions.)

III. The Search Committee/Review of Applicants

- Generally, the Department Chair or Associate Dean will not be a member of the search committee.
- The search committee must have at least one member from outside the department. The outside member must be approved by the Associate Provost/VPAA overseeing hiring.
- The EEO Officer will orient each search committee to the search process <u>prior</u> to reviewing applications.
- The Department Chair will ensure that the names and addresses of applicants are forwarded to the EEO Officer as they are received. The EEO Officer will then send each applicant an affirmative action form in which they are asked to voluntarily self identify gender and ethnicity. **Delays in the search process may result if applicant information is not sent to the EEO Officer in a timely manner.**
- The search committee will keep minutes of all its deliberations.
- The search committee will compile and maintain the **Log of Applicants** and prepare the **Candidates for Campus Interview** form. The **Log of Applicants** and the **Candidates for Campus Interview** form is are approved by the Associate Provost/VPAA overseeing hiring and the EEO Officer.
- Only officially appointed members of the search committee or individuals involved in the hiring process may see the entire files of applicants. At the time of the campus interview, the vita, cover letter, syllabi, or any other materials <u>written</u> by the candidate may be shared with individuals not on the search committee.

<u>Reference Checks</u>

- The search committee must call references and make records of the reference calls.
- Ideally, more than one person will be involved in the reference calls. Multiple references must be called for tenure-track searches.
- The search committee should, but is not required, to talk to individuals not listed as references who have knowledge of the applicants.

<u>The Campus Interview</u>

- All candidates must be approved for a campus interview using the **Candidates for Campus Interview** form. Include the **Log of Applicants**, the position description (ad), and a copy of each applicant's file.
- The Dean, EEO Officer, or the Provost/VPAA can require the committee to interview a specific applicant.
- Multiple candidates will be invited to campus for all positions unless approved by the Associate Provost/VPAA overseeing hiring in consultation with the EEO Officer.
- All candidates will be treated the same and have common interview experiences.

- At a minimum, all candidates will meet with the
  - Search Committee
  - Department Chair
  - Dean
  - Provost/VPAA. (The Provost/VPAA will meet the candidate with the Department Chair and Dean present.)
- Each candidate will present a demonstration of teaching in a session including students. The search committee will solicit and consider feedback from the students in attendance at the demonstration.
- The Department Chair is responsible for explaining job responsibilities to the candidates.
- The Provost/VPAA's Office will supply packets for all candidates with information on Kirksville and a description of University benefits. The Department Chair will distribute the packets to candidates.

IV. The Offer

- To make an offer, complete the **Selection of Final Candidates Following Campus Interview** form and the **Recommendation for Appointment to the Academic Staff** form. Include an updated log of applicants, any additional applicant files, and a copy of the selected candidate's file. The appointment form must be approved by the Department Chair, the Dean, the EEO Officer, the Provost/VPAA, Budget Director, and the President.
- Include official copies of graduate transcripts with the **Recommendation for Appointment to the Academic Staff**. If official transcripts are unavailable at this time, verify all graduate degree with graduate schools. No contract will be issued until official graduate transcripts are received in the Provost/VPAA's Office.
- In consultation with the Dean, the Department Chair determines the starting salary, title, credit towards tenure, promotion, and amount of start-up funds.
- Either the Dean or the Department Chair may make an offer to a candidate after receiving official notification from the Office of the President. The offer should include the starting salary, title, credit towards tenure and promotion, and information on start-up funds as indicated on the **Recommendation for Appointment to the Academic Staff** form.
- The contract is mailed to the candidate by the Office of the President.
- The Dean of the College or School sends the candidate an appointment letter.
- No contract will be issued until official graduate transcripts are received in the Provost's Office.

VI. General Policies

- The EEO Officer, the Provost/VPAA, or the Associate Provost/VPAA overseeing hiring can cancel a search at any point in the process for insufficient applicants, procedural concerns, or financial concerns.
- The search committee records, log of applicants, all search documents, and applicant files must be kept for three years from the date of the candidate's hire or cancellation of the search.
- Speak with your Dean to learn about waiving a search in extraordinary circumstances.
- Speak with your Dean or the EEO Officer for questions regarding international candidates' qualifications and visa issues.
- Search costs are the responsibility of the College or School.

University Selection Policies May, 2007

Policy for Achieving Faculty Demographic Diversity

AACSB expects that a school should demonstrate continuous efforts to achieve demographic diversity in its faculty - "Recruitment and selection practices should include efforts to achieve demographic diversity in the faculty."

The School of Business strives for demographic diversity in its faculty. To achieve this objective, the School may utilize the following strategies:

> Identify Historically Black Colleges and Universities (HBCU) with doctoral programs in the discipline of vacancy and send letters with vacancy/position announcements inviting applications.
>
> Request from the University's AA/EEO Officer recent listings from the National Minority Faculty Identification Program. The School will identify potential candidates from the listing and then send a letter including vacancy/position announcements inviting applications.
>
> Request a "departmental roster" of potential candidates from the Minority and Women Doctoral Directory. The School will identify potential candidates from the roster and then send a letter including vacancy/position announcements inviting applications.
>
> Continually monitor and identify minority alumni who indicate an interest in a career in academia, encouraging them to pursue a doctoral degree with the possibility of future employment at Truman State University.
>
> Encourage currently enrolled minority students, who demonstrate potential, to pursue participation in the McNair Program sponsored by the University resulting in potential future minority business and/or accounting faculty at Truman or other institutions.

Approved by: School of Business Faculty, October 3, 1995

Participating and Supporting Faculty Classification

Participating faculty members include all full-time faculty members in the School of Business. They have voting rights in the School, and they participate in School faculty meetings. Participating faculty also include part-time faculty who serve on faculty committees or who have assigned responsibilities beyond the direct teaching function and related office hours.

Supporting faculty members include part-time faculty members in the School who do not serve on faculty committees, and who do not have assigned responsibilities beyond the direct teaching function and related office hours. Supporting faculty do not have voting rights.

Approved by School of Business Faculty, March 3, 2004

FACULTY WORKLOAD EXPECTATIONS

Each faculty member is expected to build a plan of professional development pertaining to teaching and advising, scholarly activities and institutional and public service. General expectations of business and accounting faculty are described under “Teaching, Intellectual Activities, and Service.” Each faculty member, in consultation with the Dean, is expected to set individual goals that support the mission of the School. However, given that mission, every faculty member is expected to focus the majority of their effort on effective teaching. In addition, every faculty member is expected to be engaged in scholarly activity and professional and university service.

Teaching, Intellectual Activities, and Service

To fulfill the mission of the School of Business, the primary goal for a full time faculty member is effective teaching, informed student academic advising, and counsel for student-centered activities. To achieve the primary goal, all faculty members focus on the professional delivery of teaching, scholarship, and service.

In the spirit of continuous improvement, it is the expectation that a faculty member will maintain currency of his/her academic contribution through pursuit of intellectual and professional growth during each year of employment.

The relationships of teaching, scholarship, and service in the total professional academic assignment are represented as follows:

Relative emphasis:	
Teaching	67.5%
Intellectual Contributions	22.5%
Service	10%

University policy states that the normal teaching load for a fully-engaged faculty member is 12 credit hours per semester. Faculty members in the School of Business typically receive a one-course reduction in teaching load during each semester with the expectation that the released time will be used for the scholarly research activity.

I. Teaching Expectations

The duty of each faculty member is to be an effective teacher. Performance indicators for the fulfillment of this duty include responsibilities for classes, academic advisement, mentoring of undergraduate and graduate research, development of curriculum, and related support activities as assigned by the administration of the School of Business.

II. Scholarship Expectations

AACSB accreditation standards are specific in that business schools are expected to recruit and maintain a roster of qualified teaching professionals on the faculty. Qualified, as defined by AACSB, is a combination of academic credentials plus evidence of currency in the teaching field. Standard #10 states that "faculty members maintain their competence through efforts to learn about their specialty and how it is applied in practice." The school's "portfolio of intellectual contributions" provides evidence of currency in a faculty member's field of expertise.

Definitions of the types of contributions are provided by AACSB and are presented below:

- **Learning and pedagogical research** contributions influence the teaching-learning activities of the school. Preparation of new materials for use in courses, creation of teaching aids, and research on pedagogy qualify as learning and pedagogical research contributions.

- **Contributions to practice** influence professional practice in the faculty member's discipline. Development of discipline-based practice tools and published reports on consulting qualify as contributions to practice.

- **Discipline-based scholarship** contributions add to theory or knowledge base. Published research results and theoretical innovation qualify as discipline-based scholarship contributions.

AACSB International—The Association to Advance Collegiate Schools of Business,
Eligibility Procedures and Accreditation Standards for Business Accreditation, January 31, 2007.

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AACSB requires that 90% of the faculty be either academically qualified (AQ) or professionally qualified (PQ) and that at least 50% of the faculty count be academically qualified. The expectation is that each faculty member will meet either AQ or PQ standards.

The educational, scholarly, and incoming experiences required to attain AQ and PQ status are outlined below along with a list of activities which would facilitate continuing currency of the faculty member.

A. Definition of Academic Qualification

The School of Business considers a faculty member to be academically qualified (AQ) provided s/he meets the following standards on a continuing basis:

1. Education

- An appropriate terminal degree in business, accounting, or field closely related to the area in which the faculty member is teaching. Ph.D. and D.B.A. degrees are preferred. However, the following degrees and degree combinations may support AQ designations for certain specialized courses in lieu of the preferred degree:

    - ✓ J.D. degree for teaching legal environment/commercial law courses
    - ✓ Master's degree or L.L.M. in taxation for teaching taxation courses
    - ✓ J.D. with master's degree in accounting for teaching taxation courses
    - ✓ Master's degree in a business field including substantial specialized coursework in the field of primary teaching responsibility, for example faculty members who are doctoral candidates.

- Faculty members who have completed a terminal degree in a field closely related to their teaching areas will be considered AQ for a period of up to five (5) years by virtue of completion of the degree.

2. Scholarly Activity

- The faculty member has two (2) refereed journal articles published or accepted for publication within the most recent five-year period; *and*
- Has one (1) additional intellectual contribution or *validating experience* within the most recent five-year period. The intellectual contribution may be an item which is included but not limited to those listed under *Other Acceptable Peer-reviewed Publication or Presentation Dissemination Outlets* in the Appendix.

Refereed journal articles:

1. are subject to a documented formal review process;
2. include peer or editorial review;
3. are readily available for public scrutiny in a library or through an on-line retrieval service; and
4. may appear in an academic, professional/practitioner, or pedagogical publication.

It is an automatic assumption that articles have been subjected to a documented formal review process if they appear in journals listed in Cabell's *Directory of Publishing Opportunities*. If the publication outlet is not listed in Cabell's, it remains the author's responsibility to document to the Office of the Dean the outlet's manuscript review process *before* any effort is expended.

The Appendix provides further guidance to identify acceptable outlets for journal articles.

Implementation: To become effective with the 2007-2008 academic year.

The *Validating Experience*:

A validating experience is an activity or accomplishment which is considered to add value to an independent third party. The rationale for a validating experience is that a faculty member possesses a certain degree of knowledge, skill, or ability which is sought by the business community or by others in academe. Examples of a validating experience for AQ include, but are not limited to:

- ✓ Service on the editorial board of an academic or professional publication including significant editorial or review responsibilities.
- ✓ Enrollment in academic coursework in one's discipline or a related field (must be able to provide a rationale for the relationship of course to one's currency).
- Completion of an internship in an organization studying operations related to one's discipline. The duration of the internship should be sufficient to analyze and offer evaluative professional feedback to the organization.
- Consultation engagements with industry and service organizations which require significant faculty interaction time and give rise to a formal presentation or document outlining results and recommendations.
- ✓ Teach executive/professional education seminars in one's academic area which have significant attendance.
- ✓ Acquisition of a significant, new certification relevant to one's teaching area.
- ✓ Service as coordinator for the VITA program.

3. Failure to Maintain Academic Qualification

Failure to maintain academic qualification may result in:

- Assignment to greater teaching loads and likely more class preparations.
- Loss of preferred teaching schedule.
- Reassignment of teaching responsibilities.
- Removal from summer and interim teaching assignments.
- Termination of some or all support for travel, conference attendance, graduate assistants, databases, software, and other means of faculty assistance.
- Ineligibility for the receipt of internal grant support.

B. Definition of Professional Qualification

The School of Business considers a faculty member professionally qualified (PQ) provided s/he meets the following standards on a continuing basis:

1. Education

At least a master's degree in a field related to the area of teaching assignment.

2. Experience

At the time of hire, the faculty member must possess work experience which is significant in its duration and scope of responsibility. The work experience must be relevant and at a level appropriate for the instructional assignment. Normally this means several years of work experience. The quality, complexity, and length of the professional experience must be higher if the faculty member is assigned to teach upper level courses. For instance, four to five years of accounting experience at a regional or local entity is sufficient experience to qualify to teach at the introductory accounting level or junior level courses but may not be so to teach the senior or graduate level courses. Similarly, one with several years of store management experience would be qualified to teach introductory management courses but not strategic management.

Each year, a professionally qualified faculty member must provide, wherever appropriate, evidence of maintenance of certification and/or licensure currency.

Every professional qualified faculty members must complete at least one professional *validating experience* during the past five (5) years.

A validating experience is an activity or accomplishment which is considered to add value to an independent third party. The rationale for a validating experience is that a faculty member possesses a certain degree of knowledge, skill, or ability which is sought by the business community or by others in academe. Examples of a validating experience for PQ include, but are not limited to:

- ✓ Enrollment in academic coursework in one's discipline or a related field (must be able to provide a rationale for the relationship of course to one's currency)
- ✓ Completion of an internship in an organization studying operations related to one's discipline. The duration of the internship should be sufficient to analyze and offer evaluative professional feedback to the organization.
- ✓ Consultation engagements with industry and service organizations which require significant faculty interaction time and give rise to a formal presentation or document outlining results and recommendations.
- ✓ Sit on an organization's board of directors in a meaningful, rather than ceremonial, position.
- ✓ Teach executive/professional education seminars in one's academic area which have significant attendance.
- ✓ Act as reviewer for awards- and standards-granting organizations (e.g. Baldrige Award, Missouri Quality Award, ISO 9000 Certification, *etc*.)
- ✓ Provide professional services in one's discipline area for personal clients such as tax services or financial management.
- ✓ Acquisition of significant, new certification relevant to the teaching area.
- ✓ Service as coordinator for the VITA program.

3. Failure to Maintain Professional Qualification:

Failure to maintain professional qualification may result in:

- Non-renewal of teaching appointment.
- Assignment to greater teaching loads and likely more class preparations.
- Loss of preferred teaching schedule.
- Reassignment of teaching responsibilities.
- Removal from summer and interim teaching assignments.
- Termination of some or all support for travel, conference attendance, graduate assistants, databases, software, and other means of faculty assistance.
- Ineligibility for the receipt of internal grant support.

C. Qualification of Academic Administrators

Academic administrators can maintain their original status of academically qualified or professionally qualified through appropriate development activities that are consistent with their current role in administration. These individuals must demonstrate relevancy and currency as any other faculty member recognizing that the development activities may be somewhat different. Academic administrators may participate in developmental activities that are purely administrative in focus and related to their leadership roles and responsibilities.

An administrator will be considered academically qualified if s/he:

- Meets the academically qualified or professional qualified standards for faculty members

or

- Has completed at least three professional administrative *validating experiences* during the past five (5) years.

Validating experiences for an administrator include developmental activities to sustain qualifications as listed for other members of the faculty or are developmental activities that are purely administrative in focus and related to the person's leadership roles and responsibilities. The rationale for these validating experiences is that the administrator continues to develop his/her degree of knowledge, skill, or ability as an academic leader and as a faculty member. The developmental activities should be substantive and relevant to the role the individual plays in support of mission of the School of Business. Examples of a validating experience for academically qualified administrators include, but are not limited to:

- ✓ Any of the academically qualified or professionally qualified validating activities appropriate for faculty status
- ✓ Attendance at conferences focused on administrative leadership such as AACSB or other academic leadership conferences. Examples include the AACSB dean's or associate dean's meetings, AACSB International Conference, development and communication conference, etc.
- ✓ Involvement in local, state or national organizations related to the leadership responsibilities
- ✓ Enrollment in courses related to the leadership responsibilities (such as fundraising and development courses; team management or leadership seminars)

Administrators with a tenure in the administrative position of three years or less maintain their qualification status post term at the rate of 1 year for each year served. Administrators with a tenure of greater than three years in the administrative position are deemed qualified for a period of five years.

D. ACCOUNTING FACULTY PROFESSIONAL INTERACTIONS AND EXPERIENCES POLICY

The Accounting Faculty seek to obtain sufficient ongoing professional interactions and professional experiences to achieve the accounting program mission of graduating students who can integrate analytical, research, communication, interpersonal, and leadership skills with business and financial knowledge to become effective financial professionals and leaders.

Professional Interactions

Through professional interactions accounting faculty members will improve awareness and understanding of current accounting, financial information, and business practice. Insights gained from interactions will be incorporated into classroom learning activities. Interactions will expand the faculty's professional networks. The faculty will leverage these interactions to increase opportunities for classroom visits by professionals and to broaden students' intern and job-shadowing experiences as well as career opportunities.

The School expects each faculty member to complete a minimum of 25 hours of documented professional interactions annually. Activities that qualify as professional interaction include but are not limited to:

- Earning Continuing Professional Education hours in a group setting, presented by or with professionals;
- Participating in professional organizations, e. g., meeting attendance, serving on committees, serving in leadership positions;

- Meeting with professionals to discuss current accounting or business topics, processes, and issues;
- Attending classroom sessions taught by professionals, Beta Alpha Psi professional chapter meetings, and Executive-in-Residence sessions; and,
- All relevant professional experiences – see below.

Professional Experiences

Professional experiences provide opportunities for faculty members to apply their knowledge and skills to current practice related to their teaching assignments. The experiences will help faculty enhance their professional knowledge and skill base and improve awareness of the current knowledge and skill levels required of graduates in the workplace. In turn these experiences will enrich classroom discussions and other learning activities.

The faculty, as a whole, should maintain a portfolio of significant experiences that encompass three broad teaching areas: taxation, financial/management accounting, and auditing/systems. For the most recent five years, at least 50% of the faculty should complete a significant professional experience. Each of the three broad teaching areas should be represented in the most recent five-year period.

Professional experiences should be related to the faculty member's teaching assignment and could include, but are not limited to:

- Working in public accounting practice, industry, government and not-for-profit organizations,
- Consulting engagements and private practice, e.g., tax services, financial planning, VITA program coordination,
- Participating in internships and job-shadowing,
- Participating in executive-level professional development training, such as the PriceWaterhouse University for Faculty,
- Serving as a member of a board of directors with an active role in decision making,
- Developing and presenting continuing professional education seminars or workshops intended primarily to improve professional practice of accounting,
- Conducting field-based research.

Planning and Documentation

As part of the annual faculty development plan, each accounting faculty member should establish professional interaction and experience goals for the upcoming academic year. Any necessary action steps or resource requirements should be specified in the development plan. The goals will be discussed during the annual review conducted by the Dean.

Each faculty member should maintain a file documenting their professional interactions and experiences. At a minimum the interaction records should include the date, location, type of interaction, personnel, and hours of interaction. Experience records should also include the duration of the experience(s) as well as briefly describe the professional experience and its relevance in support of the accounting program's mission and objectives. Professional interactions and experiences will be reported in the Faculty Portfolio submitted each year for review by the Dean. The Dean will provide a current Professional Interactions and Experiences activity report to the Accounting Program Coordinator. In this report, the Dean will also note any concerns related to achieving the goals established for the portfolio of Professional Experiences. The Accounting Program Coordinator will coordinate communication and follow up actions with the Accounting faculty.

Approved by the Accounting Discipline Committee November 13, 2006

4. Assessment of Intellectual Contribution Outcomes

The Faculty Development Committee will review the intellectual contributions and teaching portfolios of the faculty to determine progress toward aggregate goals. The Committee will make recommendations for improvement of performance as necessary. Issues identified for continuous improvement will be directed toward the administration of the School of Business and the Strategic Planning Committee for the development of specific action plans.

5. Support for Scholarly Activity

By virtue of their employment, faculty members in the School of Business oblige themselves to fulfill basic scholarly responsibilities and to maintain continuing currency of AQ or PQ status, as applicable, through advantageous and aggressive use of the programmed released time granted for the conduct of scholarship. To be eligible for supplemental funding in support of faculty development and scholarship activity, the faculty member is required to maintain either AQ or PQ status on a continuing basis.

It is the policy of the School of Business to encourage and support faculty scholarly activity. To this end:

- Faculty members are encouraged to work with research partners and/or mentors.
- University and School service loads will be distributed on an equitable basis.
- Attendance at high quality academic and professional meetings to present papers, generate research ideas, and maintain professional contacts will be supported according to the Faculty Development Policy.
- Faculty members will participate in School of Business research seminars.
- Faculty presentations at other universities are recognized as a natural step in the process of idea development to eventual publication.
- An internal grant program will support activities targeted toward scholarship which is pedagogical, represents a contribution to practice, or is discipline-based. This financial assistance is available to faculty members who have met the AQ or PQ standard, as applicable, on a continuing basis.
- Research databases such as Lexis-Nexis Universe will be supported.
- To provide core work time devoted to scholarly activities, work days constructed without posted office hours will be permitted in consultation with the Office of the Dean.
- It will be an administrative priority to construct teaching schedules that promote days available for the sole pursuit of scholarship.
- Fees for submissions to high quality journals or proceedings will be eligible for funding.

III. Service Expectations

The responsibility for service to the University and/or School is a performance expectation accomplished by each faculty member when requested, elected, or appointed to fill a posting. Such service includes work as an elected council representative, School representative, student organization sponsor, committee chairperson or member, assistance with student recruitment and placement activities, and organizer or participant in School and University seminars. International teaching, study, and travel may be defined as service to the School to the extent that it might fulfill the missions of the School and University.

The School of Business expects each faculty member to maintain professional affiliations that contribute to his/her professional and intellectual growth and to the benefit of students. Examples of professional service include active participation in academic or professional organizations including service as an officer, director, committee member, or moderator; reviewer of relevant books or papers; editor of academic or professional publications.

The School encourages each faculty member to be involved in community, regional, or state-wide service activities in support of the University's effort to offer services in areas that are outgrowths of its academic mission and to serve as a cultural resource for the community-at-large.

IV. Development Activities

The following activities are those which, *by themselves*, are generally not considered sufficiently significant for credit toward maintenance of AQ or PQ status, but nonetheless are considered valuable experiences for faculty members. However, as supplements in combination with the specifications for AQ Scholarly Activity or PQ Experience, they might round out a defined program for scholarly inquiry that has been developed during the annual evaluation process and approved by the Office of the Dean, or they might be applied to the Service Expectation.

- Participation at an academic or professional conference, for example, serving as a discussant or moderator of a session.
- Service as a reviewer for an academic or professional conference or journal.
- Attendance at professional or governmental workshops/seminars/training sessions related to one's discipline.
- Acquire continuing education credits related to your discipline.
- Service in an officer capacity (related to one's discipline) in a professional organization.
- Service as a reviewer for a textbook or other professional book in your discipline.
- Mentorship of a McNair Scholar that leads to a published or presented work.
- Mentorship of a Student Research Grant project that leads to a published or presented work.

Approved by: School of Business Faculty, April 11, 2007

Appendix

Other Acceptable Peer-reviewed Publication or Presentation Dissemination Outlets
- Scholarly books or textbooks
- Chapters in books
- Instructional materials: study guides, instructor resource guides, software
- Case studies in case books/textbooks
- Proceedings of scholarly or pedagogical work at professional meetings, national/international or regional
- Paper presentation only, national/international or regional
- Reports and monographs
- External research/instructional grants
- CPE instructional materials

Other Workload Policies

I. University Workload Policy

The standard semester class assignment for full-time faculty at Truman is twelve credit hours or its equivalent. Faculty assignments are determined by the dean upon approval of the Vice President for Academic Affairs. The University recognizes the unique characteristics of its various disciplines in determining faculty assignments and sets those assignments accordingly. Assignments may also be informed by such variables as student contact hours, lab hours, generated credit hours, numbers of students per semester, etc. The overall goal in determining faculty teaching assignments is to provide *the optimal learning setting for students and faculty within the resources of the University. Scholarly work and service are considered part of the faculty assignment for full-time, tenure eligible/tenured faculty. Temporary full-time faculty have limited scholarly and service requirements, and course assignments may reflect a differential balance in their assignments from those of tenure eligible/tenured faculty.*

Faculty Handbook, fall 2004

II. Office Hours

The School expects all faculty members to maintain office hours. The faculty member should post their hours outside their office and convey said hours to the Dean's Office each semester. The expectation for full-time faculty is 10 hours per week during the academic year. In the School of Business, part-time faculty members should hold 2-3 office hours for each course to which they are assigned.

III. Assignment of Advisees

Truman's philosophy on academic advising is published in the *General Bulletin.* The philosophy states that:

> *Advising is a cooperative process that assists students in developing an educational plan consistent with their life goals and with the liberal arts and sciences mission of the university. Advising is a shared responsibility between students and advisors. It empowers students by helping them develop skills in planning, decision-making, and self-understanding. Ultimately, advising fosters students' growth as lifelong learners.*

The School expects each tenure-track, full-time faculty member to serve as an academic advisor. The Business Academic Advisor assigns student advisees. Attention is given in assigning advisees to faculty who represent the student's major and/or area of concentration. Efforts are made to provide an equitable distribution of faculty academic advising assignments.

The business student organizations should select faculty advisors late in the spring semester for the following academic year.

IV. Independent Study and Reading Courses

Independent study and reading courses are offered on an as-needed basis and are usually in addition to a faculty member's normal teaching load. The School *may* consider an undergraduate independent study or reading course enrolling at least ten students during a semester or a graduate independent study or readings course enrolling at least five students as part of a faculty's normal teaching load.

Approved by: School of Business Faculty, October 3, 1995
Revised June 2005 to reflect information in the Faculty Handbook, fall 2004

V. Policy for Outside Activities

A. University Policy

The expectation is that full-time faculty devote appropriate time and effort to their responsibilities. The ability for a full-time faculty member to fulfill his/her duties should not be negatively impinged upon by other unrelated projects or employment. Any full-time faculty member considering additional employment outside the University should consult with his/her dean. Off-campus projects, consulting, or other similar undertakings should complement the professional relationship of a faculty member to the University. It is expected that faculty engage themselves in ways that contribute to their success as members of the Truman community.

Faculty Handbook, fall 2004

B. School of Business Policy
The School of Business recognizes and supports the University policies on consulting and other outside activities as stated in the *Faculty Handbook,* fall 2004.

Approved by: School of Business Faculty, November 18, 1994
Revised July 1, 2007 to reflect changes in the Faculty Handbook, fall 2004

PROMOTION, TENURE, AND EVALUATION OF FACULTY

Faculty evaluation, tenure, and promotion procedures of the School of Business comply with the procedures outlined in the Truman State University *Faculty Handbook* and extend those procedures as appropriate to achieve the mission of the School. By accepting employment as a faculty member in the School of Business, one agrees to support the mission of the School and the University and work as a productive teacher, scholar, and colleague. Although faculty members function in an atmosphere of professionalism and mutual trust, periodic reviews of efforts and accomplishments are necessary to determine if the School's goals are being met. Periodic reviews are also intended to assist the individual faculty member in setting personal goals that contribute toward the outcomes desired by the School and the University. The establishment and accomplishment of these personal goals is important in the tenure and promotion process. The review process provides faculty members with the opportunity to request the resources necessary to facilitate accomplishment of the agreed-upon goals.

Faculty Annual Review

In following University policy, *each faculty member will participate annually in a review process with the Dean. While the primary purpose of the annual review is to assist the faculty member in continuous improvement, the review also serves as a record of employment for subsequent action related to performance.* The performance information from this process will be used to maintain an aggregate database for comparative and future data reporting.

The review period is the activity period of January 1 – December 31.

Portfolio submissions should include the following:

- Self-Report Form (provided to the faculty member by Office of the Dean)*
- Vita current through December 31 of the review year
- Professional Development Plan for next review year
- Summarized supporting evidence for teaching, research and service

Suggested items for inclusion are: summaries of student evaluations, advising surveys, report of scholarly activity and list of intellectual contributions, faculty data sheets, and other items that demonstrate the faculty member's progress toward meeting teaching, advising, service, and scholarly activity goals in prior years as well as the current year. The inclusion of historical data would complement a faculty member's current-year data to provide a clearer image of progress toward achieving School goals as well as the individual's goals.

The Dean will provide each faculty member written comments from the individual conferences with faculty members.

*Annual advising evaluation and student teaching evaluation data are provided by the School for each faculty member.

Graduate Faculty Review

Graduate faculty are expected to average one intellectual contribution per year over a five-year period with at least **two** of those intellectual contributions to be an applied or basic scholarly activity.

Formal review of the graduate faculty status will occur every five years as stated in the *University Faculty Handbook.*

Approved by: School of Business Faculty, September 18, 1997

Third Year Formative Review

In keeping with University policy, *all tenure-eligible faculty are required to participate in a third-year review. The purpose of the review is to give the faculty member a "mid-course" peer evaluation assessing overall performance in the areas of teaching/advising, scholarship and service, and to identify areas of focus for development and improvement.*

The faculty member being reviewed shall submit the following materials to the Office of the Dean by **August 1** immediately following their second year of employment:

1. A reflective statement which summarizes the experience of the faculty member during the first two years of employment. Such a statement should include teaching and advising philosophy and its relationship to one's pedagogical and advising practices.
2. Peer-review of instructional performance. A faculty peer must observe at least one classroom performance of the faculty member under review. The observer must present to the faculty member and Office of the Dean a summary of his/her observations and recommendations concerning instructional performance. The observer selected should be a tenured member of the faculty from the same general area as the faculty under review and/or a member of the Promotion and Tenure Committee.
3. Review of instructional performance from the Director of The Center for Teaching and Learning, Dean, or Dean's Designate in which observations and recommendations are articulated.
4. Student evaluations summaries.
5. Student advising evaluation summaries.
6. Student learning objectives by course and samples of student work related to those objectives.
7. A statement of realistic but challenging teaching goals to enhance student learning and an action plan for achieving those goals. This statement should also include plans for addressing weaknesses and deficiencies highlighted in the teaching observations and reviews in items 2 and 3 above.
8. Current curriculum vitae – include teaching, research, and service assignments and activity
9. Copy of intellectual contributions.
10. A statement of realistic but challenging research goals and an action plan for achieving those goals.

The Promotion and Tenure Committee will review the faculty portfolio. The committee shall provide the faculty member with a written, formative assessment of teaching, advising, research, and service as well as outline recommendations for further improvement. The Dean shall be provided a copy of this formative report.

Approved by School of Business Faculty, March 3, 2004

Tenure and Promotion

The Truman State University *Faculty Handbook* summarizes the general academic tenure and promotion policies adopted by the Truman State University Board of Governors. In addition to these procedures and with the goal of continuous improvement for each faculty member, the following specific guidelines apply to the faculty members in the School of Business.

- Any faculty member may review the tenure and/or promotion candidate's application materials and submit signed written comments and observations to the Promotion and Tenure Committee and to the Dean.
- When a faculty member has applied for tenure or promotion, the Promotion and Tenure committee will review the candidate's application and make a recommendation to the Dean whether the candidate should receive a positive decision.
- A copy of the written recommendation with supporting rational from the Promotion and Tenure Committee will be shared with the candidate.
- Taking under advisement the decision of the Promotion and Tenure Committee, the Dean will then make a written recommendation following University procedure. Along with his/her recommendation, the Dean will enclose the decision of the tenure and promotion committee.

I. Tenure Decision

The Dean will notify a candidate for tenure of the date by which an activity portfolio must be submitted to the Promotion and Tenure Committee. The activity portfolio should contain a summary of the candidate's teaching, scholarly, and service accomplishments and supporting documentation. The Promotion and Tenure Committee will review the submitted portfolio and other written evidence about the candidate to arrive at their decision to recommend for or against tenure. The candidate is entitled to view all submitted evidence.

Criteria Used for Evaluation

i. <u>Educational Qualifications:</u> The candidate must possess the appropriate terminal degree or be professionally qualified as a result of substantial professional experience.

ii. <u>Teaching and Advising Effectiveness:</u> The candidate must be a competent, conscientious, and effective teacher who demonstrates current knowledge of the subject matter and presents it effectively to students. This includes achieving learning objectives through the appropriate selection, organization, and presentation of materials and pedagogy. The candidate must serve as an effective academic advisor and mentor for students. The candidate must work cooperatively to assess and develop the curriculum and contribute to the effective operation of the School. The candidate must adhere to academic and ethical standards in assessing students and dealing with other students and colleagues.

A teaching portfolio may be used by a candidate to present evidence of teaching effectiveness. Such a portfolio might contain a statement of teaching responsibility; course syllabi; reflective statement of personal teaching philosophy, strategies, and objectives; student course evaluations; products of good teaching generated by students such as exams, essays, reports, and publications; and materials from others, such as alumni and colleagues, about the quality of instructional efforts and materials used.

iii. <u>Scholarly activities:</u> Each faculty member is expected to pursue scholarly activities suitable for maintaining his/her academic or professional qualifications. The candidate must present evidence of research activities as described under "Teaching, Scholarship, and Service Activities."

During the years counted toward tenure, a candidate presumably meets scholarly activity guidelines by meeting one of the following criteria:

- Publication of three refereed journal articles
- Achieving an average of one published or publicly presented scholarly work per year of which at least two must be refereed articles

Meeting the minimum quantity guidelines does not guarantee tenure, because the committee will consider the quantity, quality, and contribution to the business disciplines of the publication or presentation outlet. Publication in a prestigious journal could reduce the total quantity of scholarly works required.

iv. Service Activities: The candidate is expected to demonstrate good citizenship within the School and the University by providing service to the University community. The candidate must show professional service that contributes to his/her professional and intellectual growth or benefits students. The candidate is encouraged to present evidence of service to the general community that enhances the image of the University.

II. Promotion Decision

The Dean will notify a candidate for tenure of the date s/he must submit his/her activity portfolio to the Promotion and Tenure Committee. The activity portfolio should contain a summary of the candidate's teaching, scholarly, and service activities with supporting documentation for the period from the last tenure/promotion decision to the date of application for promotion. The Promotion and Tenure committee will review the submitted activity portfolio as well as other written evidence about the candidate to arrive at their decision to recommend or deny promotion. The candidate is entitled to view all submitted evidence.

Similar to the tenure decision, a promotion decision is based on the faculty member's academic qualifications and contributions in teaching, scholarship, and service. The *University Faculty Handbook* outlines the minimum number of years in rank before a candidate is eligible to be considered and specifies several measures that contribute to the promotion decision.

Criteria Used for Evaluation

A. Educational Qualifications: Normally, the candidate must possess the appropriate terminal degree.

B. Teaching and Advising Effectiveness: The candidate must be a competent, conscientious, and effective teacher who demonstrates current knowledge of the subject matter and continuing improvement in presenting that knowledge to students. This includes achieving learning objectives through the appropriate selection, organization, and presentation of materials and pedagogy. The candidate must serve as an effective academic advisor and mentor for students. The candidate must work cooperatively to assess and develop the curriculum and contribute to the effective operation of the School. The candidate must adhere to academic and ethical standards in assessing students and dealing with other students and colleagues.

A candidate may use a teaching portfolio to present evidence of teaching effectiveness. Such a portfolio might contain a statement of teaching responsibility; course syllabi; reflective statement of personal teaching philosophy, strategies, and objectives; student course evaluations; products of good teaching generated by students such as exams, essays, reports, and publications; and materials from others, such as alumni and colleagues, about the quality of instructional efforts and materials used.

C. Scholarly activities: The candidate must present evidence of continuing involvement in scholarly activities described under "Teaching, Scholarly, and Service Activities." Each faculty member is expected to pursue scholarly activities for maintaining academic or professional qualifications.

A candidate presumably meets scholarly activity guidelines by meeting one of the following criteria:

- Publication of three refereed journal articles
- Achieving an average of one published or publicly presented scholarly work per year of which at least two must be refereed journal articles

To be promoted from Assistant Professor to Associate Professor these requirements must be achieved while in rank as an Assistant Professor at Truman.

To be promoted from Associate Professor to Professor these requirements must be achieved while in rank as an Associate Professor at Truman in the 8 years (includes year of application) prior to being promoted.

Meeting the minimum quantity guidelines does not guarantee promotion, because the committee will consider the quantity, quality, and contribution to the business disciplines of the published or presented works and the prestige of the publication or presentation outlet. Publication in a prestigious journal could reduce the total quantity of scholarly works required.

University Policy:

Tenure-track faculty are eligible to apply for promotion in accordance with Board of Governors Policy 6.030. Faculty are required to serve a minimum time in rank at the University before they are eligible to be considered for promotion. The minimum time in rank is: Five years as an Assistant Professor to be considered for advancement to the rank of Associate Professor, and eight years as an Associate Professor to be considered for advancement to the rank of Professor.

University Faculty Handbook, fall 2004
Approved by the School of Business May 4, 2005

D. Service Activities: The candidate is expected to demonstrate good citizenship within the School and the University by providing service to the University community. The candidate must show professional service that contributes to his/her professional and intellectual growth or benefits students. The candidate is encouraged to present service to the general community that enhances the image of the University.

General Rules of Conduct of the Promotion and Tenure Committee

- All the matters and materials relating to the candidates for tenure and promotion that are discussed or handled by the faculty and committee must be kept strictly confidential.

- The Promotion and Tenure Committee reserves the right to request additional material(s) that it deems necessary from any candidate.

- The Promotion and Tenure Committee can invite a non-committee member(s), who is (are) specialized in a specific field, to review the materials submitted by a candidate if it deems necessary.

- The Promotion and Tenure Committee members must evaluate candidates as fairly and as objectively as possible by relying on the evidence presented.

- Duplication of the materials submitted by the candidate for tenure and promotion evaluation is prohibited.

Approved by: School of Business Faculty, May 4, 2005

General Timelines for Tenure and Promotion

<u>Tenure</u>

October 1 - Dean informs faculty member they are eligible for tenure.

October 15 - Faculty sends letter of intent to apply for tenure.

November 1- Dean notifies faculty member what supporting materials are needed; Disciplines notified of those up for tenure; Letters invited from the faculty of the School.

January 15 – Faculty member sends all supporting materials to Dean.

February 1 – Dean informs faculty member of tenure recommendation. Faculty member has one week to send a letter of appeal to Dean if not recommended for tenure.

March 1 - Dean makes recommendations to the VPAA.

April 1 – VPAA provides tenure recommendation to President. President makes tenure recommendation to Board of Governors at April Board meeting.

<u>Promotion</u>

October 1 - Dean informs faculty member they are eligible for promotion.

October 15 - Faculty sends letter of intent to apply for promotion.

November 1- Dean notifies faculty member what supporting materials are needed. Disciplines notified of those up for promotion. Letters invited from the faculty of the School.

February 15 – Faculty member sends all supporting materials to Dean

April 1 – Dean informs faculty member of promotion recommendation. Faculty member has one week to send a letter of appeal to Dean if promotion denied.

May 1 - Dean makes recommendations to the VPAA.

June 1 – VPAA provides promotion recommendation to President.

President makes promotion recommendation to Board of Governors at June Board Meeting.

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FACULTY DEVELOPMENT

New Faculty Orientation Policy

I. University Policy

New faculty orientation at Truman State University is primarily concerned with drawing these new members into the circle of our campus community. The program is designed not only to assist new faculty to make a good beginning at Truman, but also to provide opportunities for on-going support, development, and social interaction in a collegial setting.

The University Faculty Development Committee is committed to support and encourage the enrichment of the community of scholars who make up the faculty of the University through pursuit of the following goals:

A. *Fostering faculty learning through opportunities for discussion of issues related to teaching and scholarship; the role of active learning at Truman, and professional visibility, grant writing, and writing productivity.*

B. *Encouraging interdisciplinary conversations and connections among the faculty.*

C. *Providing information for faculty about the unique characteristics of students at Truman; such things as how college students learn and how the college experience affects students.*

D. *Identifying the needs of the faculty for personal and professional development through on-going needs assessment.*

E. *Providing orientation for new faculty and on-going support for all faculty.*

These goals guide the development of the University's orientation program for new faculty as well as the larger faculty development program. Each year, prior to the beginning of the fall semester, the Vice President for Academic Affairs and the University Faculty Development Committee sponsor a one- to two-day new faculty orientation workshop.

More specifically, the objectives of the workshop are:

A. *Welcoming new members of our faculty and providing for networking and peer group development.*

B. *Introducing important unique characteristics of the Truman culture - our liberal arts and sciences mission, our growing active learning culture, and our strong foundation in assessment for improvement and quality - and the role our faculty play in supporting and developing that culture.*

C. *Providing "nuts and bolts" information needed for getting faculty work done.*

D. *Involving experienced Truman faculty in the orientation of new colleagues.*

E. *Highlighting available support for faculty and on-going opportunities for development.*

F. *Introducing active learning concepts and approaches.*

II. School of Business Policy

The School of Business supports the University's new faculty orientation efforts by:

A. Assigning each new faculty member a mentor from the regular business faculty. The mentor is to assist the new faculty member in becoming acquainted with the University, School, and the community and acts as a resource.

B. The Dean or Dean's designee will meet with each new faculty member individually. The discussion will include discussions of School policies such as:

- Faculty evaluation by students (completed in every class, every semester);
- Final comprehensive evaluations (administered according to the published schedule - except for graduating seniors);
- Missed classes (covered by other faculty when possible or specific assignments given to students);
- Office hours (two hours per day or equivalent 10 hours per week);
- Copier policy (for faculty conducting University business - not for students' personal or course-related use); and
- Key policy (faculty are responsible for their University keys - students should not be given keys to access buildings and/or faculty offices).

C. Before the second year of employment, the faculty member will be oriented to academic advising expectations, policies, and procedures.

D. New faculty members will receive a copy of the *School of Business Faculty Handbook*, University *Faculty Handbook* and the most recent School of Business AACSB annual maintenance report.

Approved by: School of Business Faculty, October 27, 1994

University Policy on Teaching Evaluations

All faculty will administer end-of-the-semester student evaluations for all courses taught each semester. The instructor may administer additional evaluations of one's teaching at other times during the semester. Students complete the forms anonymously.

The student ratings are best used for the improvement of teaching, although results of ratings over several courses or sections of courses may be useful as one component of information for making personnel decisions.

University Faculty Handbook, fall 2004

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Standardized Teaching Evaluation

Professor__________________________ Semester ____________________

Class number and name _________________________ Section Number ___

Distribution of responses to the following questions (please report number of responses to each question rather than percentages):

- Demonstrated a personal interest in students and student learning.

Hardly Ever	*Occasionally*	*Sometimes*	*Frequently*	*Almost Always*
_______	__________	__________	________	_______

- Instructor made it clear how each topic related to the course.

Hardly Ever	*Occasionally*	*Sometimes*	*Frequently*	*Almost Always*
_______	__________	__________	________	_______

- Explained the course material clearly and concisely.

Hardly Ever	*Occasionally*	*Sometimes*	*Frequently*	*Almost Always*
_______	__________	__________	________	_______

- Assignments and exams reflected the important concepts in the course.

Hardly Ever	*Occasionally*	*Sometimes*	*Frequently*	*Almost Always*
_______	__________	__________	________	_______

- Engaged students in "hands on" assignments, projects, research papers, case studies, or "real-life" activities.

Hardly Ever	*Occasionally*	*Sometimes*	*Frequently*	*Almost Always*
_______	__________	__________	________	_______

- Provided students with timely feedback on tests and assignments to help students improve.

Hardly Ever	*Occasionally*	*Sometimes*	*Frequently*	*Almost Always*
_______	__________	__________	________	_______

- Instructor was available to answer questions and help students outside of class (office hours, phone calls, e-mail, etc.)

Hardly Ever	*Occasionally*	*Sometimes*	*Frequently*	*Almost Always*
_______	__________	__________	________	_______

- This instructor was an effective classroom teacher.

Definitely false	*More false than true*	*In Between*	*More true than false*	*Definitely true*
________	________	________	________	________

- The instructor set high standards for achievement in this class.

Definitely false	*More false than true*	*In Between*	*More true than false*	*Definitely true*
________	________	________	________	________

- Overall, I learned a great deal in this class.

Definitely false	*More false than true*	*In Between*	*More true than false*	*Definitely true*
________	________	________	________	________

Approved by: School of Business Faculty, October 12, 2005

Travel, Registration Fees, Membership Dues and Subscriptions

I. University Policy

The university provides support for faculty to travel on University-related business. In all cases in which a faculty member is traveling on University business, he or she must submit a Request to be Absent from Campus form at least two weeks prior to the trip for in-state travel and four weeks for out-of-state travel. Prior approval ensures that the faculty member is covered under Workman's Compensation in the event of injury or accident. This requirement applies whether or not the faculty member is requesting reimbursement from University funds.

Reimbursement for pre-approved travel expense is made by submitting a Travel Expense Report form to the appropriate School personnel. Original receipts for meals (in excess of $10.00), lodging, and transportation must be attached to the form. The State of Missouri imposes clear limitations on food and lodging reimbursements for Missouri and out-of-state travel. Faculty should consult the Business Office for current travel and meal reimbursement policies.

Faculty Handbook, Fall 2004

II. School of Business Policy

A. Travel

The School of Business recognizes, supports, and operates in accordance with University policies on travel as stated in the *University Faculty Handbook.*

B. Registration Fees

Registration fees for professional meetings, conferences, seminars, and workshops attended by faculty are usually included in travel expenditures as approved by the Office of the Dean. Such fees can be paid by initiating a requisition for payment to be forwarded with registration forms, or may be reimbursed with appropriate receipts submitted with the Expense Account form.

C. Memberships

Some membership dues for professional organizations may be funded by the School of Business and are approved by the Office of the Dean. Individual membership dues for professional organizations are to be paid by the respective faculty member unless the faculty member can provide evidence with the requisition that the University receives necessary benefits and it is cost effective for the University. The University will not pay for individual memberships used for personal purposes.

D. Subscriptions

Faculty subscriptions to professional journals, periodicals, newsletters, and other educational materials related to specific academic areas can be purchased as approved by the Office of the Dean.

Approved by: School of Business Faculty, November 18, 1994

Summer Research Grant Program

The process for and award amount of research grants align the funding process with the priorities of the School of Business. Publication in peer reviewed journals is critical to accreditation by AACSB. Proposals are due to the Office of the Dean by a designated time to be conveyed to the faculty but usually occurring in mid April. Consideration of all future summer research funding requests will include evaluation of the grant and/or journal submissions. There is also the expectation that faculty members will share with one another their scholarship activity. One may be asked to present research activity at future faculty forums.

Preference will be given in priority order listed below:

I. Faculty members in process of seeking tenure
II. Faculty members who published in peer-reviewed refereed journals in the prior year
III. Faculty members who had scholarly work accepted in peer-reviewed referred journals in the prior year
IV. Faculty members seeking to reinvigorate their research programs
V. Faculty members seeking significant resources through proposals for external grant
VI. Other proposals will receive support to the extent possible

Incomplete proposals will not be considered. Proposals will utilize the *Summer Research Grant* form and include the following:

Part I. Summary Page (1)

Part II. Research Project Description
A two-page-maximum proposal stating research objectives, procedures, anticipated publication outlets, and a description of how the project fits with your professional/research program objectives.

Part III. Scholarly Performance
One-page summary stating:
1. Research funds received in the prior year
2. Results from funding in the prior year (*e.g.*, did your project lead to journal publication? did it remain a working paper?)
3. Scholarly output in the prior academic year

Part IV. Budget
Append a one-page itemized budget to your proposal. Separate your budget into two categories:
1. Expense items such as computers, software, postage, copying, submission fees, *etc.*
2. Summer salary amount

Faculty Internship Program

The Faculty Internship Program is designed to help faculty members to maintain currency and qualification in the disciplines in which they teach. Faculty members who qualify for the program will be awarded faculty development internships for the summer.
A faculty internship is intended to be a complete immersion experience. It is a situation in which a faculty member works full-time for a company for a minimum period of engagement and is given a project to complete or set of responsibilities to execute. Firms that participate in this program are able to bring faculty expertise to bear on business issues and challenges. Faculty members will bring back to the classroom experiences and current techniques for improvement of instructional outcomes of students. A faculty internship is not necessarily meant to be a consulting experience. Of primary emphasis is that faculty members will have the opportunity to experience professional growth through this exposure.

The output to be realized from these faculty internships will be student learning materials like case studies, series of vignettes or illustrations, video material, student visit or internship arrangements, *etc*. which would be integrated into the faculty member's class activities during the next academic year.

Goals

The following goals have been derived from the current AACSB teaching standards:

1. Provide faculty members with applied, in-depth knowledge related to their teaching field. AACSB requires that faculty members must be familiar with the theoretical, empirical, and practical knowledge in their teaching fields. This knowledge is brought to bear directly in the classroom. While faculty members have theoretical and empirical knowledge from advanced coursework or practice, many could enhance their practical knowledge of how the theory can be applied in the real world and broaden their understanding of issues in industry.

2. AACSB views the educational delivery process as a collaborative effort among the stakeholders in that process. Direct collaborative experiences with the business community facilitate communication about pedagogy and curriculum content.

3. Improve the ability of faculty members to bring cross-functional expertise in the classroom.

<u>Benefits For Professor, Students, And Sponsoring Organization</u>

Benefits for the Professor

- **Hands-on practical experience, knowledge, and perspective**. Faculty members learn first-hand about: current techniques, applications, and developments; future directions of the profession; management decision-making processes; and the nature, energy, and excitement of day-to-day life in the business world.
- **Renewal of the instructor's enthusiasm** for the subject area, provide fresh examples and anecdotal material, improve the professor's technical knowledge, and increase his/her confidence and credibility in the classroom.
- **Additional professional development opportunities** such as consulting assignments, and authorship of articles and books targeted toward practitioner audiences.
- **Research opportunities** could unfold from new ideas and methods gained from or based on practical problems having been encountered. Case writing assignments could follow.

Benefits for Students

- **A practical education.** Students receive an understanding about the machinations of the corporate world as professors bring real-life experience and examples into the classroom.
- **Better counseling about career opportunities**. Students can learn how to determine their best characteristics of fit with various kinds of organizations. They might be able to garner job contacts for themselves within the sponsoring organization or from members of the networks extant among a firm's employees.

Benefits for the Sponsoring Organization

- **Untapped pool of labor.** Faculty interns can be available when full-time staffers are temporarily absent (*e.g.* maternity leave) or assist with priority jobs or projects. Faculty members typically have an ethic for hard work and can operate independently without much supervision.
- **Knowledge and expertise** not readily available to most organizations. Faculty intern are steeped in the professional literature and have knowledge of "best practices". They

possess a solid conceptual understanding of their business discipline which some practitioners fail to employ in their decision-making.

- **Fresh perspective** – valuable resource person who can function as a sounding board. Faculty interns can function as disinterested arbiters and catalysts for change since they have no vested interests such as consulting fees, and they will be under no obligation to tell managers what they want to hear.
- **Educational assistance**. The faculty member can develop continuing education programs for the organization; evaluate the firm's existing programs; offer special courses, seminars, and talks; and provide training to the firm's employees.
- **Better recruiting efforts.** Faculty interns might have suggestions for how the organization can recruit and evaluate students and could serve as a scout for hiring. The sponsoring organization might become more attractive in students' eyes as the faculty member relates internship experiences in the classroom.

<u>Program</u>

Faculty members must indicate in writing their interest in participating in the program by the deadline set each April. This statement of interest should include a description of the type of organization and experience with which they would like to be involved, a narrative of how they think the experience would enhance their teaching, and present a general idea of the student learning materials they would plan to develop.

Members of the School of Business Board of Advisors will be contacted to identify potential matches between prospective faculty interns and industry priorities. The prospective intern and corresponding members of the Board of Advisors will be notified of their potential matches and be asked to meet or communicate with each other to develop a specific action plan for the summer project.

The overall expectation is that the faculty member engages in a variety of experiences and subsequently develops an appropriate outcome. For example, some faculty interns will carry out specific projects within the company, using the time between proposal approval and internship experience to research and develop needed background and expertise in the company or problem. Others might choose to shadow an executive and develop video or narrative vignettes resulting from the specific interactions. Alternatively, a faculty intern might assume the role of a new-hire in the company in order to develop descriptions and training materials for use in the classroom which prepare students for their initial professional experiences. In another instance, the faculty intern might examine a circumstance where the company has problems with the implementation of a program and would write a case study for use in class. The needs of the faculty member and the opportunities available in the company will shape the type of experience to be designed.

Faculty internships should result in faculty experiences that can have an impact on student learning and interaction, encourage innovation in faculty members' teaching methods, and allow students and faculty to develop integrative understanding of how the specialty area interacts with other business functions.

By early summer, each faculty member pursuing a faculty internship will present a detailed written work plan which has been developed collaboratively with the sponsoring organization. It should describe the internship activities, the company employee who will work with the faculty member, and what student learning materials the faculty will develop as a result of the internship.

The faculty member will provide a report summarizing the internship to the Office of the Dean by a designated time in September.

Budget

Each participating faculty member will receive from the School of business a stipend for the development activity and an expense budget for completion of the student learning materials. The amount of the stipend will vary according to the location and duration of the internship experience.

COMMITTEES OF THE SCHOOL OF BUSINESS

I. Strategic Planning Committee
The School Strategic Planning Committee is charged with the responsibility to work with the Dean to develop, direct, coordinate, and oversee the ongoing strategic planning process and initiatives in support of the School mission, vision, and goals.

The Committee:

- Serves as the steward of the mission, vision, and core values of the School by conducting periodic reviews of the corresponding statements and by making recommendations to the faculty for needed changes.
- Meets on a regular basis to assess the degree to which the mission, vision, and core values of the School are being met.
- Makes recommendations and provides assistance to administrators, other committees, faculty, and staff in regard to the strategic aims of the School.
- Assesses environmental and organizational factors which affect the strategy and management of the School.

Membership

- Chair – Dean
- Associate Dean
- Chairs from each of the major committees

Deliverables

• Meeting Minutes to Members	After each meeting
• AACSB Annual Maintenance Reports	Annually
• Continuous Improvement Action Items	Annually

Definitions

Mission - a statement of the specific purpose of the School. The mission is established and approved by members of the faculty.

Vision - an ideal and unique image of a desired future state, different from the current situation or *status quo*, which the School aspires to achieve. The vision is a synthesis of input from internal and external constituents and stakeholders and receives approval from the members of the faculty.

Continuous Improvement Action Items - To supplement the mission statement with those achievements anticipated to be of shorter time perspective, the School will list action items that state efforts for the near-term. These action items should define the achievements for the next one to three years that move the School toward greater fulfillment of the mission statement.

While the mission statement is stable and undergoes relatively infrequent changes, the action items should be reviewed at least annually to assess how the School is progressing and to focus efforts on the most important issues at hand. The mission statement provides a framework within which the action items operate. Stakeholders can look to the mission statement to see the overall long-term goals of the School. They look to the action items to see what the School is doing presently in order to align itself with the mission.

AACSB Annual Maintenance Reports - the set of progress reports specifying action items which have been identified in the strategic management plan along with an explanation of new programs or objectives and supporting resources.

II. Assurance of Learning Committee

The School of Business Assurance of Learning Committee is charged with the responsibility of coordinating the continuous improvement activity of the School, the assessment of student learning objectives, and ensuring consistency of these activities with the mission of the School and in coordination with the academic areas.

The assessment of student learning should reflect the continuous improvement of the curriculum and instructional efforts of the faculty. It is an on-going process whereby data on performance are collected and interpreted so that the School can take action to ensure that the curriculum and other educational activities help students meet determined learning objectives. While the committee coordinates assessment activity, all faculty members are expected to be involved in the assessment process.

<u>Membership and Terms:</u> The Assurance of Learning Committee consists of at least one faculty member from each academic area (Accounting, Finance, Management, and Marketing) and, as *ex-officio* member, the Associate Dean. One member is chair of the Assurance of Learning Committee. Subcommittees can be created that include other members from the faculty for service to the committee.

Faculty members are appointed to the committee by the Dean in consultation with the faculty. Each term is two years in length. New committee members begin their terms during the Fall semester. Appointments will be staggered so as to provide for continuity (*e.g.*, two new members in one year, two in the next).

The Assurance of Learning Committee maintains goals consistent with AACSB standards, namely:

1. Systematically measure student learning achievement against specified learning goals for the purpose of improving student learning and development.
2. Assist the School and its faculty members to improve programs and courses.
3. Assure to external constituents, such as potential students, public officials, supporters, and accrediting bodies that the School is striving for continuous improvement of its students, programs, and processes.

The responsibilities of the Assurance of Learning Committee are:

1. Work in conjunction with the faculty on the curriculum to establish, monitor, and revise student learning goals and objectives in each degree program.

2. Work with the faculty on the curriculum with regard to the selection of techniques to be used to assess student learning goals and objectives.
3. Assist the faculty on the curriculum with regard to the implementation of assessment techniques and interpretation of results.
4. Communicate the results of assessment activities on an annual basis to the faculty and to the Associate Dean for inclusion in annual reports such as those required by AACSB and for databases.
5. Act as a resource for the School with regard to research of current trends in assessment activities in business programs in particular and in higher education generally.

If a member of the Assurance of Learning Committee leaves the committee prior to the expiration of her/his term, the Dean appoints a replacement to serve the remainder of that term. The replacement is selected in a manner that, to the extent possible in the judgment of the Dean, balances representation of disciplines (same as the person who left) and workload.

Activity Schedule: The activities of the Assurance of Learning Committee include:

Each year:

- Coordinate the collection of data at the onset of each semester.
- Ensure that data are communicated to the Associate Dean.
- Coordinate the Assessment Section of the Spring Retreat.
  (all reports should be available to faculty prior to the start of the retreat)
- Refine assessment plan and curriculum plan after assessing educational outcomes and reviewing the School mission each spring.
- Distribute curriculum and assessment plan to faculty.
- Coordinate each fall the discussion, modification, and adoption of the curriculum by the faculty as a result of assurance of learning activities.

Deliverables

• Meeting Minutes to Members	After each meeting
• Update of the School Assessment Plan & Website	Annually
• Continuous Improvement Action Items	Annually

III. Curriculum Committee

The Curriculum Committee is charged with the responsibility to develop and maintain a current and cohesive curriculum for the School of Business. The curriculum should address the educational needs of the nation and the State of Missouri and be in accordance with the public liberal arts mission of Truman State University and the mission of the School.

Curriculum development is an on-going process and the curriculum itself is more than a collection of individual courses. In whole, the curriculum should, through conscious design, provide a series of experiences which will increase the knowledge, skill, interpersonal communication skills, and professional judgment of the students. In keeping with the spirit of continuous improvement at Truman State University and the School, outcomes for student learning objectives should be measured over time to demonstrate the effectiveness of the curriculum.

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Responsibilities:

The primary responsibilities of the Curriculum Committee include:

- Work with the Assurance of Learning committee to review student learning assessment results and coordinate efforts to make sure this information informs curriculum planning and decisions,
- Review general student learning assessments (*e.g.,* MFAT; GSQ) and disseminate results to the School
- Steward the core curriculum of the School's degree programs,
- Oversee and coordinate proposed curriculum changes for review by the entire faculty,
- Monitor and coordinate the School's curricular policies,
- Coordinate the School's faculty responses to university-wide curriculum and student-learning initiatives,
- Coordinate the work of *ad hoc* committees and task forces related to curriculum.

Definitions:

Faculty: As used in this policy statement, the term refers to all participating faculty members with an appointment in the School of Business.

Course changes: All of the following are changes: a change in the number of credit hours; the addition or deletion of a course; the addition or deletion of a program, concentration, or minor; a change in course objectives; a change in prerequisites; a change in course title; a change in course description; and other changes in catalog content.

Membership, Elections, and Terms:

There will be five faculty members on the committee. Three members are appointed by the Dean. The other members of the committee are those faculty members elected by the faculty to serve on Undergraduate Council. The Associate Dean serves as an *ex-officio* member of the committee.

Members appointed by the Dean serve for two year terms. New committee members begin their term in the Fall semester. New appointments are staggered to provide for continuity.

Each year, the Curriculum Committee determines which member will serve as committee chair. Each of the disciplines, accounting and business administration, have one of the remaining members of the committee designated as a primary representative to the discipline.

If a member of the Curriculum Committee leaves the committee prior to the expiration of her/his term, the Dean appoints a replacement to serve the remainder of that term. If the member to be replaced was the representative to Undergraduate Council, then the designated alternate to the Council serves in his/her stead. The replacement is selected in a manner that, to the extent possible in the judgment of the Dean, balances discipline representation (same as the person who left) and workload.

Curriculum Decisions**:** The final determination on all curriculum decisions is made by the faculty of the School. The voting process is conducted by a written vote of the faculty.

The Curriculum Approval Process

Proposing Changes: Changes may be proposed **by any tenure-track faculty member or interest group of the faculty, any area of faculty endeavor or discipline, and/or an *ad hoc* curriculum group** appointed by the Dean or the Associate Dean. The Curriculum Committee itself may propose changes. All proposed changes must be submitted to the Curriculum Committee. The Curriculum Committee will notify the faculty as soon as possible of the content of all proposals it receives or generates (at a minimum, proposals will be placed in faculty mailboxes). If changes are proposed that affect concentrations or programs, the designated discipline representative may bring initiated proposals back to those faculties.

Consideration of Changes: The Curriculum Committee considers all additions, deletions, and other changes in courses, programs, and concentrations in the curriculum of the School. The Curriculum Committee considers the addition of all new curriculum programs and the elimination of any existing programs. The committee formulates recommendations and submits them to the faculty of the School for discussion and vote.

For each proposal, the Curriculum Committee prepares a report that will include at minimum the recorded vote of each member and the basis for the recommendation. The report is passed down to appropriate discipline. All proposals receiving a negative recommendation by the Curriculum Committee may be submitted to School of Business faculty for consideration if requested by the originator(s).

Some proposed curriculum changes involve only a concentration (typically these will be in regard to courses that are not required core curriculum). Any such proposed change must be approved by a majority of the faculty within the concentration or program before further consideration will be given to the proposal. If this proposal is approved, a written proposal is prepared by those faculty members and forwarded to the Curriculum Committee. The Curriculum Committee then conducts a review and presents its recommendation to the School faculty for discussion and vote.

<u>Faculty Approval:</u> The process of School faculty approval/disapproval is as follows. At least one week (five working days) prior to a general School faculty meeting, each faculty member will receive a written copy of the proposal from the Curriculum Committee. At the faculty meeting, the proposal is brought to the floor for reading and discussion. (For an amendment to qualify for the written ballot [to be described in the next paragraph], it must receive a majority vote by yea or nay at the faculty meeting as meriting consideration for the written ballot.)

After the faculty meeting, the original motion and all qualifying amendments offered from the floor or from elsewhere are to be voted on by written ballot distributed to the faculty. The written ballot ensures that vote counts and the content voted on is preserved.

<u>Catalog Copy:</u> The Curriculum Committee is responsible for reviewing and signing off on all original school curriculum and catalog copy and galley proofs before they are processed by the Associate Dean.

IV. Promotion and Tenure Committee

The Promotion and Tenure (P&T) Committee is selected according to the following rules:

1. The P&T Committee consists of four tenured faculty members with members elected from both business administration and accountancy. Each discipline, accounting and business administration, elect two tenured faculty members by secret ballot to serve on the committee.

2. The Dean appoints one member to the P&T Committee each year. The fifth member is appointed by the Dean, with cognizance of the candidate(s) being considered for tenure or promotion, to serve on the P&T Committee for the specified candidate(s).
3. The name of each faculty member eligible to serve on the committee is placed on the ballot. Faculty vote only on their department representatives. The vote is by secret ballot. The voting process is open to all tenured and tenure-track faculty from the School. Members of the P&T Committee serve two-year staggered terms.
4. The elections are held during the Spring semester of each year. The elections are staggered so that one member from each department will rotate off on two year intervals, thus ensuring organizational memory of the committee.
5. Unexpected vacancies are filled by a special election.

The P&T committee is responsible for:

1. Review of the documentation file of each tenured or tenure-track candidate for promotion or tenure for the purpose of making an independent recommendation concerning the application to the Dean of the School;
2. Review periodically School procedures and guidelines regarding tenure and promotion for consistency with any changes made to University promotion and tenure policies and, if appropriate, recommend changes to the School's procedures.
3. Education of new faculty members on the promotion and tenure process and setting expectations for materials preparation and submission.

V. Student Recruitment and Development Committee

The School of Business Student Recruitment and Development Committee is responsible for monitoring and recommending enhancements for the recruitment and placement function within the School. The committee also implements several activities such as Visit Days, Meet the Firms, and personalized letter/note writing to prospective students.

In consultation with administration, members on the committee are appointed for two year terms and are responsible for the following:

1. Coordinate Truman Visit Days (Fall Premier). All faculty members are expected to participate in visit days.
2. Coordinate *Meet the Firms* and other employer recruiting events as designated.
3. Coordinate with Residential College Program on programming.
4. Administer letter/note writing to prospective students.
5. Monitor and make recommendations pertaining to the policies and procedures of the co-op/internship program.
6. Monitor and make recommendations for other opportunities for student interaction and development.
7. Make curriculum recommendations to the Curriculum and Assurance of Learning Committees on issues pertaining to the co-op/internship programs and student development.

VII. Faculty Development Committee

The University and School of Business subscribe to the teacher-scholar model. The Teacher-Scholar is someone who understands subject matter deeply enough to structure, select, and organize it in order to effectively communicate it to students and whose scholarship and service to the university and community demonstrate a commitment to the application knowledge to solve problems, to the synthesis of various streams of knowledge, and to the understanding of student-learning.

The Faculty Development Committee is charged with the responsibility to foster the teacher-scholar model in the School of Business.

Responsibilities:

The primary responsibilities of the Faculty Development Committee are:

- Review in aggregate faculty intellectual, instructional, and service performance for issues and trends.
- Present School performance results at School faculty meetings.
- Develop and coordinate opportunities for faculty members to enhance and improve their instruction performance (*e.g.,* brown bag teaching seminars).
- Develop and coordinate opportunities for faculty members to enhance and improve research performance (*e.g.,* research seminars).
- In conjunction with the Associate Dean, coordinate the instructional excellence portion of the Spring Instructional Excellence Faculty Retreat.
- Orient new faculty members on developmental opportunities available across the campus
- Work with the Assurance of Learning and Curriculum Committees on programs and opportunities to support faculty development as related to divisional student-learning objectives (*e.g.,* support the development of students' critical thinking skills through creative assignments).
- Document and disseminate best practices regarding teaching and scholarship across the School.
- Monitor the environment and investigate new, relevant models of pedagogy (*e.g.,* team-based learning; integrated business cores; use of technologies such as in-class survey tools).
- Recommend AACSB and other teaching-related conferences for faculty attendance.

Membership and Terms:

There will be five faculty members on the committee. The members will be appointed by the Dean. The Associate Dean will serve as an *ex-officio* member of the committee.

Members appointed by the Dean serve for two year terms. New committee members will begin their term in the Fall semester. New appointments will be staggered to provide for continuity.

Accounting Program Coordinator

The function of the accounting coordinator is to facilitate the work of the accounting faculty as a cohesive unit and ensure that the unit meets the standards for AACSB accounting accreditation.

- Coordinate accounting curriculum development and implementation.
- Coordinate and oversee accounting program content in the undergraduate and graduate catalog.
- Oversee the curriculum submission process for the undergraduate and graduate accounting curriculum.
- Draft significant portion of documents and reports particular to the accounting programs for use on campus and beyond. These include the Five-year Review, AACSB annual maintenance report, and assessment documents.
- Coordinate accreditation activity across the accounting discipline.

- Coordinate with the Associate Dean on the selection of GTRAs.
- Serve as the point person for course substitutions in the accounting program.
- Provide oversight for Master of Accountancy Program.
  - » Coordinate comprehensive graduation examination.
  - » Organize and coordinate the marketing of the program to prospective applicants.
  - » Organize and chair committee to review graduation applications.
  - » Serve as academic advisor for graduate students and those considering the graduate program.

The coordinator will receive a release of one course per semester and a summer stipend.

Concentration Coordinator – Finance, Management, Marketing

Each concentration in the School shall have a concentration coordinator appointed in consultation with the administration. The function of the concentration coordinator is to facilitate the work of the faculty members of the concentration as a cohesive unit. Service as a concentration coordinator is counted as service for the School for annual review and professional development.

Duties include:

- Serve as the point person for course substitutions in the concentration area.
- Coordinate with faculty members in the area on teaching assignments.
- Assist in the coordination and drafting of significant documents and reports for use on campus and beyond. These include the Five-year Review, AACSB annual maintenance report, and assessment documents.

Course Coordinator

Each course with multiple sections will have a course coordinator. The course coordinator is appointed in consultation with the administration. The course coordinator oversees and ensures consistency in pedagogy across the course sections including common syllabi, *etc.*

Approved by: School of Business Faculty, Fall 2006

STUDENT POLICIES

Grade Appeal Policy

A student with an academic or grading problem should discuss the problem and attempt to reach a resolution with the faculty member involved. If the problem is not resolved to the student's satisfaction, the student should consult with the Dean or Dean’s designee who will attempt to mediate an appropriate solution in accordance with University policies.

Approved by: School of Business Faculty, February 24, 1994

Transfer Student Admissions Policy/Procedures

Transfer students are admitted to the University by the Office of Admissions on the basis of the following criteria: (1) high school academic rank, (2) previous college entrance exam scores, (3) cumulative grade point average on previous college credits, and (4) the strength of the student's high school and college curricula.

The Registrar's Office evaluates transferable courses from recognized accredited colleges and universities with Truman reserving the right to decide applicability toward specific programs. Both credit hours and grade point average become part of the student's permanent record.

Following admission to the University, copies of admissions forms and transcripts for those indicating accounting or business administration as a major are sent to the School of Business for review. The Business Academic Advisor or the Dean will evaluate the student's request, and the Dean will either admit or deny admission to the business program requested by the student.

Criteria for admission to the accounting and business administration majors include prescribed cumulative grade point averages and completion of certain prescribed lower level liberal arts and science as well as business courses as stated in the University *General Bulletin*. Prior to completion of these requirements, students may be admitted as "pre-accounting" or "pre-business" majors.

Students admitted to the accounting or business administration programs receive a "transfer admission" letter and the appropriate program brochure outlining requirements for admission to upper-level courses and graduation. The student's materials are then forwarded to the Business Academic advisor for advisor assignment and enrollment.

Those students denied admission are sent a "transfer denial" letter referring them to Academic Planning Services for the selection of another major. A copy of the denial information is sent to the Business Academic Advisor for School records. Original materials and a copy of the denial letter are sent to Academic Planning Services for advising and enrollment purposes.

Upper level transfer credits may be accepted on the basis of a validation procedure which may include examination, course content analysis, or satisfactory (C or better) completion of the next appropriate upper level discipline course at Truman. The appropriate procedure will be decided upon by the faculty.

Procedural Note: Validation examinations are available for Organizational Behavior, Principles of Finance, Principles of Marketing, Information Systems Concepts, and Production/Operations Management.

Approved by: School of Business Faculty, October 27, 1994