

**Anderson College of Business and Computing
Faculty Practices and Procedures
2022-2023**



Approved by Anderson College Faculty

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The Anderson College faculty can amend this document each year through the Faculty Handbook Committee. Submit any recommended changes to the Faculty Handbook Committee before November 15.

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Introduction

The intent of the Practices and Procedures document is to clarify and provide examples of items found in the *Regis University Four College Faculty Handbook* (“Faculty Handbook”) that best fit our college’s mission and unique faculty mix. The Practices and Procedures supplements and does not replace the definitions, policies, or information found in the *Faculty Handbook*, so please refer to the *Faculty Handbook* for any policies or items that are not fully addressed in this document.

Faculty Types

According to the *Faculty Handbook* (Section 2) there are two types of faculty with a variety of titles. The two types are ranked and unranked faculty.

- Ranked Faculty
 - Tenure track and tenured faculty
 - One- or multi-year contract track faculty
- Unranked Faculty
 - Term professors (Lecturer, Senior Lecturer)
 - Affiliate faculty

In Section 2 of the *Faculty Handbook*, ranked faculty are given four performance expectations:

- Effective teaching
- Scholarship and/or practice
- Service to the university, college, and students
- Service to the Community, Discipline, and/or Profession

In the same Section 2, it notes that unranked faculty have the expectation to perform, “Duties as defined in this Handbook and by the college.” In the Anderson College, term professors are expected to meet the same teaching effectiveness and scholarship and/or practice expectations as ranked faculty. Term professors are expected to perform some service that demonstrates engagement with the university, college and/or students beyond teaching. (Refer to the Service section below for more details.)

Anderson College Scholarship and Practice Tracks

The Anderson College Practices and Procedures document aligns our faculty expectations and promotion schedule to account for the academic and practitioner focus of our faculty and programs. While excellent and effective teaching is our primary focus as faculty, staying current in our disciplines through scholarship and/or practice is also expected.

Anderson College ranked fulltime faculty can pursue either a Scholarship or Practice track to maintain currency in their disciplines. The two tracks are aligned with faculty academic achievements and each individual’s focus on scholarship or practice. Each ranked fulltime faculty member should discuss their commitment to either the Scholarship track or the Practice track with the Academic Dean and their Chair. The connection with these tracks and promotion is outlined in a later section.

The table below describes the two tracks and the expectations of Anderson College faculty.

Scholarship or Practice Track	Expectations in Five Year Period (See example items in Appendix A)
Scholarship	Maintain currency in your discipline by presenting your research at the Anderson Research Conference or other scheduled college seminar and completing four scholarship items within the preceding five-year period. These include: <ul style="list-style-type: none"> • Two peer reviewed articles • Two additional scholarly activities (See Appendix A)
Practice	Maintain currency in your professional field and completing four practice items within the preceding five-year period. These may include: <ul style="list-style-type: none"> • Maintain a professional certification • Work on a significant business or computing consulting project • Serve on industry board (See additional practice activities in Appendix A)

Anderson College *unranked term professors* (i.e. Lecturers, Senior Lecturers) do not need to commit to either path, but must complete four expectations within the most recent five-year period from either list in *Appendix A*.

Expectation Timeframes and Contracts

Each ranked full-time and term faculty member is required to meet their scholarly or practice expectations as defined in Appendix A within the preceding five-year period. “Within the preceding five-year period” is a rolling period that ends on July 31 of each year.

- Ranked full-time faculty and term faculty with five or more years at Regis are expected to meet their scholarship and/or practice expectations within the preceding five years.
- All faculty have until August 1, 2024 to meet their scholarly and/or practice expectations. This exception for scholarship and/or practice is considered when reviewing faculty for promotion.
- When a terminal degree was awarded more than five years prior to the date of hire, then the newly hired faculty member should have sufficient intellectual contributions and activities within the past five years that meet the expectations of their track (e.g. four items in the within the preceding five-year period). The dean can make exceptions.
- When a practice track faculty member is hired, then the newly hired faculty member must have sufficient professional experience and practice within the past five years that meet the expectations of their track or meet these expectations within two years of their hire date.
- A faculty member who earned their doctoral or terminal degree within the last five years will be considered to have met their expectations within the preceding five years. After five years from the date the degree was awarded, the faculty must meet the four scholarship and/or practice expectations of their track.

All requests for changes to a faculty member’s track should be made through the faculty member’s immediate academic supervisor and the Academic Dean. If a faculty member is not progressing toward fulfilling their expectations, they must meet with their academic supervisor to develop a plan to meet their expectations.

Tenure-track and tenured faculty must choose the Scholarship track. All other ranked faculty on yearly or multi-year contracts can choose either track. The main difference between the tracks is that ranked fulltime faculty on the Scholarship track are awarded course release time each year to pursue and complete their scholarly expectations.

Choosing Tracks

Before the end of the spring 2021 semester, each ranked fulltime faculty member chose a track in consultation with their Chair and the Academic Dean. The chosen track is reflected in the faculty member's annual contract with the appropriate course release time for the Scholarship track and other duties. All new faculty must choose a promotion track as part of accepting a contract.

Unranked term professors (i.e. Lecturers, Senior Lecturers) do not need to commit to a specific track, but must complete four expectations within the preceding five years from either list in *Appendix A*.

Ranked faculty on gradual retirement must choose a track and meet its expectations, though these are removed when their teaching load is reduced to the equivalent of three, 3-credit hour courses per year. For more information, see the *Faculty Handbook* on responsibilities and duties for faculty on the gradual retirement program.

Faculty with Significant Administrative Duties

Remaining academically and professionally qualified is important for all faculty. At the same time, Anderson College recognizes the importance of administrative duties to the ethical, effective, and efficient operation of the college. These duties are recognized as part of an individual's effort to remain academically or professionally qualified in their discipline.

Because of the time required to perform significant administrative duties, faculty who hold the position of department chair, program director and/or center director may reduce their scholarly and/or practice expectations by one item, including one peer-reviewed article within the preceding five-year period. Faculty who hold more than one administrative position can only claim one exemption unless approved using the exemption process listed in Appendix A.

When a faculty member leaves one of the administrative positions listed above, they have two years starting in the next academic year to meet the scholarship and/or practice expectations for their track. Faculty can request an additional exemption using the process in Appendix A.

Expectations for Administrators

Deans, Associate Deans, Assistant Deans and other senior administrators who also hold faculty appointments are not required to meet the scholarship and/or practice expectations while they hold these positions. If they leave an administrative position and return to a faculty position, they have the same number of academic years to meet the expectations of their track as the number of academic years they held the administrator position with a maximum of five years. For example, a faculty member who returns to full-time faculty status after three years as an associate dean has three academic years to meet their scholarly and/or practice expectations.

Scholarship and Practice Expectations – Progress, Support, and Evaluation

The Anderson College establishes scholarship and practice tracks to help faculty maintain currency in their disciplines and meet Regis University faculty performance requirements. Each faculty member is required to

complete a minimum of four expectations on their track as outlined in *Appendix A* within the preceding five-year period. The five-year period for new faculty will start on August 1 of their first academic year.

Anderson supports faculty scholarship in the following ways:

- Ranked faculty on the Scholarship track are awarded course release time each year with the expectation that faculty time will be dedicated to scholarly and discipline-specific pursuits.
- Faculty can apply for financial assistance for conference presentations and research.
- Ranked faculty members who have served full-time for six years or more can apply for a sabbatical (see *Faculty Handbook* for specific details).
- All faculty are encouraged to take advantage of other sources of research funding from the Anderson College centers, Anderson College Research Committee, Regis University, and outside foundations and institutions.

All faculty are expected to meet their track expectations (e.g. four items from the scholarship track) by August 1, 2024.

If a ranked full-time faculty member or term faculty member with five or more years at Regis has *three or fewer* expectations completed (e.g. peer-reviewed article, conference presentation, consulting project, not current with CPA) within the preceding five-year period, the faculty member must complete their yearly *Faculty Development Plan* and specifically address their scholarship or practice expectations and outline a detailed one-year plan to meet their expectations. The immediate academic supervisor will discuss their plan and offer support so that they can meet their expectations. Upon request, the Rank and Promotion Committee can also review the *Faculty Development Plan* and suggest support for the faculty member.

If a faculty member fails to meet their scholarship or practice expectations by the end of the one-year plan, the faculty member will receive a lower scholarship or practice performance review (e.g. unsatisfactory) and may be removed from the promotion track or not receive course releases until the expectations are met. These changes could also increase the faculty member's teaching load.

NOTE: See the exemptions outlined above for chairs, program directors, and center directors. Also review *Appendix A* for information on the process for reviewing extenuating circumstances that may allow exceptions to the scholarship and practice expectations (e.g. faculty member performed significant administrative duties required by the college).

The process for managing faculty performance issues in teaching, service, and scholarship/practice are covered in the *Faculty Handbook*.

Dean's Office Support

The Dean's office will track all ranked faculty years toward promotion and years after promotion. The Dean's office or its designee will send notifications each spring to notify faculty and immediate supervisors of the forms or applications required for the upcoming academic year.

The Dean's office will track faculty progress in meeting their scholarship and practice expectations. Immediate academic supervisors and/or faculty members are required to provide the Dean's office with scholarship and practice accomplishments that meet these expectations. Items that do not clearly meet examples given in *Appendix A* can be presented to the faculty members immediate academic supervisor and the Rank and Promotion Committee for consideration of inclusion using the process outlined in *Appendix A*.

Service Expectations for Ranked Faculty

For evaluation and promotion purposes, Regis University requires ranked full-time faculty members to perform service to the university and to the community, discipline, or profession, but to different degrees.

Anderson College takes a holistic view of service. While all faculty are expected to share committee work and use their skills and time to further the goals of the college and university, we recognize that some faculty primarily focus on service to the community. Others may provide significant service to both community and university, college and students.

To manage our service requirements, Anderson College ranked faculty must meet a primary and secondary service area for either **service to the university, college and students** or **service to the community, discipline, and/or profession**. Faculty must then achieve a *Competent* rating in one area of service and a *Noteworthy* or *Outstanding* rating in the other area. Faculty should discuss their focus areas with their immediate academic supervisor each year.

Term faculty (Lectures, Senior Lecturers) are expected to be engaged in some service to students, college, and/or university, but are not required to do community service. Anderson term faculty are “participating faculty” under the AACSB definition: “*A participating faculty member actively and deeply engages in the activities of the school in matters beyond direct teaching responsibilities. (AACSB Standards, pg. 21).* A list of examples of engagement is found in Appendix B. *A participating faculty member actively and deeply engages in the activities of the school in matters beyond direct teaching responsibilities.*

Examples of what these service levels require are provided in the *Faculty Service* section below.

Anderson College Ranked Faculty Promotion Criteria

Anderson College ranked fulltime faculty can choose one of two promotion tracks based on the terminal degree earned and the expectations for scholarship or practice that demonstrates currency in their discipline. See additional hiring and promotion criteria in the *Faculty Handbook*.

Instructor

- Education:
 - Potential to obtain doctorate (completing degree), OR master’s degree in discipline or master’s degree with 18 graduate credits in the discipline.
 - Potential for excellent teaching.

Assistant Professor

- Education:
 - Academic or professional doctoral degree or equivalent, OR
 - Masters degree in discipline or masters degree with 18 graduate credits in the discipline AND three years of full-time ranked faculty experience or equivalent faculty experience in an accredited institution of recognized standing.
- Either proven or presumptive potential for satisfactorily fulfilling the duties and responsibilities of a faculty member; and
- Potential for excellence in teaching; and
- Either proven or presumptive scholarship or experience in the subject matter field and competence in instruction; and
- Current demonstrated knowledge or practice in the discipline; and
- Evidence of involvement in scholarly or professional activities; and
- Current licensure/registration appropriate to the discipline, if applicable.

Associate Professor

- Education
 - Academic or professional doctoral degree or equivalent, OR
 - Masters degree in discipline or masters degree with 18 graduate credits in the discipline.
- A minimum of four (4) years of full-time faculty experience in a faculty role at the rank of Assistant Professor in an accredited institution of recognized standing; for existing faculty, two of which are at Regis University;
- Evidence of *sustained, noteworthy* teaching ability; and
- Evidence of *noteworthy* performance in scholarship or practice; and
- Current, demonstrated knowledge or practice in the discipline; and
- Evidence of *noteworthy* service in the University community and *competent* service in the external community OR evidence of *competent* service in the University community and *noteworthy* service in the external community; and
- Current licensure/registration appropriate to the discipline, if applicable.

Full Professor

- Education: Academic or professional doctoral degree or equivalent
- A minimum of nine (9) years of full-time faculty experience in an accredited institution of recognized standing; and
- A minimum of five (5) years of full-time faculty experience at the rank of Associate Professor in an accredited institution of recognized standing, two of which are at Regis University; and
- Evidence of *sustained, noteworthy* teaching; and
- Evidence of *noteworthy* performance in scholarship ; and
- Evidence of *noteworthy* service in the University community and *competent* service in the external community OR evidence of *competent* service in the University community and *noteworthy* service in the external community;
- Current, demonstrated knowledge or practice in the discipline;
- Evidence of sustained, noteworthy professional activities (if applicable); and
- Current licensure/registration appropriate to the discipline, if applicable.

Requirements for Applying for Tenure

- Academic Dean provides tenure-track appointments subject to available tenure lines.
- Academic or professional doctoral degree or equivalent.
- Completed four or five years as a full-time ranked faculty member at the level of Assistant Professor or above at Regis, unless the Academic Dean credited years toward tenure as part of a hiring contract.
- Meets or exceeds the experience and performance requirements for Associate Professor which includes meeting the Scholarship track expectations in the last four or five years. These performance requirements are outlined in the *Faculty Handbook*.
- Evidence of a scholarly research agenda for the coming years.
- Applicants understand that they are applying for tenure on an “up or out” basis. If tenure is denied then the faculty member may be given a one-year, non-renewable contract for the next year.
- If a tenure-track faculty member does not apply at the beginning of their fifth or sixth year as an Assistant Professor or above, they will revert to a non-tenure track contract if approved by the Academic Dean.

Early Notification Required for Promotion to Full Professor

Associate Professors who intend to apply for the rank of Full Professor must notify their immediate academic supervisor, the Rank and Promotion Committee, and the Academic Dean in writing *one year* in advance of the application. This notification may occur in a regularly-scheduled or faculty-member requested evaluation. The faculty member should discuss their preparation for promotion with their supervisor at this time and may

request an evaluation to prepare for the promotion review. If an application for promotion to the rank of Full Professor is denied, the faculty member may not reapply for a minimum of two years.

Anderson College Unranked Faculty and Promotion Criteria

Anderson College unranked faculty are either affiliate faculty or term professors (Lecturer, Senior Lecturer).

Affiliate Faculty

Affiliate faculty are unranked faculty who are employed to teach specific courses, but without expectation that they perform service, scholarship, or professional practice as part of their contract. Affiliate faculty are a valuable resource for bringing professional experience and insights into the classroom. Selection of affiliate faculty should be consistent with the Regis University and Anderson College policies on the qualifications for faculty. Affiliate faculty are supporting faculty who focus primarily on teaching.

Term Professors – Lecturers and Senior Lecturers

These titles are assigned to individuals who meet the educational and experience qualifications of a faculty member (e.g. doctorate or terminal degree in their field, and/or masters degree in the discipline taught or 18 graduate credit hours in the discipline, and/or significant professional experience with potential for teaching excellence), and who are hired as pro-rated part-time (0.5 FTE or greater) or full-time unranked faculty members. They are hired to teach in an academic department, academic program, demonstrate their currency in their discipline, and actively engage in the life of the college and university.

Lecturers and Senior Lecturers are “participating faculty” as described by the AACSB. A participating Lecturer/Senior Lecturer “actively and deeply engages in the activities of the school in matters beyond direct teaching responsibilities. Such matters might include policy decisions, advising, research, and service commitments ... Normally, the school considers participating faculty members to be long-term members of the faculty regardless of whether or not their appointments are of a full-time or part-time nature, whether or not their position with the school is considered the faculty member’s principal employment, and whether or not the school has tenure policies” (AACSB, *Eligibility Procedures*, 2016: 25).

Lecturer or Lecturer in (discipline)

A Lecturer is a faculty member with specialized teaching and/or mentorship roles and is typically expected to be long term. They are expected to actively engage in the life of the department and college as described above. Lecturers are appointed by the Academic Dean upon the recommendation of the department chair or program director. Lecturers may be issued one-year or three-year contracts based on the needs of the college. Usually the first two contracts issued are one-year contracts before being eligible for a three-year contract. Lecturers have no expectation of reappointment at the end of a contract.

Senior Lecturer or Senior Lecturer in (discipline)

A Lecturer can apply to become a Senior Lecturer after four-years of fulltime employment as a Lecturer. The Senior Lecturer is expected to continue the teaching, scholarship/practice, service, and other duties of a Lecturer. Senior Lecturers may be issued one-year or three-year contracts based on the needs of the college. Senior Lecturers have no expectation of reappointment at the end of a contract.

Scholarship/Practice and Service Expectations

Lecturers and Senior Lecturers have scholarship and/or practice expectations in line with their discipline. They are expected to complete four scholarship and/or practice expectations within the preceding five-year period like ranked faculty. Lecturers and Senior Lecturers must also maintain any professional certifications that requires continuing education units, and maintaining these certifications count as one of the four expectations.

Lecturers and Senior Lecturers often have fewer service expectations than ranked faculty members, but they are expected to actively engage with students, the college, and/or the university in ways that align with their expertise and interests. For example, they should assist students directly associated with the courses taught, actively participate in department and faculty meetings and events, demonstrate service in their profession or discipline, update their courses, and perform any service activities written into the positions' contract. Chairs can request that Lecturers and Senior Lecturers perform additional service to the college and department. See *Appendix B for additional examples of service and engagement.*

Full-time Lecturers and Senior Lecturers typically teach nine courses on a 12-month contract unless this is reduced via course releases for service responsibilities or other university commitments as approved by the Academic Dean and the immediate academic supervisor. Part-time Lecturers and Senior Lecturers typically teach five courses on a 12-month contract unless this is reduced by similar course releases as approved by the Academic Dean and their immediate academic supervisor.

Because of the substantial time commitment and the expectation of long-term involvement, Lecturers and Senior Lecturers may participate in deliberative processes regarding issues in department meetings, program meetings, and Faculty Forum meetings. Specific items on which ranked and unranked faculty can vote are outlined in the Anderson College Faculty Forum Bylaws. Fulltime Senior Lecturers can vote on the same items as ranked faculty members. Department chairs, program directors, or the Faculty Forum president(s) may determine that all term faculty members or a particular term faculty member may not attend certain sensitive meetings (e.g. those associated with hiring decisions).

Application for Senior Lecturer

Lecturers who meet the criteria below can apply to become a Senior Lecturer. The applicant must be a .5 or 1.0 FTE Lecturer at Regis in the year they apply.

- Education: Academic or professional doctoral degree or equivalent OR master's degree in discipline or master's degree with 18 graduate credits in the discipline and/or significant professional experience in the discipline.
- A minimum of four (4) full years (4.0 FTE equivalent) as an FTE Lecturer at Regis University. An applicant can substitute up to 18 three-credit courses in place of *two* of the four FTE years required. The courses must have been taught at Regis or another regionally accredited institution of higher learning.
- Evidence of *sustained, noteworthy* teaching ability; and
- Evidence of *noteworthy* performance in scholarship or practice as measured by completing four of the expectations in *Appendix A* or three expectations if serving as a chair, program director, or center director; and
- Current, demonstrated knowledge or practice in the discipline; and
- Evidence of being a "participating faculty" by actively engaging in the life of the college as described above and in *Appendix B*; and
- Current licensure/registration appropriate to the discipline, if applicable.

The promotion application and review process is outlined below.

Faculty Review and Development Forms, Goals, and Promotion Applications

The *Faculty Handbook* states:

The Higher Learning Commission (HLC) Criteria for Accreditation Criterion 3, Core Component 3B and Subcomponent 3B3, requires that, “Instructors are evaluated regularly in accordance with established institutional policies and procedure.” The University grants the authority to the individual colleges for determining the schedule by which ranked faculty will be evaluated; however, each college must establish and follow a policy and regular schedule for faculty evaluations that complies with the HLC standard noted above. Signed copies of faculty evaluations should be scanned and kept on file in the office of each college’s academic dean. (Section 3.13.2, p. 46)

The *Faculty Handbook* also states that, “Each college will define the specific performance requirements for the four faculty expectations/categories (E.g. ‘Noteworthy scholarship requires one peer-reviewed article every X years’).” The four performance requirements are: 1) teaching, 2) scholarship or practice, 3) service to students and the university, and 4) service to the community, discipline, or profession. Faculty are also required to set goals each academic year in these four areas (Section 3.13.1, p. 45)

Completing Yearly Review or Development Forms

Each year all faculty who are *not* applying for promotion must complete the form appropriate to their years in place and their promotion track. This includes term faculty but not affiliates.

The forms and who should complete them are listed below:

Form Title and Purpose	Who Should Complete this Form
<p><u>Faculty Review Form</u> – The Faculty Review Form is for reviewing past accomplishments and setting goals for the future. It is also for evaluating performance each year. Your immediate academic supervisor will provide detailed feedback and rate your performance on teaching effectiveness, scholarship/practice, and service as preparation for promotion.</p>	<ul style="list-style-type: none"> • Instructors • Assistant Professors • Tenure-track faculty regardless of rank • Senior faculty being reviewed in their fifth-year • Lecturers
<p><u>Faculty Development Form</u> – The Faculty Development Form is for reviewing past accomplishments and setting goals for the future. It is not for evaluating performance. Your immediate academic supervisor will provide feedback and comments.</p>	<ul style="list-style-type: none"> • Associate Professors and Full Professors who are tenured or not on the tenure-track • Senior Lecturers • Senior faculty who are not being reviewed in their fifth year

The process for completing a *Faculty Review Form* or *Faculty Development Form* is as follows:

- A. Submit the appropriate completed form to your immediate academic supervisor by **September 21**.
- B. The supervisor will review the form and prepare comments and discuss them with the faculty member by **November 1**.
- C. During the meeting the faculty member and immediate academic supervisor will sign the form to indicate that the meeting took place. The faculty member can respond to the comments with a response letter if they wish.

- D. The completed form and any additional documentation will be placed in a personnel file in the Academic Dean's office. The Rank and Promotion Committee can access these documents for review and promotion purposes.

Additional Review and Development Procedures

- In addition to academic supervisor feedback on the *Faculty Review Form*, the Rank and Promotion Committee will review **Instructors** after their **first year** and Assistant Professors after their **first and third years** as ranked faculty.
- **Associate Professors, Full Professors and Senior Lecturers** will be reviewed by their immediate academic supervisor and the Rank and Promotion Committee after their **fourth year in that rank**. Both the supervisor and the Rank and Promotion Committee will write a letter evaluating the faculty member's performance during this time. This review allows faculty to demonstrate with evidence that they are fulfilling their performance expectations in teaching, scholarship or practice, service to the university/college, and service to the community, discipline, or profession.
- Faculty on the **tenure track**, regardless of rank (e.g. Associate Professor) must complete the *Faculty Review Form* each year except when applying for tenure. The first form is due after the first full year as a ranked faculty member. These forms will be completed by the immediate academic supervisor. They will also be reviewed by the Rank and Promotion Committee after their **first and third** years in their current rank unless they are applying for promotion. Adjustments may be made to the evaluation schedule depending on the number of years given toward the tenure application date. See the *Faculty Handbook* for more information.
- Additional evaluations, feedback, and mentoring may be given to faculty if appropriate.

Applying for Promotion and Timelines for Submitting Forms

The process for applying for promotion in rank, to Senior Lecturer or for tenure is as follows:

- A. Ranked full-time faculty who have met the experience and performance requirements for a promotion must complete the *Anderson Promotion Application* form, provide all relevant materials, and submit it to their immediate academic supervisor by **September 21**. (See instructions on the promotion form for more guidance.) *The same application form is used for promotion in rank and/or tenure.*
- B. Lecturers who have met the experience and performance requirements for a promotion must complete the *Anderson Senior Lecturer Promotion Application* form, provide all relevant materials, and submit it to their immediate academic supervisor by **September 21**. (See instructions on the promotion form for more guidance.)
- C. The immediate academic supervisor will review the promotion application, provide detailed comments that support their ratings, and discuss the application with the candidate. Both parties should sign the recommendation page (see end of application) and email a copy of the signed application to the Academic Dean and the Rank and Promotion Committee by **October 13**.

Chair/Immediate Academic Supervisor Review Expectations

The immediate academic supervisor (e.g. Chair) is expected to review all forms and applications, provide written feedback, and discuss the accomplishments and goals with each faculty member. The immediate academic supervisor will also note the faculty member's scholarship or practice accomplishments, expectations, goals and any exemptions for administrative duties. Scholarship and practice accomplishments that meet the expectations in *Appendix A* will be communicated to the Academic Dean's office which will track these accomplishments.

Faculty may request additional support from their Chairs and the Academic Dean to achieve their goals.

Schedule for Promotion Applications and Decisions

The Anderson College will use the schedule for promotions and tenure found in the *Faculty Handbook*. Below are key dates and responsibilities adapted from the *Faculty Handbook*.

April 30	Dean's Office: By April 30, the Dean's office will send each faculty member whom the Academic Dean has identified as approaching their promotion date a copy of the appropriate promotion and/or promotion and tenure application. An application for tenure also constitutes an application for promotion to the rank of Associate Professor if the faculty member has not already attained that rank.
Summer 20XX	Supervisor: During the information gathering process, the faculty member's supervisor will consult with members of the department or program concerning the performance of the applicant in addition to the information normally gathered for faculty review.
September 21	Faculty Member: Submit appropriate promotion form to the <i>immediate academic supervisor</i> by Sept. 21. The form must provide complete data and evidence covering the entire time leading up to promotion, including service at other institutions.
By October 13	Supervisor and Faculty Member: After receiving the faculty member's application, the immediate academic supervisor must provide an independent judgment about whether the faculty member should be granted promotion and/or tenure at the appropriate time and substantiate the recommendations using the applicable guidelines contained in the <i>Handbook</i> and <i>Anderson College Practices and Procedures</i> . The immediate academic supervisor will give a copy of this recommendation to and discuss it with the faculty member before its submission to the Committee on Rank and Promotion.
By October 13	Committee/ Supervisor/Faculty Member: The application, including the immediate academic supervisor's recommendation, must be submitted to the Committee on Rank and Promotion by Oct. 13. The faculty member will have until Oct. 14 to submit any clarifying comments regarding the supervisor's recommendation to the committee, with a copy to the supervisor.
By October 13	Academic Dean: Also by Oct. 13, the Academic Dean will notify the Committee on Rank and Promotion of any material in a faculty member's personnel file that is appropriate and/or necessary for them to take into account in their deliberations on granting promotion and/or tenure.
October 20	Committee: By Oct. 14, the Committee on Rank and Promotion will develop a list of applicants for promotion and will provide a copy of this list to the academic dean.
Fall 20XX	Dean / Provost: Pursuant to its deliberations, the Committee on Rank and Promotion invites the academic dean early in the fall semester to join the committee in a discussion of specific candidates for promotion and/or tenure. In mid-December, the provost will be invited to join the committee for a discussion of their probable recommendations regarding those faculty applying for advancement. This meeting gives the provost an opportunity to discuss any particular cases before the committee is required to take formal action. Dean: Write formal evaluation.

By January 31, 20XX	Committee to Provost and Dean: The Committee on Rank and Promotion will render an independent judgment on whether the faculty member has met the criteria established for promotion and/or tenure in the <i>Handbook</i> and <i>Practices and Procedures</i> based upon the totality of the information it possesses. The committee's recommendation, together with that of the supervisor, the promotion application, and other supporting evidence will be forwarded to the provost, and the academic dean on or before Jan. 31.
By February 15	Dean/Provost to President: The independent recommendations of the provost and the academic dean, with appropriate documentation, will be forwarded to the president.

For more details, please see the *Faculty Handbook*.

Examples of Performance Levels for Promotion

The goal of this section is to provide examples and descriptions of what activities a faculty member in each performance level may strive to achieve. These examples are offered to clarify the terms provided (but not defined) in the *Faculty Handbook* (Section 3.13) as it applies to Anderson College.

The following provides examples of activities that may be found in each performance level. *The table is not intended to be exhaustive but rather gives a flavor of the activities at each level.* It is a tool for providing ideas of what performance at these levels may look like. Faculty, chairs, the Rank and Promotion Committee, and other parties involved in promotion and evaluation decisions can use these examples as general guides for setting goals and evaluating performance.

Teaching – Levels of Performance

Regis University is a teaching university and the Anderson College is a teaching college. Faculty are expected to achieve a high level of teaching skill and ability as they progress through their career. The different levels of teaching performance match the different requirements for each rank.

Teaching - Level of Performance	Examples
Outstanding	<p>Meeting criteria of the Noteworthy level and other activities that demonstrate expertise and excellent teaching. Examples that could be considered Outstanding may include:</p> <ul style="list-style-type: none"> • Student and peer course evaluations demonstrate effective and engaging teaching; • Designing new courses that integrate the latest research and practice for students as opposed to recycling conventional methods and ideas. • Conducting trainings and workshops on teaching effectiveness for other faculty • Aiding other faculty with the development of assignments and course design • Actively seeking to teach through experience, such as conducting experimental learning or inviting students into research. • Being recognized as advancing in your discipline or teaching & learning by conference, publication, and speaking invitations.

	<ul style="list-style-type: none"> • Guest lecturing in other courses at Regis or other universities because of your knowledge and expertise. • Demonstrating continuous improvement of courses and teaching methods. • Also works to improve degree programs to make them more relevant and rigorous to prepare students for their careers or advancement in their careers.
Noteworthy	<p>Meeting the criteria of the Competent level and other activities that demonstrate excellent teaching. Examples that could be considered Noteworthy may include:</p> <ul style="list-style-type: none"> • Student and peer course evaluations demonstrate effective and engaging teaching; • Creating assignments, cases, and projects that engage students in increased learning and student interactions. • Teaching through experiential exercises, simulations, or actual experiential learning outside of Regis • Mentoring of other faculty • Attending teaching effectiveness workshops to continually improve and demonstrating implementation of new techniques • Demonstrating a commitment to student learning and critical thinking by using a variety of teaching methods (e.g. written assignments, presentations, testing, case analysis, consulting projects). • Staying current in your field through continuing education, professional associations, conferences, reading and writing in your discipline, and other activities. • Demonstrates continuous improvement of courses and teaching methods. • Teaching an interdisciplinary course (e.g. RCC 400 level course).
Competent	<p>Examples that could be considered Competent may include:</p> <ul style="list-style-type: none"> • Developing syllabi; • Maintaining positive rapport with students; • Developing assignments and projects that challenge students to think critically and learn new skills; • Collaborating with other faculty to improve teaching; • Staying current in your field through continuing education, professional associations, conferences, reading and writing in your discipline, and other activities. • Student and peer course evaluations demonstrate improvement over time. • Demonstrate effort to increase learning, relevance and rigor by updating assignments, replacing lessons that do not produce learning, acting on student and peer feedback, and other activities to improve learning.
Unacceptable	<p>Failing to meet the standards of Competent teaching</p>

Scholarship or Practice – Levels of Performance

Regis University and the Anderson College seek to elevate the disciplines in which our faculty teach, research and practice. In the Jesuit tradition, faculty are encouraged to use scholarship and practice to investigate and solve problems that change the world for the better -- a central part of Regis' mission.

Faculty are required to conduct research and/or practice in order to stay engaged and current in their discipline. Scholarship seeks to interact with others in one's discipline and/or in the area of teaching and learning. Scholarship should deepen knowledge, share new ideas and findings, and increase innovation through peer reviewed venues. Practice seeks to develop greater engagement with one's discipline and profession while sharing expertise and insights with organizations. These can include doing significant discipline-related work for professional associations, consulting clients, non-profits, government agencies, etc. Additionally, while rankings and other metrics are provided as possible measures of quality, each paper, presentation, or project should be judged on its own quality and contribution to the discipline, to teaching and learning, and/or to mission.

Scholarship and Practice - Level of Performance	Examples
<p>Outstanding</p>	<p>Scholarship and practice examples that could be considered Outstanding are those that greatly exceed your track requirements through quality or quantity.</p> <p>Examples of greatly exceeding in quantity or amount could be:</p> <ul style="list-style-type: none"> • Performing <i>two</i> additional items appropriate for your scholarship or practice track expectations (e.g. present at two additional peer-reviewed conferences; publish two additional articles in a practitioner publication; serve as a senior leaders in a discipline specific association) <p><u>Scholarship Examples of Greatly Exceeding in Quality:</u></p> <ul style="list-style-type: none"> • Publishing in low-level acceptance rate journals. Journals with low level of acceptance could be defined as: <ul style="list-style-type: none"> ○ Could be Q1 or Q2 journals as ranked by SJR, or ○ Could be A*, A, B journals as ranked by Australian Business Dean's Council, or ○ Could be Journal with acceptance rates of 30% or less, or ○ Could be defined by other appropriate means for the field • Other signs of outstanding scholarship could be: <ul style="list-style-type: none"> ○ Demonstrate significant time and effort in researching and co-publishing a peer-reviewed article or presentations with Regis or non-Regis faculty ○ Article citations ○ Number of downloads <p><u>Practice Examples of Greatly Exceeding Quality:</u></p>

	<ul style="list-style-type: none"> • Recognized for significant contribution to leading a professional association in your discipline • Lead sessions at a national or international conference in your discipline • Complete significant and complex business, government, or non-profit project that required unique expertise and a significant commitment of time. Your contribution is recognized as an important accomplishment by experts in your profession.
Noteworthy	<p>Examples of Noteworthy performance in scholarship and/or practice include:</p> <ul style="list-style-type: none"> • Meeting the four scholarship and/or practice expectations within the preceding five-year period (see Appendix A examples); • A faculty member who has fewer than five-years experience at Regis who demonstrates significant engagement with their discipline in terms of scholarship and/or practice. • A legacy faculty member who was <i>not</i> under the Practices & Procedures before the ACBC was formed can demonstrate that they meet the <i>Noteworthy</i> requirements outlined in the <i>Four College Faculty Handbook</i>. This exception from the <i>Practices and Procedures</i> scholarly/practice expectations expires on August 1, 2024. <p>Chairs and Rank and Promotion must note any exceptions for faculty who perform qualifying administrative duties (see above) and consider all factors that may count as Noteworthy performance.</p>
Competent	<p>Faculty member is steadily progressing towards completing their expectations in the scholarship and practice track within the preceding five-year period. Faculty member is improving the quality and impact of their work.</p>
Unacceptable	<p>Failing to progress towards expectations associated with your track.</p>

Service – Levels of Performance

The Anderson College takes a holistic view of service. While all faculty are expected to share committee work and use their skills and time to further the goals of the college and university, we recognize that some faculty may specialize in service to Regis while others may specialize in service to the community. Others may provide significant service to both community and college. In the context of service, the Anderson College values the whole person and recognizes that service to others is an important part of the Regis mission. However, the demands of work and life outside of Regis must be balanced for the health and welfare of our faculty and their family. Service opportunities can be as unique as each individual and are not limited to the examples listed.

For evaluation and promotion purposes, faculty members are encouraged to focus on becoming *Competent* in one area of service and *Noteworthy* or *Outstanding* in another area. Faculty should discuss their focus areas with their chairs each year.

Service to University, College, and Students – Performance Levels

Service to University, College and Students	Examples
Outstanding	<p>Meeting criteria of the Noteworthy level and additional activities that demonstrate excellent service. Examples that could be considered Outstanding service to the college may include:</p> <ul style="list-style-type: none"> • Service on more than two college and/or university committees • Organizing a conference • Aiding in large assigned projects to further the college or university • Sponsoring a student club or organization which requires significant time and student support
Noteworthy	<p>Meeting criteria of the Competent level and additional activities that demonstrate excellent service. Examples that could be considered Noteworthy may include:</p> <ul style="list-style-type: none"> • Serving on two or more university and/or Anderson designated committees • Aiding in mid-sized assigned projects to further the college or university • Coordinating student competitions • Organizing a panel for a conference • Serving on Ad Hoc committees • Participate as a volunteer for a Regis event • Being active in or aiding a student club or organization • Teaching an RCC 200 level course. • Teaching refugees through Regis' Education at the Margins program • Advising student thesis projects that are not part of an independent study or class
Competent	<p>An example of Competent service to the college would be:</p> <ul style="list-style-type: none"> • Serving on a university and/or college designated committee • Serving on an Ad Hoc committee • Regularly attending faculty forum • Regularly taking part in faculty votes
Unacceptable	<p>An example of "unacceptable" service to the college could be:</p> <ul style="list-style-type: none"> • Failing to serve on committees • Rarely or not participating in faculty assembly discussions and votes • Not serving on assigned projects to further the college or university

Service to Community, Discipline and/or Profession – Performance Levels

Service to Community, Discipline and/or Profession	Examples
Outstanding	<p>Meeting criteria of the Noteworthy level and additional activities that demonstrate excellent service. Examples that could be considered Outstanding service to the community may include:</p> <ul style="list-style-type: none"> • Serving as a volunteer peer reviewer of multiple journals, conferences or texts • Serve on a journal’s editorial review board which requires reviewing multiple articles and meeting with other board members • Serving as a volunteer for multiple corporate or non-profit boards or committees • Actively serving a nonprofit, small business, or community event (averaging 52 hours a year) • Aiding in a large scale pro-bono project for a nonprofit or community focused organization • Participating in legislature or influencing legislature (local or national) • Organizing a conference
Noteworthy	<p>Meeting criteria of the Competent level and additional activities that demonstrate excellent service to the community. Examples that could be considered Noteworthy may include:</p> <ul style="list-style-type: none"> • Serving as a volunteer peer reviewer for a journal • Serving on a board or committee of an outside organization • Aiding in a mid-size project for a nonprofit or community business • Supporting a business or nonprofit with pro-bono consulting (averaging 8 hours or more during a semester)
Competent	<p>Examples of Competent service to the community could be:</p> <ul style="list-style-type: none"> • Occasional or one-time volunteering for a nonprofit • Supporting a business or non-profit with pro-bono consulting (averaging 1-4 hours per semester) • Participating in opportunities and Regis Events that serve the community
Unacceptable	<p>Examples of Unacceptable service to the community could be:</p> <ul style="list-style-type: none"> • Not completing any community service • Continually turning down opportunities to serve the community through Regis sponsored community events

Anderson College Rank and Promotion Committee

A profession is constituted by members who share in the same work, who set the standards by which to measure the quality of that work, and who themselves assess the quality of each other's work. As members of the academic profession, faculty members are responsible for assessing each other's work and for determining the criteria for such assessment. In the Anderson College, the Rank and Promotion Committee is the faculty governance body that is charged with doing this faculty assessment through the processes of review, dialogue, and making promotion and tenure recommendations.

The Anderson College Rank and Promotion Committee reviews the progress of the ranked faculty with regard to their professional growth and their fulfillment of the obligations of faculty appointments and makes recommendations to the Provost and to the Dean, concerning personnel actions such as advancement to tenure and promotion in rank as set forth in Chapters 3 and 4 of the *Handbook* and using the additional descriptions in the *Anderson College Practices and Procedures*.

The Committee is composed of five members – three from Anderson College and two selected from other colleges. The *Handbook* requires colleges with fewer than 50 ranked faculty to have two non-Anderson College members on the committee.

Committee members are elected in the Spring semester and must meet the following criteria:

- a. Must be a ranked full-time Associate Professor or Full Professor in the Anderson College, AND
- b. A full-time ranked faculty member at Regis University for 3 years, AND
- c. Have been through an academic promotion process, AND
- d. At least one member must have tenure and one member must be on the Practice track.

This Committee is independent in its review and recommendations regarding individual faculty members and is not a subcommittee of the Faculty Forum. All eligible faculty members can be nominated for service on this committee but must agree to serve. The election is conducted by the president(s) of the Faculty Forum. A simple majority of the votes cast by the members of the faculty shall be necessary for election. Terms of office, which are for three years, expire in rotation. Terms begin the day after Spring Commencement. Vacancies are filled by special election; a person elected to fill a vacancy serves for the remainder of that term.

In addition to the items outlined in the *Handbook* chapters 3 & 4, the Rank and Promotion Committee will:

- a) consider and recommend on all applications for advancement in rank and appointment to tenure;
- b) apply the criteria for rank and/or tenure decisions set forth in Chapter 3 and Chapter 4 of the *Handbook* and additional descriptions in the *Anderson College Practices and Procedures*;
- c) review the progress of all ranked faculty members as called for in Chapter 4 of the *Handbook* and the *Anderson College Practices and Procedures*;
- d) seek such information and assure that such records as are needed to fulfill its functions are reviewed, including confidential records of its deliberations as far as legally permitted;
- e) ensure adherence to filing dates as established by the Committee or as specified in Chapter 3 and Chapter 4 of the *Handbook*;
- f) determine that supervisory evaluations are sufficient for judgment and address the criteria established in the *Handbook* and the *Anderson College Practices and Procedures*;
- g) file such reports as needed to fulfill its functions;
- h) review and recommend to the Dean, the Provost, and the Faculty Assembly desirable changes in the criteria for promotion in rank and for advancement to tenure;

- i) prepare and revise the forms necessary to carry on its activities, or request revisions from the Faculty Handbook Committee;
- j) revise as necessary the informational guidelines for applicants which summarize the requirements for tenure and promotion, help guide applicants in how best to present their case concisely while covering the issues in which the Committee is most interested, reflect the Committee's recent experience with rank and tenure issues, and offer suggestions for limiting the volume of evidence in order to make the evidence more effective;
- k) initiate whatever action is necessary to fulfill its duties and responsibilities.

Appendix A - Faculty Scholarship and Practice Expectations

The items below are examples of scholarship and practice expectations. As we prepare for AACSB, the faculty will refine these expectations based on further research and discussion.

Expectations for Scholarly Faculty

A faculty member on the Scholarship track must normally hold a Doctorate (or equivalent e.g. JD or Masters in Taxation) appropriate for the teaching field in which they were hired. Faculty who take on new teaching areas within Anderson will be expected to demonstrate competency through additional academic preparation or through scholarship in the new field. Faculty members on the scholarship track are expected to have completed their requirements within the preceding five-year period.

- Publish two peer-reviewed journal articles*. A scholarly book, textbook or monograph published by a major press (i.e. not self-published) can be substituted for one article.
- The faculty member must complete two additional scholarly activities from the list of **examples** below. These will be reviewed as we approach AACSB accreditation. An activity may be repeated.
 - Publish a peer-reviewed journal article
 - Author a research monograph
 - Actively serve as an editor of an academic journal or other discipline-specific publication
 - Publish a non-peer-reviewed journal article
 - Publish a case study in a refereed outlet or book
 - Publish a book review in a peer-reviewed journal
 - Create a scholarly film or video that positively impacts the profession
 - Author a textbook
 - Coordinate or conduct a conference related to your discipline.
 - Present a refereed paper or symposium at an international, national or regional conference**
 - Publish a refereed paper in conference proceedings**
 - Serve as a Special Edition editor for an academic journal
 - Design and launch an innovative scholarly website that positively impacts the profession
 - Be awarded a competitive external grant
 - Complete a community engaged scholarship project that is reviewed by peers and qualified community partners
 - Author a chapter or section of a scholarly edited research monograph or book.
 - Publish an article in a non-refereed national professional journal
 - Publish a non-refereed article in a significant regional or local publication
 - Publish an article in a non-refereed national magazine
 - Author an article in a student-edited review or journal

** Student edited law reviews and journals count toward peer-reviewed articles for a JD.*

*Faculty can select either the date of an article's acceptance for publication **or** the date of publication as the applicable date for meeting one expectation.*

***Only a single conference presentation **or** proceedings publication of the same paper may be counted for additional scholarly activity.*

Expectations for Practice Faculty

A faculty member on the Practice track must normally hold a master's degree in their discipline or a master's degree with 18 credits appropriate for the teaching field in which they were hired. Faculty who take on new teaching areas within Anderson will be expected to demonstrate competency through additional academic preparation or through practice in the new field. Faculty members on the practice track are expected to have completed their requirements within the preceding five-year period.

- Maintain their currency in their professional field.
- Complete *four* additional activities from the list of **examples** below. These will be reviewed as we approach AACSB accreditation. Most activities may be repeated.
 - Maintain a professional certification that requires continuing education units (e.g. CPA, PMP)
 - Work on a significant business or computing consulting project or projects important to an organization in their discipline. The inclusion of a significant consulting activity would be determined jointly by the department chair, dean, and faculty member.
 - Actively serve on a board or other oversight position for a profit or not-for-profit organization
 - Actively serve as an elected officer of an international or national professional organization
 - Appear as an expert in the media**
 - Serve as an elected officer of a regional or state professional organization
 - Serve in a leadership position for a professional organization, standard-setting body, or policy making body
 - Publish an article in a practitioner publication
 - Serve as an accreditor or reviewer for an accrediting body that requires significant contribution (e.g. CAHIM or ABET or GAC reviewer)
 - Organize, coordinate and conduct a competition or conference related to your discipline.
 - Present a paper or symposium at an international, national or regional conference*
 - Publish a paper in conference proceedings*
 - Participate in a high quality, extended teaching workshop with pre-approval of department chair and dean (examples would be programs offered by Harvard for case teaching or the University of South Carolina for teaching international content)
 - Awarded a competitive external grant
 - Publish a peer reviewed journal article
 - Publish a refereed magazine article
 - Publish a case study in a refereed outlet
 - Author a chapter in a research monograph
 - Publish an article in a non-refereed national professional journal or magazine
 - Publish a non-refereed article in a significant regional or local publication
 - Publish a scholarly book or monograph published by a major press
 - Development and presentation of executive education programs
 - Documented professional certifications in the discipline in which the faculty teaches
 - Documented continuing professional education experiences
 - Regular participation in professional events that focus on the practice of computing, business, teaching, or related issues (e.g. regional or national conferences)
 - Regular participation in other activities that place faculty in direct contact with business, computing, or teaching leaders and other organizational leaders

**Only a single conference presentation or proceedings publication of the same paper may be counted for additional scholarly activity. Faculty can select either the date of an article's acceptance for publication or the date of publication as the applicable date for meeting one expectation.*

***This activity can only be counted once.*

Seeking Approval for Additional Items

Special circumstances may exist through which a faculty member may maintain their academic or professional qualification through some set of intellectual contributions that are significant but different from those stated in Scholarship or Practice activities listed. The current list will be reviewed as we approach AACSB accreditation. In those cases, the faculty member may make a case for these intellectual contributions by petitioning, in writing, to their academic supervisor who should confer with any appropriate committees (e.g. Research Committee) and other academic supervisors when making a decision. Where a faculty member disagrees with the decision of their academic supervisor, they may appeal the decision to the Dean, whose determination as to the applicability of scholarship or practice contributions will be considered final. (Adopted from Fairfield University Dolan School of Business)

Significant Administrative Duties:

The Anderson College recognizes the importance of administrative duties to the ethical, effective, and efficient operation of the college. Individuals holding faculty status and also holding titles of dean, associate dean, department chair, program director and center director may have significant administrative duties. We recommend that these duties be recognized as part of an individual's effort to remain academically or professionally qualified. Other faculty may perform significant administrative duties that require large amounts of time and effort, and these duties are also critical for the ethical, effective, and efficient operation of the college. A faculty member who performs significant administrative duties not covered in the earlier section on exceptions for administrative duties may request in writing an appropriate adjustment in scholarship and/or practice expectations. The duties must be critical for the college and require significant time and constant attention. The adjustment, if any, will be determined by the faculty member and the faculty member's academic supervisor. Where a faculty member disagrees with the decision of their academic supervisor, they may appeal the decision to the Dean, whose determination as to any adjustment of expectations will be considered final. The rationale for this recognition is to encourage individuals to pursue significant administrative responsibilities within the college.

Primary Source: The Appendix A document and policies were adapted from the scholarship and practice category list for North Dakota State University (2013) and from other Jesuit colleges of business in 2022.

Appendix B – Term Faculty Service Examples

The list below provides examples that demonstrate deep engagement with students, college and/or the university. Additional activities may count toward engagement.

AACSB Descriptions – Participating and Supporting Faculty

A participating faculty member actively and deeply engages in the activities of the school in matters beyond direct teaching responsibilities. Normally, the school considers participating faculty members to be ongoing members of the faculty, regardless of whether their appointments are full-time or part-time, whether their positions with the school are considered their principal employment, and whether the school has tenure policies. (AACSB Standards, pg. 21).

Examples of Service to University, College, and Students

Meetings - All participating faculty are expected to participate in department and college meetings and Faculty Forum. Lecturers/Senior Lecturers are allowed to vote on most Faculty Forum surveys.

Career and Skills Seminars – Lecturers offer short seminars for programs and/or all students. For example.

- Careers opportunities in a particular field or discipline
- Leadership skills
- Interviewing for jobs
- Preparation for CPA or other credentials

Student Mentoring – Lecturers can mentor students during a semester, especially those who are going on the job market or are looking to change jobs. Also serve as internship faculty mentor or Innovation Challenge mentor.

Student Tutoring/Training - Providing tutoring for students or providing training sessions for students to learn topics such as MS Excel, basic data analytic tools, etc. This can be formal or informal tutoring outside of class.

Serve on a College Committee - For example, Academic Council, task forces, ad hoc committees, faculty search committees, Research Committee, Academic Integrity, etc.

Work as a Program Director – Work beyond the course release(s) given.

Course Development and Revisions - Course(s) developed or revised for the benefit and use of an entire program, as determined by the program director and/or chair. Revising one's own courses is considered part of normal faculty expectations and not service.

Faculty Club Advisor – Support a student-led club.

Coordinate Students Attending Professional Events - Organize student groups to attend professional associations, conferences, or other educational events that are not part of a course.

Community Service as a Representative of Regis – For example, tax preparation, business competitions (FBLA, DECA), other service that represents Regis.

Representing Regis/Anderson at Admission Events – Speaker, panelist, judge, representatives.

Attending University and College Events – Commencement, alumni events, student presentations, sporting events.

Anderson Regis Community of Resource Experts (R-CORE) – Interested term faculty can join this committee that advises student teams which are working with a client. Typically, committee members meet with student teams in the third and seventh week of their course. Members ask students questions about the client needs and also review the final project presentation. Each meeting lasts about an hour. Check with your Chair about joining this committee.