BRENNAN SCHOOL OF BUSINESS: ROLES AND RESPONSIBILITIES

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Roles and Responsibilities

Introduction

Dominican University is a mission-driven and values-focused institution of higher learning. Dominican's core values of *Caritas Veritas,* Love and Truth, permeate the entire University. So, too, does the University's mission: "to pursue truth, to give compassionate service, and to participate in the creation of a more just and human world." Dominican's mission and core values permeate everything we do at Dominican. They

- Infuse our teaching with love for our students and truthfulness in the process of learning;
- Guide our research to pursue truth wherever it may take us;
- Guide our relationships with one another to embody respect, compassion, understanding, and integrity;
- Serve as touchstones by which we measure our commitment to civic engagement; and
- Binds us together as a community.

The Brennan School also has its own mission and values. The Brennan School mission affirms our fundamental commitment to ethics-centered education. Brennan School faculty are expected to prepare students to advance their careers through the integration of fundamental business theory with the best of contemporary practice – while always being mindful of the common good. Brennan School faculty should be leaders in innovative, experiential education, and all faculty members are expected to embody the School's shared values of

- Collaboration and collegiality;
- Care and respect;
- Inclusion and diversity;
- The belief in human dignity and potential;
- Continuous improvement, creativity, and innovation; and
- A rigorous and engaging education.

Brennan School faculty members are expected to embody in their teaching, research, and service, the University's and the School's mission and values.

1.0 BSB Administrative Structure

Administratively, the Brennan School is headed by a Dean. An Associate Dean, three Department Chairs, an Undergraduate Program Director, Directors of three Centers of Excellence, a Graduate Program Director, a Director of Career/Professional Development Programs, a Marketing and Communications Manager, the Brennan Advisory Council and an administrative support staff all report directly to the Dean. See Appendix A for the BSB Organizational Chart.

The Dean is the chief administrator of the Brennan School. The Dean leads BSB by providing not only a broad, compelling vision for the school, but also acts as a catalyst for change. The Dean is both the external and internal face of the school. Thus, the Dean has the primary responsibility for working constructively with BSB stakeholders, through a process of shared decision-making that is collaborative, transparent, frequent, collegial, and inclusive. The Dean is also responsible for the school's overall academic policies, budget, personnel and reputation.

The Associate Dean is an administrative faculty member, who works with the dean, faculty, and staff to achieve the school's mission and strategic goals. The Associate Dean helps maintain the integrity of BSB's academic programs by providing oversight for AACSB International accreditation, management of the assurance of learning and assessment process, and class schedule management. The Associate Dean also chairs selected internal BSB committees, advises graduate students, interacts with the Registrar's Office, and coordinates activities with department chairs.

The Brennan School has three Departments: (1) Accounting, Finance, and Entrepreneurship; (2) Economics, Law, and Ethics; and (3) Management, Marketing, and International Business. A department chair manages each department.

Department chair responsibilities are primarily to advance the vision and mission of the school through the day-to-day operations of her/his respective academic unit. Department chairs recruit faculty, oversee the integrity of courses in their department, manage department budgets, and ensure balanced levels of student advising. Department chairs are chosen from among each department's tenured faculty. The Dean selects the department chair after soliciting input from departmental faculty. Chairs are appointed to three-year, renewable terms. At the end of the three-year term, the Dean will seek input from the faculty and, if appropriate, will make an offer of reappointment.   Appendix B contains a Department Chair summary job description.

Additionally, the School has five standing committees:

Undergraduate Programs Development Committee (UPDC). This committee's focus is on overseeing the development of undergraduate programs and implementing curriculum revisions. This committee includes the Associate Dean (as Chair), the Undergraduate Programs Director, and faculty members representing Brennan's academic departments. Brennan faculty members will be appointed to the UPDC by the associate dean, in consultation with the relevant department chair. Normally, the UPDC will have representation of at least one faculty member from each academic department. UPDC members will ideally have a focus on undergraduate teaching, and must teach, at a minimum, one undergraduate course per semester. While there is no fixed term duration, faculty members will discuss their continued membership with the associate dean once every two academic years.

Graduate Programs Development Committee (GPDC). This committee's focus is on overseeing the development of graduate programs and implementing curriculum revisions. The committee also makes recommendations to the Dean on BSB Exelon Teaching Grants. This committee includes the Associate Dean (as Chair), the Graduate and Executive Education Programs

Director, and faculty members representing Brennan's academic departments. Brennan faculty members will be appointed to the GPDC by the associate dean, in consultation with the relevant department chair. Normally, the GPDC will have representation of at least one faculty member from each academic department. GPDC members will ideally have a focus on graduate teaching, and must teach, at a minimum, one graduate course per semester. While there is no fixed term duration, faculty members will discuss their continued membership with the associate dean once every two academic years.

Faculty Mentoring & Development Committee (FMDC). This committee's responsibilities are (a) Mentoring tenure-track faculty members through their process of academic growth and professional development; (b) providing guidance and feedback to tenure-track faculty members on their progress toward achieving tenure; (c) providing guidance and feedback to tenured faculty members prior to their University-level post-tenure review; (d) evaluating the quality of academic journals, which might be added to a list of quality journals accepted by the Brennan School faculty (December 2015) to assess scholarship (see below); and (e) evaluating and making recommendations to the Dean on BSB Exelon Research Grants.

The membership of FMDC is decided by election. Only tenured full-time faculty members are eligible for service on the FMDC. Members will be elected for a three-year term. The FMDC election will be administered by the associate dean. Faculty members must be nominated (self-nominations acceptable) to fill any openings. All full-time BSB faculty members are eligible to vote in the election. Each academic year, the FMDC will choose a chair from amongst the elected members. Ideally, to ensure continuity, once a chair is named, that person will hold the chair position for the duration of his/her term.

BSB Dean's Academic Council (BDAC). This committee of Department Chairs works with the Dean and Associate Dean primarily to review and discuss faculty development initiatives, coordinate faculty teaching course scheduling, and implement cross-departmental program efforts. Membership in the BDAC includes the Dean, Associate Dean, and chairs of each of the BSB departments. Term of appointment to the BDAC coincides with the term of appointment to the above roles.

 Bre n n an 's D ean Ext ern al Relat ion s Com mitt ee (BERC). The Brennan's Dean External Relations Committee strategizes and develops external relationships with alumni, corporations, and organizations. This committee will seek to nurture external relations and partnerships for career development efforts, experiential classroom opportunities, and executive education offerings. Membership in the BERC includes the Dean, the Undergraduate Programs Director, and Director of Graduate Programs and Executive Education, the Career Development Program Director, and the Associate Director of Advancement. Additional members may be invited by the Dean.

Appendix C describes standing committees in detail.

The Business Advisory Council supports the school in program and external relations developments.2.0 Faculty

2.1. Faculty Designations

In accordance with Chapter 3 of the Dominican University Faculty Handbook, BSB normally uses the following three faculty designations: (1) Fulltime faculty; (2) clinical faculty; and (3) adjunct faculty.

2.1.1 Full-Time Faculty in BSB

The normal teaching load for full-time Brennan faculty members is 18 hours per academic year. The Dean may modify a faculty member's normal teaching load because of specific Brennan School or University needs (e.g., serving as Department chair, serving as director of a center of excellence, serving as a grant principle investigator, covering classes for faculty on leave or on sabbatical, etc.).

2.1.2 Clinical Faculty in BSB

Appointment of Clinical Faculty members is managed by the Dean. The contract is for one calendar year and can be extended to future periods at the Dean's discretion. Clinical Faculty may teach in the Fall, Spring or Summer semesters. Normally, Clinical Faculty teach at least 12 credit hours per calendar year, but no more than 15 credit hours per calendar year. They may be assigned other faculty responsibilities or roles. Clinical Faculty do not accrue time towards tenure or sabbatical. Clinical Faculty salary is determined based upon BSB standard clinical pay scale. In addition, clinical faculty receive standard tuition benefits. The Dean extends the appointment offer to Clinical Faculty.

Clinical Faculty are encouraged to engage in internal and external community that furthers BSB's and the University's missions. Clinical Faculty are invited to BSB Faculty Meetings and are encouraged to participate in school's strategic planning process as well as in implementation of significant academic and career planning projects and initiatives. Clinical Faculty may serve on university and BSB committees.

The following criteria are considered in selecting Clinical Faculty members:

- Academic credentials (Master's degree or higher in area of instruction)
- Professional certifications (CFA, CFP, CPA, CMA) and status
- Meeting requirements to be classified as Scholarly Academic, Practicing Academic, Scholarly Practitioner or Instructional Practitioners by AACSB standards (see Sections 2.3.2, 2.3.3, and 2.3.4)
- Evidence of prior teaching effectiveness
- Current and past professional positions
- Evidence of relevant professional expertise
- Evidence of continuing professional development
- Curricular needs of the school

2.1.3 Adjunct Faculty in BSB

Appointment of Adjunct Faculty members is managed by Department Chairs in consultation and with the approval of the Associate Dean. Adjunct Faculty usually teach on a part-time or per course basis pursuant to Semester Term Appointments. Normally, Adjunct Faculty may not teach more than 6 credit hours per semester and 12 credit hours per academic year. Adjunct Faculty may be hired for the Fall, Spring or Summer semesters. They ordinarily have no other faculty responsibilities or roles.

Adjunct Faculty salary is determined based upon the BSB standard adjunct pay scale. In addition, adjunct faculty receive standard tuition benefits. The Adjunct Faculty do not accrue time towards tenure or sabbatical.

The following criteria are considered in selecting Adjunct Faculty members:

- Academic credentials (Master's degree or higher)
- Professional certifications (CFA, CFP, CPA, CMA) and status
- Meeting requirements to be classified as Scholarly Academic, Practicing Academic, Scholarly Practitioner or Instructional Practitioners by AACSB standards (see Section 2.3.2, 2.3.3, and 2.3.4)
- Evidence of prior teaching effectiveness in multiple formats (in-class, hybrid, on-line)
- Evidence of relevant and continuing professional expertise
- Curricular needs of the school

2.2 Faculty Responsibilities: Teaching, Student Engagement, Research, and Service Ethos

All Brennan School faculty are expected to engage in teaching. Teaching excellence is the central feature of the Brennan School and is the most important faculty role (see Section 2.2.1 Teaching for BSB's holistic definition of teaching excellence). While teaching excellence is an essential condition for continued employment, it is not a sufficient condition. Brennan School faculty must also maintain their status as a described in AASCB accreditation standards and must contribute their talents in ways that are individually appropriate to the advancement of their department, BSB, the University, and communities outside the university through service. Like teaching, research excellence is necessary, but not sufficient.

A Brennan School education asks faculty and students, alike, to engage actively in and intentionally with learning. For faculty, engagement means continuous reflection on and a commitment to improve in teaching, research, and service. For students, engagement means that they "are actively involved in their educational experiences, in both academic and professional settings [and that] they are able to connect these experiences in meaningful ways" (AACSB Standard 13).

Brennan School faculty have primary responsibility for thinking broadly about how to engage students in their own learning, how to engage students (as appropriate) in research, and how student engagement can be expressed through the faculty member's service commitments. Thus, student engagement serves as a framework for thinking about and evaluating how well

Brennan School faculty prepare students for "meaningful professional, societal and personal lives" (AACSB Standards Preamble). It is incumbent upon all faculty members to describe and document their student engagement activities.

Overall, the Brennan School aspires to be a place where

> [faculty members] are well informed about their students. They know where their students are from, their preferred learning styles, their talents, and when and where they need help. They also establish high but attainable expectations for students, making explicit what students need to know and do to be successful. They challenge, implore, cajole, and support students to go beyond the level of effort they typically invest in their studies. When accompanied by generous amounts of timely feedback, they help students cultivate the habits of the mind that become the foundation for pursuing excellence (De Sousa, Promoting student success: What advisors can do, 2005, p. 2).

2.2.1. Teaching

The primary and most important responsibility of Brennan School faculty is teaching. It is expected that Brennan School faculty will design, deliver, and assess pedagogies that translate the University's and the Brennan School's mission into coherent, inclusive, and transformational learning experiences. Teaching excellence is conceptualized holistically and is not measured solely by student evaluations. Effective, high quality teachers demonstrate success in four major domains: (a) student learning and engagement, (b) content, (c) instructional practice, and (d) professional development and responsibility.

a) <u>Student Learning and Engagement:</u> Excellent educators begin teaching by thinking about the learner. They understand and consider that students bring unique differences to the learning process and that each student needs a supportive and safe environment with high expectations to thrive and achieve. Consequently, these teachers design and implement appropriate and challenging learning experiences to include all learners and to help each learner reach his/her full potential. Additionally, these teachers work with learners to create environments that support individual and collaborative learning, positive social interaction, active engagement in learning, including experiential learning, and self-motivation. Collectively, these statements reaffirm the importance of inclusive teaching as stated in the Faculty Handbook (see Chapter 6, Section A).

b) <u>Content</u>: Engaged teachers learn their whole lives long. Excellent teachers deeply and flexibly understand their content area(s). They use this knowledge to create learning experiences that make the discipline accessible and meaningful for learners. High quality teachers understand how to connect concepts and use a variety of perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local, regional and global issues.

c) <u>Instructional Practices</u>. It is one thing to possess knowledge and another to impart it; one thing to have goals and another to achieve them. The teacher striving for excellence wishes to instill a genuine love of learning in students. This is best communicated by the enthusiasm the instructor radiates. The conscientious teacher seeks out and utilizes a variety of ways to reach the broadest spectrum of students in the class.

Excellent teachers integrate assessment, planning, and instructional strategies in engaging ways into everyday practices. These teachers understand and use multiple methods of assessment to inform students and themselves of their respective progress and growth. They draw upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction which supports every student in meeting rigorous learning goals. They apply a variety of instructional strategies to facilitate learners' development of knowledge and skills.

d) <u>Instructional Professional Development & Responsibility</u>: Excellent teachers engage in ongoing professional development with respect to their pedagogical development. They seek out opportunities to further their understanding of teaching and learning (for example, BCTLE programs). They continually use evidence to evaluate and adapt their instructional practices to meet the needs of students.

2.2.2 Student Engagement

As AACSB notes in the Preamble to its accreditation standards, "[…] quality business education cannot be achieved when either academic or professional engagement is absent, or when they do not intersect in meaningful ways." Engaged students are involved, interested, and connected (Kinzie, Kuh, Schuh, & Whitt, 2005). Engaged students learn more, achieve more, and are more successful in careers because they make conscious decisions to spend time and resources directed to educationally purposeful activity (Dostaler, Robinson, & Tomberlin, 2017). Simply stated, engaged students are willing to invest personal, internal energies regardless of task difficulty.

Student engagement is most readily discerned in the design and implementation of meaningful learning activities (as Section 2.2.1 indicates). Student engagement in the classroom, therefore, means that students are connected to their course materials, to their professor, and to each other as a meaningful, productive learning community.

Because student engagement involves the totality of student development within a wide-ranging business framework (i.e., participating in professional self-development and self-directing job/career searches), faculty-student engagement transcends the classroom. Student engagement includes service learning and other experiential activities that involve students with business communities and with broader academic communities. Also, student engagement involves students in scholarship, e.g., when students are motivated to pursue independent lines of research or when students are involved meaningfully in faculty research. Student engagement, therefore, is not meant to be a separate, fourth category of faculty work, but rather is meant to stimulate Brennan School faculty to think creatively about their faculty-student activities in teaching, scholarship and service. (See Appendix D for illustrative examples of faculty-student engagement activities.)

2.2.3 Scholarly Inquiry

All full-time faculty members in the Brennan Scholar are expected to be engaged scholars. Being an engaged scholar means that the faculty member is intellectually active, takes professional and ethical approach to the process of inquiry, has a considered research plan

connected to one's discipline (see also Section 3.1.3), participates in scholarly activities intended to both share and shape one's research (see Appendix E), and publishes in journals that use scientific methods for the objective review of manuscripts and are therefore a trusted form of scholarly communication (see Appendix E). Scholarly inquiry within BSB also is guided by the values embodied by Dominican's and the Brennan School's mission.

As described by the AACSB *Final Report on Impact of Research*, scholarly inquiry is "a set of activities designed to systematically seek answers to questions of theoretical or practical importance to organizations" (p. 15). The Brennan School defines organizations broadly. It includes entities that create economic and social value in society. It therefore includes formal entities, such as a business, but also includes social and civic organizations, emergent forms of organizations (e.g., social enterprises and hybrid organizations such as private-public partnerships), and institutions of higher learning. What is distinctive about scholarly inquiry is the rigor embedded in the process of inquiry, and its focus on confirming as well as advancing theoretical or practical knowledge.

Scholarly inquiry may result in intellectual contributions. Intellectual contributions (i.e., research) are those original contributions that advance knowledge through the application of generally accepted methods of inquiry, are subjected to peer review, and are disseminated to an appropriate audience (AACSB Standard 2). Intellectual contributions can focus on discovery, the integration, application and synthesis of existing knowledge, and on teaching and learning (AACSB Standard 2 and Chapter 7, *Faculty Handbook*). The Brennan School values equally each kind of intellectual contribution. Cutting-edge and transformative intellectual contributions can be transdisciplinary and because of their innovative nature may find "homes" in nontraditional outlets.

2.2.4 Service

Every Brennan School faculty member is expected to serve their students, their faculty colleagues, their academic department, the Brennan School of Business, Dominican University, their professional discipline and as well as the broader community through a multitude of activities and programs that contribute to the creation of robust and vital academic and global communities. All faculty are expected to make service contributions that foster shared governance, reinforce the University's and school's mission and goals, and enrich the lives of students. The time devoted to service will vary from year to year for all faculty members as their academic careers unfold and develop. The type of service that faculty members contribute will also vary, necessarily reflecting the faculty member's particular interests and strengths.

At a minimum, Brennan School faculty are expected to serve on one Brennan School Standing Committee (as described in Section 1.0), one University-wide committee (including ad hoc and special task forces), and do student advising (except during their first year).

Advising is both a tangible expression of *Caritas Veritas* and an opportunity for student engagement. Quality and caring advising helps Brennan School students thrive, persist, and complete their course(s) of study in a timely manner. Faculty advising assignments will be allocated based on the needs within the undergraduate and graduate programs, and will be

discussed by the BDAC. Faculty advising graduate students will work closely with the Graduate Program Director and/or the Associate Dean.

Service in the Brennan School is defined broadly to include:

- Service supporting Governance and Curriculum
- Service supporting Faculty and Colleagues
- Service supporting Students and Alumni
- Service supporting Professional Disciplines
- Service supporting Community Engagement

See Appendix F for selected service examples in all five above-mentioned categories.

2.3 AACSB Faculty Classification and Qualifications Guidelines

All faculty within BSB must meet the criteria defined by AACSB Standard 15, which addresses faculty qualifications and engagement. These standards assess faculty members along the following dimensions: 1) initial academic preparation and professional experience, and 2) sustained academic and professional engagements. The AACSB standards create four classification categories based on the combinations of a faculty member's academic preparation and professional experience at the time of initial hire as well as the ongoing academic and professional development activities.

The four categories are represented in the following table:

		Sustained Engagement Activities	
		Academic (Research/Scholarly)	Applied/Practice
Initial Academic Preparation & Professional Experience	Professional Experience, Substantial in Duration and Level of Responsibility	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
	Doctoral Degree	Scholarly Academics (SA)	Practice Academics (PA)

The AACSB standards require Brennan to classify faculty members into the following categories:

- *Scholarly Academics* (SA): Includes faculty members who hold a Doctoral or Terminal degree in a field related to the teaching responsibility and who sustain currency and relevance through scholarship.
- *Practice Academics* (PA): Includes faculty members who hold a Doctoral or Terminal degree in a field related to the teaching responsibility and who sustain currency and relevance primary through continued professional engagement.
- *Scholarly Practitioners* (SP): Includes faculty members who hold a Master's degree and have substantial professional experience in a field related to the teaching responsibility. Faculty members in this category sustain currency and relevance through continued professional engagements and scholarship.
- *Instructional Practitioners* (IP): Includes faculty members who hold a Master's degree and have substantial professional experience in a field related to the teaching responsibility. Faculty members in this category sustain currency and relevance through continued professional engagement.
- *Other* (O): Includes faculty members who are not deemed to be current in the teaching discipline under any of the previous four categories.

2.3.1 Scholarly Academic

AACSB guidelines state: "Scholarly Academics (SA) sustain currency and relevance through scholarship and related activities. Normally, SA status is granted to newly hired faculty members who earned their research doctorates within the last five years prior to the review dates."

A faculty member will generally be considered a Scholarly Academic (SA) if he/she meets the following criteria:

Initial Qualification:

To be considered a Scholarly Academic, the faculty member must hold a doctoral or terminal degree in the teaching discipline or a closely related field.

- Faculty are considered SA for five years following the award of their doctoral or terminal degree in the teaching field or a closely related discipline.
- Faculty members hired with ABD status are considered SA for up to three years from the date of hire. Initial SA status is limited to five years total regardless of when the degree is awarded.
- Newly hired faculty members who earned their doctoral/terminal degree more than five years prior to their hire date must comply with requirements for maintaining SA status.

Maintenance of SA Classification:

In order to maintain scholarly academic status, the faculty member must:

- Obtain at least seven total points from the scholarly publication and scholarly activity categories within the past five years, of which at least four points must come from the

scholarly publications category. The intellectual contributions of each faculty member are expected to be closely aligned with the primary area of teaching responsibility.

Publication expectations are reduced for administrators (Dean, Associate Dean) as follows:

- Associate Dean: While serving, to maintain scholarly academic status, an associate dean must obtain at least five total points from the scholarly publications and scholarly activities categories in five years, of which at least two points must be from the scholarly publications category. Upon return to the faculty, associate deans will be granted one semester of scholarly academic status for each year of service as associate dean.
- Dean: While serving, to maintain scholarly academic status, the dean must obtain at least three total points from the scholarly publications and scholarly activities categories in five years. Upon return to the faculty, the dean will be granted one year of scholarly academic status for each year of service as dean.

2.3.2 Practice Academic

AACSB guidelines state: "Practice Academics (PA) sustain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty members' earlier work as an SA faculty member."

A faculty member will generally be considered a Practice Academic (PA) if he/she meets the following criteria:

Initial Qualifications:

Practice Academic status requires a doctoral or terminal degree in the teaching discipline (or closely related field). In addition, the faculty member must have:

- At least three years of cumulative business/professional experience that is current or has ended within the last three years, OR
- In cases where the faculty member does not have current business experience, initial PA status is determined based on the requirements for maintaining PA status.

Maintenance of PA Classification:

In order to maintain Practice Academic status, the faculty member must:

- Obtain at least seven total combined engagement points from the professional experience category, scholarly publication category, and scholarly activity category over the past five years, of which at least four points must be from the professional experience category, and at least two points must be from the scholarly publications category. The intellectual contributions and professional experience of each faculty

member are expected to be closely aligned with the primary area of teaching responsibility.

2.3.3 Scholarly Practitioner

AACSB guidelines state: "Scholarly Practitioners (SP) sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching."

A faculty member will generally be considered a Scholarly Practitioner (SP) if he/she meets the following criteria:

Initial Qualification:

For initial qualification, a Scholarly Practitioner must have at least a Master's degree in business, or a specialized Masters in the teaching field. In addition, the faculty member must have:

- At the time of hire, a minimum of three years of cumulative professional business experience, AND
- Must be deemed SP based on the standards to maintain SP status.

Maintenance of SP Classification:

In order to maintain scholarly practitioner status, the faculty member must:

- Obtain at least seven total combined engagement points from the professional experience category, scholarly publication category, and scholarly activity category over the past five years, of which at least three points must be from the scholarly publication and/or scholarly activities categories, and at least three must be from the professional experience category. The intellectual contributions and professional experience of each faculty member are expected to be closely aligned with the primary area of teaching responsibility.

2.3.4 Instructional Practitioner

AACSB guidelines state: "Instructional Practitioners (IP) sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. Normally, IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience as outlined below."

A faculty member will generally be considered an Instructional Practitioner (IP) if he/she meets the following criteria:

Initial Qualifications:

For initial qualification, an Instructional Practitioner must have at least a Master's degree in business or a specialized Masters, and at least three years of cumulative business/professional experience in the teaching area. In addition, the faculty member must:

- Be working full-time in a business or professional position which is related to the teaching area, OR
- If not working full time, a faculty member may be deemed IP based on the standards for maintaining IP status.

Maintenance of IP classification:

In order to maintain instructional practitioner status, the faculty member must:

- Be working full-time in a business or professional position which is closely aligned with the primary area of teaching responsibility, OR
- Obtain at least seven total combined engagement points from the professional experience category over the past five years.

3.0 The Review Process

3.1 For Tenure-Track Faculty

Every BSB tenure-track faculty member will be reviewed annually. Responsibility for this annual review will be shared by the Faculty Mentoring and Development Committee (FMDC) (as outlined in the committee's charge, see Appendix C) and the University Committee on Faculty Appointments (CFA) (see Chapter 10, *Faculty Handbook*). The University has three checkpoints (spring of year two, spring of year four, and spring of year six) as does FMDC (spring of year one, spring of year three, and spring of year five). Appendix G presents the alternating year reviews. FMDC reviews are independent of CFA.

3.1.1 FMDC's Role in Preparing Tenure-Track Faculty for CFA Review

FMDC's role is to help tenure-track faculty prepare for CFA review by nurturing the professional development of the tenure-track faculty member through a review of the candidate's portfolio in advance of its submission to CFA. FMDC feedback is intended to encourage the professional development of every tenure-track faculty member by providing detailed, guidance for continued improvement.

When FMDC has completed its review of the tenure-track faculty member's portfolio, FMDC will summarize its insights in a detailed, descriptive narrative. The narrative will provide perspective on the faculty member's development, will explain the context for understanding the faculty member's successes and challenges, and will offer guidance for continued development in light of the criteria outlined above for successful teaching, student engagement, research, and service. The committee narrative will be written in the spirit of *Caritas Veritas*, that is, to give feedback that is simultaneously caring, constructive, and candid. FMDC feedback will be specific and evidence-based.

Once FMDC completes the descriptive narrative, FMDC will discuss the narrative in-person with the tenure-track faculty member. FMDC recognizes that prompt feedback is important to the individual and will work to provide feedback within 30 days of receiving the tenure-track faculty member's portfolio.

After receiving FMDC's descriptive narrative and after discussing this letter with the committee, tenure-track faculty members are free to decide whether to include FMDC feedback in their CFA portfolio. In the end, the burden of growing and developing, of learning and responding to FMDC guidance resides with the tenure-track faculty member. Examples of activities that can strengthen a tenure-track faculty member's professional development, while also affirming that the BSB is the right academic home for the individual, can include reaching out to faculty for problem-solving around teaching, student, research, or service challenges; finding a disciplinary mentor within BSB; soliciting input on early drafts of papers and research projects from faculty with in their discipline; distributing recent publications to faculty within her/his discipline; and seeking out opportunities for collaboration within a faculty discipline. All tenure-track faculty are encouraged to be proactive.

3.1.2 The E-Portfolio

Every tenure-track faculty member will create an e-portfolio, which will be the official document and cumulative record of that tenure-track faculty member's achievements. CFA and FMDC will base their recommendations on the evidence presented in the faculty member's e-portfolio.

Tenure-track faculty e-portfolios will include:

a) a current CV,
b) a personal statement (no more than five pages),
c) evidence supporting the personal statement,
d) scholarly manuscripts, and
e) student evaluations

Noted here is the strong parallel between documents described in Chapter 17 of the Faculty Handbook that are required for university-level review and those needed for FMDC review. This follows the dual principles of faculty respect and economy of effort.

Each tenure-track faculty member's e-portfolio will be developed incrementally, year by year. The culmination of this incremental development is the tenure-track faculty member's sixth year e-portfolio that provides: (1) a comprehensive view of the tenure track faculty member's teaching philosophy and methods, (2) the scope and evidence of her/his research stream, (3) service commitments to the school, institution, profession and community, and (4) personal reflection of her/his commitment to the university's and school's motto and mission.

Additional new materials that are consistent with the perspectives on teaching, student engagement, research, and service described in Section 2.2 will be added cumulatively to reflect the faculty member's continued professional development during each evaluation period.

3.1.3 Personal Statement

The personal statement for tenure-track faculty should be an honest assessment of the achievements made in teaching, student engagement, research, and service during the review period, along with the identification of areas for further professional development. Because both Dominican and the Brennan School focus significantly on student learning, every personal statement should involve detailed and sustained reflections on one's teaching. The teaching component in the e-portfolio should be seen as

> a coherent set of materials, including work samples and reflective commentary on them, complied by a faculty member to represent his or her teaching practice as related to student learning and development. Teaching portfolios [should] prompt…improvement, promote collaboration and attention to shared goals…and encourage a view of teaching as a scholarly activity (Cerbin & Hutchings, 1993, p. 1).

In addition to the in-depth discussion of one's teaching, tenure-track faculty should describe:

- How her/his scholarly inquiry activities support Dominican's and the BSB's mission.
- How she/he will have achieved and maintained a scholarship portfolio that communicates efforts to meet and maintain AACSB faculty qualifications as a Scholarly Academic by her/his sixth-year review.
- Forward looking statements as to what she/he hopes to achieve within the next two-year review cycle that leads to a successful six-year review.
- How her/his scholarly inquiry activities align with the discipline within which she/he teaches.
- The impact of her/his intellectual contributions to date.

3.1.4 Evidence

Faculty members have wide discretion when choosing the evidence (i.e., the documents) that will support their personal statement. Evidence, for example, can include course syllabi, examples of in-class learning activities, illustrations of experiential learning, selected student papers/projects, examples of scholarly inquiry, page proofs or final copies of publications, letters from committee chairs describing service contributions, etc.

Braskamp and Ory (1994) note that too often personal statements and the evidence provided in a portfolio focus only on "success." What should be included, they argue, is "best work." As Anderson (1993) describes it "Best work" would be the most reflective work, and portfolio entries would show a teacher in the process of making sense of, diagnosing, inquiring into, and actively experimenting with the toughest aspects of his or her practice; "best work" entries make visible the problematic dimensions of teaching rather than conceal them (p.5)

3.2 For Tenured Faculty: Post-Tenure Review

Post-tenure review is the formal, systematic review that supports tenured BSB faculty members in their continuing professional commitments to (1) teaching excellence, (2) student

engagement, (3) intellectual inquiry that results in quality scholarship, and (4) professional service that supports and enhances their department, the School, the University, and their profession. Post-tenure review is both a formative and developmental process as well as a process of accountability. Post-Tenure Review is not synonymous with promotion to Professor, nor is it a re-tenuring process.

3.2.1 FMDC's Role in Preparing Tenured Faculty for University-Level Post-Tenure Review

Post-tenure review within BSB normally will be conducted at least one year before any formal review conducted by the University's Committee on Sabbatical and Post-Tenure Review.

FMDC helps faculty prepare for the University-level Post-Tenure Review through a review of select materials, which will be required subsequently by the University-level committee. FMDC feedback is intended to be encouraging by providing constructive comments and observations on those materials far enough in advance to be of use in shaping the faculty member's work.

BSB Faculty members up for post-tenure review will develop an e-portfolio consisting of:

- A personal statement of no more than five pages
- A current CV

Post-tenure review reaffirms tenured faculty members' continued commitment to their professional responsibilities. Personal statements should focus on professional achievements and challenges since the faculty member's last University-level review.

When FMDC has completed its review of the faculty member's materials, FMDC will summarize its insights in a letter and will be available to meet with the faculty member to discuss her/his e-portfolio.

BSB faculty members up for post-tenure review should submit their e-portfolio to FMDC no later than the first Friday after the University's fall Long Weekend.

3.3 For Clinical Faculty

Clinical faculty members will be reviewed annually. Clinical faculty will prepare a no-more-than 500-word reflective teaching statement that assesses their teaching performance in light of the teaching and student engagement norms described in Sections 2.0 and 2.1 of this document and their end-of-semester course evaluations. The reflective statement can also include service contributions, as described in Section 2.1.2. The Clinical Faculty will submit their reflective teaching statement to the Dean, who will then make the decision about renewing the appointment contract. The Dean may consult with a Department Chair and schedule meetings with Clinical Faculty as needed.

3.4 For Adjunct Faculty

Adjunct faculty members will be reviewed annually. Adjunct faculty members will be evaluated on their teaching by Department Chairs using midterm student teaching evaluations and end-of-term course evaluations. Department Chairs may observe adjunct faculty members teaching.

Course evaluations will be discussed with adjunct faculty member before Department Chairs make their recommendation to the Associate Dean regarding retention of adjunct faculty.

4.0 Promotion Criteria

Chapter 12 in the *Dominican University Faculty Handbook* notes that promotion in rank is a recognition of ongoing professional development. In BSB, promotion in rank recognizes the individual's continued professional maturity around the core values of *Caritas Veritas* as expressed in one's teaching, student engagement activities, scholarly activities including research, and service. Progress in rank is an expression of an individual's deepening and even expanding commitment to build a vital community of BSB teacher-scholars and to be a vibrant contributor in her/his respective community/communities of practice.

Faculty rank is negotiated with the BSB Dean at the time of hire and is set forth in a faculty member's initial contract (see Chapter 3, Section B of the *Faculty Handbook*).

4.1 Transition from Instructor to Assistant Professor

In highly selective situations, a Brennan faculty member may be hired in as an instructor. Transition to Assistant occurs automatically when the faculty member, who was hired as an ABD-candidate, is awarded her/his doctorate.

4.2 Promotion from Assistant to Associate Professor

The promotion from Assistant to Associate represents the fundamental difference between these two ranks: The rank of Assistant Professor in based on academic preparation and/or potential; whereas the rank of Associate Professor is based on demonstrated proficiency and accomplishment.

Typically in BSB, promotion from Assistant to Associate Professor is concurrent with the award of tenure. This follows best practices in institutions of higher education in the United States. BSB faculty members can apply for promotion to Associate Professor before the award of tenure, if they meet all eligibility requirements in the Faculty Handbook (Chapter 12, Section B). Promotion to Associate Professor is not equivalent to a decision on tenure.

Conceptually, the faculty member's narrative should be the occasion to (1) renew the promise provided by her/his initial hire and (2) communicate that her/his achievements in teaching, scholarship, student engagement, and service will continue.

More specifically, assessment of proficiency and accomplishment within BSB will be guided and measured by the criteria and qualities described in this document's sections on Teaching (2.2.1), Student Engagement (2.2.2), Scholarship (2.2.3,) and Service (2.2.4). In preparing their e-portfolio, tenure-track faculty members should present evidence of (1) their striving to become excellent teachers; (2) the activities that engage students; (3) being engaged scholars, whose scholarship portfolio communicates efforts to meet and maintain AACSB faculty qualifications as a Scholarly Academic (see Appendix E for the range of contributions that qualify as scholarly activities), and

(4) their service contributions that reflect dedication to students, colleagues, and the profession.

4.3 Promotion from Associate Professor to Professor

Promotion to the rank of Professor is distinctive because it is one of the highest honors that can be awarded to a faculty member. It requires sustained, significant professional achievements and there is no deadline for its award. Promotion to Professor requires at least four years' experience at the rank of Associate Professor (see Faculty Handbook, Chapter 3, Section B).

The faculty member wishing to pursue advancement from Associate Professor to Professor initiates that process by informing their Department Chair and Dean. The faculty member may seek FMDC comments and observations on their portfolio by submitting their materials at least six months before the submission deadline set by the Provost's office.

4.3.1 Personal Statement for Promotion to Professor

The personal statement should discuss continued dedication to and achievement in one's teaching, commitment to meaningful student engagement, maintenance of one's scholarly academic qualifications, and one's service contributions. Faculty members have wide discretion when choosing evidence that supports their personal statement for promotion. The following items serve as examples that faculty members seeking promotion to professor can discuss to illustrate their sustained contributions. As such, the items within each category are meant to be indicative rather than exhaustive.

Teaching

- Teaching evaluations and/or award(s)
- Continued pedagogical development (such as BCTLE programs and efforts to create inclusive classrooms)
- Providing pedagogical leadership through either one's own innovative pedagogical approaches or one's collaboration with colleagues
- Daring to take risks in the service of greater student learning

Student Engagement

- Involving students in research leading to presentations at URSCI, *Caritas Veritas* Symposia, or other conferences
- Involving students as coauthors in research publications
- Teaching in seminars and honors program
- Supervising degree with distinction and honor's projects
- Serving as a faculty Advisor of business clubs
- Coordinating student community engagement activities

Scholarship

- Demonstrating consistent achievement that contributes to the faculty member's ongoing research and reaches the level of scholarly inquiry associated with being a Scholarly Academic (see section 2.3.1)

Service

- Providing evidence of deepening resonance with and commitment to the University's Mission and core values of *Caritas Veritas*
- Demonstrating leadership that significantly influences the School, the University and/or the profession through accreditation efforts, assessment of learning, and program development
- Engaging in activities beyond the campus that lead to accomplishments in the service of others

5.0 Document Development Statement and Process for Revision

5.1 The Document's History

The Roles and Responsibilities sections that pertained to tenure-track faculty members were drafted first by the Faculty Development and Mentoring Committee (FMDC) with review and input from the Dean beginning in Fall 2016. Drafts of the introductory statement, along with the qualities and processes for achieving tenure, were presented to the full Brennan School faculty for review and input at the May 2017 faculty meeting (Sections 2.2, 2.2.1, 2.2.3, 2.2.4, 2.3, 3.1, 3.1.1, 3.1.2, 3.1.3, 3.1.4). Based on suggestions from the Dean and faculty, theses portions of the document were revised. An overview of a revised document was presented to the full Brennan School faculty May, 2018. This document is a work-in-progress. BSB faculty were presented with the complete document at the March 2019 faculty meeting. Revisions occurred based on faculty feedback.

The faculty approved the Roles and Responsibilities document, using a closed faculty ballot, at its May 7, 2019 Faculty Meeting.

An amendment to Section 3.2.1 FMDC's Role in Preparing Tenured Faculty for University-Level Post-Tenure Review was approved by closed faculty ballot on October 8, 2019. An amendment to Section 4.2 Promotion from Assistant to Associate Professor that brought agreement between this section and the Faculty Handbook was approved by closed faculty ballot on December 10, 2019.

5.2 Process for Revision

This Roles and Responsibilities document will be reviewed every five years jointly by the Faculty Mentoring and Development Committee and the Dean. Proposed revisions/refinements will be presented to the full Brennan School faculty for their review and comment. Based on suggestions given, the document may be revised and resubmitted for faculty approval through a faculty vote. The revised document will be so noted in any header or footer.

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Appendix A: BSB Organizational Chart
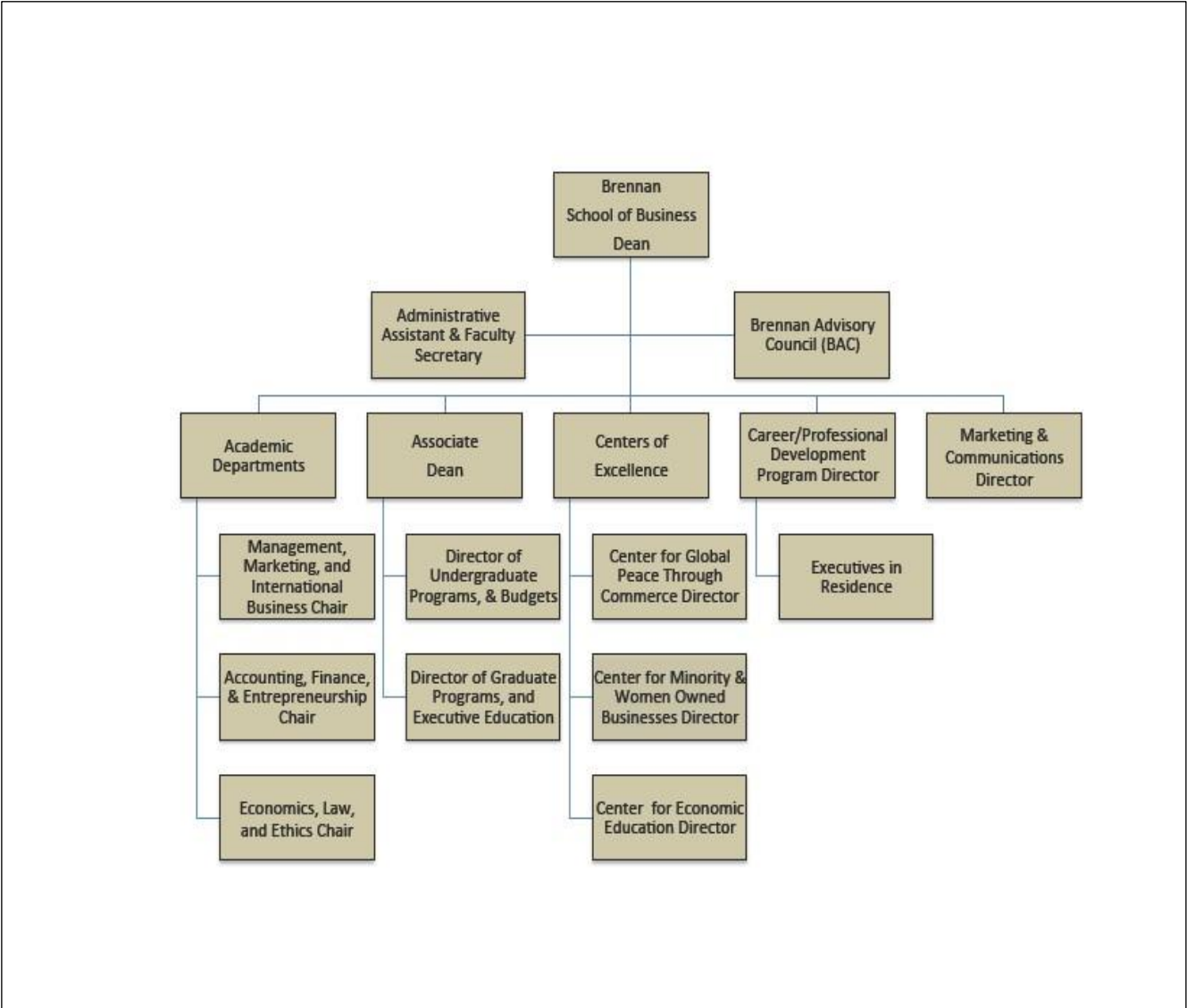
Appendix B: Department Chair Job Description

The major role of the Brennan School of Business department chairs is to advance the vision and mission of the school. The department chairs will be instrumental in the implementation and advancement of strategic initiatives and projects within the Brennan School of Business, as well as in administering the day-to-day operations of the academic programs.

Responsibilities relative to the faculty:

- The chair initiates the hiring process for full-time and part-time faculty members in the department in consultation with the dean, the associate dean, and the faculty.
- The chair consults with and guides faculty members in the department concerning their goals and performance.
- The chair works with department faculty to ensure that faculty remain qualified (through scholarly or professional activity) to teach in the appropriate discipline, in alignment with the Brennan School of Business guidelines on faculty classification and qualifications. The chair coordinates with the Associate Dean to ensure that faculty Sedona records are kept up to date.
- The chair participates in the review process for full-time faculty by providing an official letter to the portfolio of faculty under review (pre- and post- tenure). Preparation for this letter will require teaching observation, review of the faculty member's CV, review of course evaluations, and other due diligence to be able to provide a complete letter.
- The chair provides guidance and writes a letter in support of full-time faculty sabbatical applications.
- The chair makes undergraduate advising assignments, matching student interest with faculty expertise, maintaining an equitable distribution of advisees among full-time faculty in the department.
- The chair consults with other members of the department concerning the retention or re-employment of part-time faculty members before making recommendations to the dean or associate dean.

Responsibilities relative to academic program offerings, policies and procedures:

- The chair develops a two-year plan for classes to be offered by the department, monitors student enrollments and course capacity needs, and works with the associate dean to develop the academic schedule.
- The chair works with the faculty, the UPDC and the GPDC to design and implement BSB's assurance of learning processes for the department's academic programs.
- The chair oversees the policies of the departmental majors; for example, the chair approves any course substitutions, exceptions to disciplinary requirements or prerequisites after consultation with the appropriate faculty in a discipline.
- In consultation with Brennan's Undergraduate Program Director, the chair advises students planning to study abroad regarding the transfer of academic work conducted abroad to the student's Dominican degree.

Other duties of the chair:

- Represents the department at appropriate BSB and university meetings and events.

- Organizes departmental meetings, as needed, and presides over those meetings.
- Administers the departmental budget and pre-authorizes expenditures.
- Ensures that department duties are carried out.
- Other duties as required.

Appendix C: BSB Standing Committees

There are five standing committees in BSB: (1) Faculty Mentoring and Development Committee; (2) Undergraduate Programs Development Committee; (3) Graduate Programs Development Committee; (4) Brennan's Dean Academic Council; and (5) Brennan's Dean External Relations Committee [Ask about this]. Their duties are as follows:

1) Faculty Mentoring and Development Committee (FMDC)

   Brennan's Faculty Mentoring and Development Committee provides tenure track faculty members with feedback for professional development in the areas of teaching, research, and service. In addition, this committee oversees school-level research grant applications, and faculty request for journal additions to the Australian Business Deans Council (ABDC) list of quality publications.

   The main areas of focus for this committee include:

   - Mentoring tenure-track faculty members through their process of academic growth and professional development,
   - Performing annual reviews of tenure-track faculty members' progression towards tenure application,
   - Evaluating and advising the dean on school-level research grant applications,
   - Reviewing requests for journal additions to the ABDC list.

2) Undergraduate Programs Development Committee (UPDC)

   The Undergraduate Program Development Committee's primary responsibility is to nurture undergraduate programs.

   The main areas of focus for this committee include:

   - Overseeing the development of undergraduate programs,
   - Implementing the proposed curriculum revisions for undergraduate programs,
   - Planning student recruitment initiatives including the Brennan Business Scholars (BBS) Program, Evaluating and advising the dean on school-level undergraduate teaching innovation grant applications,
   - Proposing revisions to admission and academic policies,
   - Overseeing the assessment of student learning objectives to adjust the curriculum as needed,
   - Strengthening the engagement of undergraduate students in extra-curricular activities,
   - Assisting the BSB Director of Career/Professional Development Program in internships and job placement initiatives.

3) Graduate Programs Development Committee (GPDC)

   The Graduate Program Development Committee's primary responsibility is to nurture graduate programs.

   The main areas of focus for this committee include:

   - Overseeing the development of graduate programs,
   - Implementing the proposed curriculum revisions for graduate programs,

- Planning student recruitment initiatives,
- Evaluating and advising the dean on school-level graduate teaching innovation grant applications,
- Proposing revisions to admission and academic policies,
- Overseeing the assessment of student learning objectives to adjust the curriculum as needed,
- Strengthening the engagement of graduate students in extra-curricular activities,
- Helping the BSB Director of Career Development Program in internships and job placement initiatives.

4) Brennan's Dean Academic Council (BDAC)

The Brennan's Dean Academic Council coordinates the efforts to advance the vision and mission of the school across academic departments.

The main areas of focus for this council include:

- Discussing and solving student related issues,
- Coordinating the implementation of cross-departmental program efforts,
- Reviewing and discussing faculty development initiatives,
- Coordinating faculty teaching and course scheduling.

5) Brennan's Dean External Relations Committee (BERC)

The Brennan's Dean External Relations Committee strategizes and develops external relationships with alumni, corporations, and organizations. This committee will seek to nurture external relations and partnerships for career development efforts, experiential classroom opportunities, and executive education offerings.

The main areas of focus for this committee include:

- Develop a database of strategic relationships to be cultivated,
- Develop a plan to nurture strategic relationships,
- Allocate roles and responsibilities for building strategic relationships,
- Develop an ideal portfolio of engagements to be pursued with strategic partners,
- Identify ways through which our strategic relationships may be deepened.

Appendix D: Student Engagement Examples

Teaching

- Providing opportunities for classroom-based action research and experiential learning
- Including problem-based learning, simulations, and client-based projects in class
- Providing independent study courses to meet student interests
- Engaging students in the classroom with applications of course concepts to current issues
- Engaging students in the classroom with discussions of scholarly articles/publications
- Providing opportunities for in-class presentations and public speaking
- Engaging local and global business/management practices through field trips, consulting projects, interdisciplinary projects
- Providing opportunities in-class for professional and/or practitioner speakers

Research

- Engaging students in data collection as part of the faculty member's research
- Providing opportunities for student-designed and led research
- Mentoring students in writing term papers
- Mentoring students in writing research proposals
- Involving students in formal research presentations (e.g., URSCI or the Brennan School Business Advisory Board; formal and/or poster presentations at professional conferences, such as Associated Colleges of the Chicago Area)
- Co-authoring an article and/presentation with students

Service

- Providing opportunities for students to be involved in professional organizations
- Supporting student clubs and organizations
- Supporting students/student teams participating in case/business plan competitions and essay contests
- Participating in national and/or international service trips with students
- Providing feedback on student resumes and cover letters
- Supporting students in community-based and service learning activities
- Engaging local and global business/management practices through field trips, consulting projects, interdisciplinary projects
- Recommending students as ambassadors of BSB programs and experiences
- Writing letters of recommendation for students

Appendix E: Engagement Categories, Definitions, and Points

A. Scholarly Publication Category

A scholarly publication is based on generally accepted research principles, is disseminated to appropriate audiences, and involves either discipline-based, pedagogical, or practice-oriented research. Publications in this category are expected to have followed a rigorous peer-review process—either through blind review or editorial review by a respected publisher prior to publication.

Examples of engagement in the scholarly publication category include, but are not limited to the following:

	Description	Points
1.	Refereed Publication, Article in Premier Journal (A* or A on ABDC list, or equivalent)	3.50
2.	Refereed Publication, Article (B rating on ABDC list, or equivalent)	3.00
3.	Peer Reviewed or Edited Book or Textbook (first edition, recognized press or publisher)	3.00
4.	Refereed Publication, Article (C rating on ABDC list, or equivalent)	2.50
5.	Refereed Publication, Case Study (Journal listed on ABDC list, or equivalent)	2.00

Within the business disciplines, acceptable journals will normally be included within the Australian Business Deans Council (ABDC) list of academic journals, in category A*, A, B or C. Additional journals that follow a rigorous peer- or editorial review process will also be considered.

If a journal is not included on the ABDC list, it is required that the journal be reviewed for quality prior to manuscript submission.

The faculty member will be expected to demonstrate quality by providing:

(1) evidence of the peer-review process,

(2) information about the prominence within the discipline of the editorial board,

(3) the relevance of the journal as an appropriate outlet for the research project, and

(4) any additional supporting evidence.

Journals will be initially reviewed for quality by a faculty committee. In the case of a disagreement regarding journal quality between the committee and the proposing faculty member, a final determination will be made by the Dean and/or the Associate Dean. In the case of book projects, faculty members should discuss the press or publisher with the faculty committee in advance of manuscript submission.

B. Scholarly Activity Category

Engagement in the scholarly activity category may take the form of a publication or scholarly endeavor that involves discipline-based, pedagogical, or practice-oriented research. In the case of publications, works in this category must be publicly available and disseminated to appropriate audiences.

Examples of engagement in the scholarly activity category include, but are not limited to the following:

	Description	Points
1.	Refereed Publication, Book Chapter or Research Monograph	2.00
2.	Editorship, Scholarly Book	2.00
3.	Academic Conference Organizer	2.00
4.	Invited Plenary Presentation, National or International Conference (Paid/Unpaid)	2.00
5.	Editorship, Profession-Based Journal (One Year) [a, c]	2.00
6.	Editorship, Academic Journal (One Year)[a]	2.00
7.	Best Paper or other Achievement Award, Academic Conference	1.50
8.	Non-Refereed Publication, Article	1.00
9.	Non-Refereed Publication, Book or Monograph	1.00
10.	Non-Refereed Publication, Book Chapter	1.00
11.	Non-Refereed Publication, Case Study	1.00
12.	Book, Second or Subsequent Edition	1.00
13.	Industry, Practice, or Government Publication	1.00
14.	Editorship or Regular Contributor, Academic Blog (One Year)	1.00
15.	Invited Chair or Visiting Scholar, External Institution	1.00
16.	Invited Plenary Presentation, Local or Regional Conference (Paid/Unpaid)	1.00
17.	Academic Conference Paper, Presentation and/or Proceedings Editor (maximum 1 point per project)	1.00
18.	Editorial Review Board, Academic Journal (One Year) [a]	1.00
19.	Book Review Editor, Academic Journal (One Year) [a]	1.00
20.	Editorial Review Board, Profession-Based Journal (One Year) [a, c]	1.00
21.	Leadership, Recognized Academic Society (One Year) [a]	1.00
22.	Fellowship, Fulbright (One Year) [a]	1.00
23.	Fellowship, Government Entity or Private Foundation (One Year) [a]	1.00
24.	Funded Grant Proposal, Source External to University	1.00
25.	Member of an accrediting Peer Review Team (One Review) [b]	1.00
26.	Attend AACSB or other Administratively-focused Conference or Workshop	1.00
27.	Ad Hoc Review, Other Academic or Non-Scholarly Professional Publication [b]	0.50
28.	Non-Refereed Publication, Development of Supplemental Instructional Materials	0.50

	(ie: web-based videos, instructor's manuals, test banks, etc.)	
29.	Panel Discussion Participant, Academic Conference	0.50
30.	Discussant or Respondent, Academic Conference	0.50
31.	Ad Hoc Review, Academic Journal Article	0.50
32.	*Caritas Veritas Symposium*, Presentation or Panel Discussion	0.50
33.	*Caritas Veritas Symposium*, Planning Committee	0.50
34.	Papers presented at faculty research seminars (internal or external)	0.50
35.	Reviewer, Textbook Proposal or Textbook Manuscript	0.50
36.	Panel Moderator or Facilitator, Academic Conference	0.25
37.	Interest Group Facilitator, Academic Conference	0.25
38.	Popular Press Article or Appearance (relevant to field)	0.25
39.	Blog Post (relevant to field)	0.25

C. Professional Experience Category

Engagement in the professional experience category refers to activities that enable a faculty member to obtain practical expertise and/or place a faculty member in close contact with relevant professional communities. The professional experience is expected to be relevant to the faculty members teaching discipline.

Examples of engagement in the professional experience category include, but are not limited to the following:

	Description	Points
1.	Professional Work, Operating a Business (Count Once Per Year) [a, c]	1.50
2.	Professional Work, External to University (Min 250 Hours in One Year, Count Once Per Year) [a, c]	1.50
3.	Speaking Engagement at National/Global Event, Paid/Unpaid (One Time) [b]	1.50
4.	Professional Work, Consulting, Paid/Unpaid (50 Hours in One Year) [b, c]	1.00
5.	Professional Work, Expert Witness (50 Hours in One Year) [b, c]	1.00
6.	Awarded Patent	1.00
7.	Accepted Contribution to Open Source Software Project (50 Hours in One Year) [b, c]	1.00
8.	Faculty Internship External to University (100 Hours in One Year) [b]	1.00
9.	Board of Directors Service (50 Hours in One Year) [b]	1.00
10.	Education Toward Professional Designation (50 Hours in One Year) [b, c]	1.00
11.	Delivery of Professional Education (50 Hours in One Year) [b, d]	1.00
12.	Participation in Professional/Trade Association (50 Hours in One Year) [b]	1.00
13.	Speaking Engagement at Regional Event, Paid/Unpaid (One Time) [b]	0.75
14.	Speaking Engagement at Local Event, Paid/Unpaid (One Time) [b]	0.25

If a professional engagement activity is not included on this list, the faculty member should discuss the activity with the faculty committee to determine whether the activity is eligible for points, and the number of points that should be awarded.

[a]   Activity may be counted multiple times, but only one time per year.
[b]   Activity may be counted multiple times per year according to time requirement. For speaking engagements, may not count multiple talks that are substantively the same.
[c]   The same activity may not be counted in multiple categories.
[d]   To account for total time (including prep time), multiply delivery hours by three.

Appendix F: Selected Examples of Service Contributions

Below are examples of service for each category identified in Section 2.2.4. The examples below are intended to be illustrative, not exhaustive.

Governance and Curriculum
- Attending University, Brennan, and departmental meetings
- Participating in University, School, and Department standing or ad hoc committees/task forces
- Participating in accreditation, curricular, and administrative activities as needed by the University or School

Faculty and Colleagues
- Collaborating with other faculty on teaching and learning matters
- Engaging in collaborative research, writing, and publication efforts
- Participating and presenting at Faculty workshops, activities, events, and programs

Students and Alumni
- Participating in Commencement activities
- Providing formal and informal academic advising to support students' timely degree completion
- Endorsing and supporting students' career development, service learning, and study abroad activities
- Encouraging and supporting students' graduate study, scholarship and professional development activities
- Serving as faculty advisor to student organizations; leading or participating in student activities that support recruitment, orientation and growth and development of students' potential

Professional Disciplines
- Participating as a member or serving in a leadership role in local, regional, national or international professional organizations and associations
- Serving as a consultant, reviewer or advisor to professional, accrediting or scholarly organizations

Community Engagement
- Providing professional or civic service to non-profit organizations in the metropolitan Chicago area
- Offering mentoring, coaching and leadership development to local government and civic agencies
- Designing and implementing organizational development programs for groups that support at-risk populations

Appendix G: Coordinated FMDC and CFA Review Schedule

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fall	1	3 § -------------- -------------- **CFA 2nd Year Review** Mid-October (October 23)	5	7	9	11
Spring	2 FMDC Review: Preparation for CFA Review 1*	4	6 FMDC Review: Preparation for CFA Review 2*	8 § -------------- -------------- **CFA 4th Year Review** Mid-February (February 23)	10 FMDC Review: Preparation for CFA Review 3*	12 § -------------- -------------- **CFA 6th Year Review** Mid-January (January 16)

* Portfolio is due the Friday after Spring Break
§ Committee is open to requests for its input