The intent to this handbook is not to replace the Faculty Senate Handbook, but to provide an easy reference for faculty on operating policies and procedures in place in the College.
**COLLEGE OF BUSINESS & TECHNOLOGY – VISION, MISSION, GOALS**

**Vision Statement**

The vision of the College of Business and Technology is to be nationally recognized as a leader in quality education in the applied sciences, business, and technology in the region.

**Mission Statement**

The mission of the College of Business and Technology is to provide quality education and to promote and support economic and technical development in our region. By:

- Providing our students with the necessary knowledge, skills, and abilities to enhance career opportunities and encourage lifelong learning.
- Advancing knowledge in academic and professional communities through research, creative and scholarly activities.
- Providing support and leadership to our Departments, our College, our University, our business and civic communities, and our professions.
- Developing and promoting partnerships with business, industry, government, and higher education.

**Goals**

- Provide a high-quality, student-centered education experience.
- Recruit, retain and support high quality faculty and staff.
- Promote and support the region’s economic, technical and professional development.
- Enhance the role of the CBAT Advisory Board.
- Develop and promote partnerships with individuals, business, industry, government and higher education.
CBAT ORGANIZATIONAL STRUCTURE

An updated College directory is in the Appendix.
GOVERNANCE

Faculty governance in the College of Business and Technology is both a right and a responsibility. Faculty are encouraged to participate in the governance process.

Meetings

College faculty meetings occur at a minimum of 1-2 times each semester. The purpose of the College meeting is to act on business of common interest to all parties in the College. This typically includes action on: College strategic and operating plans, College curricular issues, College policy, election of College representatives to the University Faculty Senate, and briefing on issues of College and University significance. With the exception of the first meeting of the academic year, College meetings are held on Friday mornings.

Departmental Meetings

Departmental faculty meetings are called at the discretion of the department chairperson to act on departmental business. With the exception of the first meeting of the academic year, departmental meetings are held on Friday mornings.

Committees

All faculty are encouraged to engage in College committee work. Each spring, the Dean asks the faculty to indicate their preferences for committee service. These preferences are shared with the department chairpersons for make the initial committee assignments. Subsequently, assignments are reviewed by the assistant and associate deans, and the dean, and then returned to the department chairpersons for final review before committee assignments are distributed to the faculty. Every effort is made to honor faculty requests. Considered when making appointments are: Faculty interest, faculty aptitude and skills, past committee performance, and equitable department representation on a given committee.

Committees include:

- Undergrad Programs – Reviews all graduate curriculum proposals and changes.
- Graduate Programs – Reviews all graduate curriculum proposals and changes.
- Instructional Resources – Monitors technical and library resources and requests additional resources as needed.
- Student Affairs – Awards student scholarships.
- Honors Program – Monitors honors curricula and program management.
- Faculty Development – Oversees Master Teacher Initiative and manages faculty/staff award process.
- Appeals – Adjudicates cases of academic dishonesty and reviews grade appeals for fair and uniform application of processes and procedures. Recommends to faculty appropriate action for appeal.
• **BBA Curriculum** – Monitors BBA core curriculum and proposes improvements.
• **MBA Curriculum** – Monitors MBA core curriculum and proposes improvements.
• **Strategic Planning** – Engages in the triennial review of vision, mission, goals, and strategies and annually reviews tactical and operational plans.
• **Assessment** – Develops cross-functional assessment measures. Review and act upon assessment results.

**P & T Committee**

The P&T (Promotion and Tenure) committee consists of 10 members representing each of the five departments. Departments select five members, one from each department, excluding Military Science. All tenured faculty are eligible for election by their department. Five members are appointed by the Dean, one from each of the departments in the College, excluding Military Science. All of the Dean’s appointments are tenured full professors. Each appointment is for a period of three years. Approximately one third of the membership will change annually. Appointment and election of P&T representatives occur each fall.

**FACULTY**

**Definition of Faculty**

The Tennessee Board of Regent’s definition of faculty may be found at [http://www.tbr.state.tn.us/policies/default.aspx?id=1462](http://www.tbr.state.tn.us/policies/default.aspx?id=1462).

In the College of Business and Technology all faculty make a contribution to the success of the school. Differences in faculty pertain primarily to the nature of the employment contract and the expectations associated with each employment relationship.

Tenured faculty are faculty who have been awarded tenure in their department or program. Tenure may be awarded at the rank of assistant, associate, and full professor. It is expected that such faculty engage in teaching, research, service activities, and maintain their academic and/or professional qualifications throughout their career. Faculty in the business programs should review documentation in Appendix as to the definition of academically and professionally qualified faculty. Tenured faculty typically instructs 3 courses per semester.

Untenured faculty are faculty who have been employed on a tenure-track contract but are in their first six years of employment with the College. It is expected that such faculty engage in teaching, research, service activities, and maintain their academic qualifications and/or professional qualifications throughout this period. Faculty in the business programs should review documentation in Appendix as to the definition of
academically and professionally qualified faculty. Untenured faculty typically instruct 3 courses per semester.

Lecturers are faculty employed on a three-year contract. It is expected that such faculty engage in teaching and service activities. They are strongly encouraged to engage in research or professional work to maintain their academic and/or professional qualifications in their field. Faculty in the business programs should review documentation in Appendix as to the definition of academically and professionally qualified faculty. Lecturers typically instruct 4 courses per semester.

Full-time temporary faculty are faculty employed on a semester contract. It is expected that such faculty engage in teaching and service activities. They are strongly encouraged to engage in activities that maintain their professional qualifications in their field. Faculty in the business programs should review documentation in Appendix as to the definition of academically and professionally qualified faculty. Full-time temporary faculty typically instruct 4 courses per semester.

Adjunct faculty are faculty who are contracted to teach 1-2 classes each semester. They are subject to no service expectations. It is expected that adjunct faculty are professionally qualified in their field.

**Evaluation**

At the time of his/her employment, a new faculty member is informed of the current University, college and department standards by which he/she can expect to be judged for eligibility for tenure. All faculty have access to the complete and updated ETSU Faculty Handbook at [http://www.etsu.edu/senate/facbook/fhtoc.htm](http://www.etsu.edu/senate/facbook/fhtoc.htm).

Standards used in the annual evaluation of faculty differ by department and are linked to promotion and tenure standards. Departmental standards for annual faculty evaluation, promotion, and tenure appear in Appendix.

At the beginning of each academic year (August 15), all faculty members are required to submit (by September 15) a Faculty Activities Report (FAR) that summarizes their work for the previous year (August 1 through July 31). This document is used as a guide to assess the progress that faculty are making as individuals, as departments, and as a collective group of educators. For untenured faculty, it serves to guide them through the tenure and promotion process. For non-tenure track faculty, it provides the basis for reappointment decisions. With feedback from the department chairperson and the dean, each faculty member is made aware of areas where they are meeting and exceeding expectations, as well as areas that need improvement. The Faculty Activity Evaluation (FAE) that is also a part of this process is an assessment that is done by the chairperson and the dean after reviewing the FAR. Following completion of the faculty’s FAE by the dean, this document is returned to the department chairperson. At this time, the department chairperson meets with the faculty to discuss his/her evaluation, plans for the coming academic year and proposed workload. The
faculty evaluation and planning process is meant to help improve the quality of education at ETSU.

**Workload**

The faculty workload is the result of deliberations of the faculty with his/her chair with the approval by the dean. Faculty workloads may differ by faculty and should be consistent with evaluation criteria. Departmental workload policies appear in Appendix. Typically tenured and tenure-track faculty with research and service expectation will teach three courses each semester, accounting for a minimum of 200 student credit hours. Lecturers and full-time temporary faculty may teach up to four courses each semester. Workload may vary on the basis of research and service expectation.

In rare instances, a faculty member may be asked to assume an additional responsibility for an additional course. If this responsibility is for the entire semester, adjustments may be made to faculty workload in a subsequent semester or compensation provided at a rate of $700 per credit hour.

For faculty teaching in the AMBA the following policy has been implemented. For the first time an individual teaches in AMBA, he/she should receive a one-time release for prepping the course. This release is given with the assumption that they have made a three-year commitment to teach. A prep release is only given if an individual is teaching a “lecture” course. This release will be given in the form of a release from instruction of one course during the academic year. Also, when a faculty member teaches a course, he/she should be released from one of their regular courses in the academic year. For example, a faculty member teaching one course in the AMBA a program at any time during the calendar year would teach only five courses during the academic year (assuming that they would normally be on a 3+3 course load if they had not taught in AMBA). The maximum number of these releases that can be given during the academic year is 12 – the number of courses in the AMBA program. Should one faculty member assist another in instruction/supervision of a course, it is suggested that the release be rotated year-to-year between the faculty.

Faculty who supervise independent studies will be given credit for their work. When a faculty has supervised 12 independent studies, the faculty will be provided with a one-course release. Faculty should provide their department chair with documentation of such supervision and with the department chair agree upon a semester when the course release may be taken.

**Development**

Throughout a faculty member’s career, it is expected that he/she engage in faculty development activities. These activities may take a variety of forms.
Mentoring

Each new faculty in the College will be assigned one or more mentors. Mentors will aid and advise new faculty in their transition to the classroom and in the development of a research agenda. It is expected that the new faculty meet regularly with his/her mentor.

Each year, prior to engaging in the tenure process, the teaching mentor will conduct an in class evaluation of the mentee’s teaching. This evaluation is to be formative and not summative, designed to enhance quality of instruction in the classroom. If a faculty is tenured, the faculty will be called upon to select a reviewer of his/her classroom performance.

The process that is used in the review of classroom instruction is as follows:

- The instructor selects the course to be reviewed and a faculty member to serve as reviewer (in agreement with the criteria specified below). The reviewer uses any combination of in-class review and videotaping to evaluate the instructor’s performance. The reviewer will observe a minimum of two hours of class sessions (as specified in a two-day workshop at ETSU by Harvey Brightman entitled “Measuring, Developing, and Championing Effective Teaching” on January 26-27, 2007). Working with the reviewer’s schedule, the instructor selects the dates of the class sessions to be observed so that these sessions typify the classroom experience for that course. Ideally, the instructor and reviewer schedule a four-week break between the two observations so that the reviewed faculty member may implement suggested changes (also suggested by Dr. Brightman). The reviewer or the instructor may request more observation dates.
- Instructor and reviewer discuss the reviewer’s observations. The instructor obtains the reviewer’s feedback on possible improvements to the instructor’s classroom instruction.
- Using the provided form, the reviewer completes the findings section and discusses it with the instructor.
- The findings section is signed off by the instructor and reviewer and is kept by the instructor only. No paper or electronic copies of this findings section are to be maintained by any party except the instructor being reviewed.
- Using the last page of the provided form, the instructor, reviewer, and the department chair sign to verify that the peer evaluation process has been completed according to departmental guidelines. The instructor and department chair keeps this page.

In addition to review of classroom instruction, the faculty member may request of review of his/her course portfolio (including policies, syllabus, lecture notes, lab assignments, writing or oral communication assignments, and assessment techniques) from his/her mentor or reviewer. Process for the review of the course portfolio is as follows:
• The instructor selects the course to be reviewed and a faculty member to serve as reviewer (in agreement with the criteria specified below).
• The instructor provides course portfolio documentation to the reviewer.
• After the reviewer has had adequate time to review the course portfolio documentation, the instructor and reviewer discuss the portfolio documentation. The instructor obtains the reviewer’s feedback on possible improvements to the course portfolio.
• Using the provided form, the reviewer completes the findings section and discusses it with the instructor.
• The findings section is signed off by the instructor and reviewer and is kept by the instructor only. No paper or electronic copies of this findings section are to be maintained by any party except the instructor being reviewed.
• Using the last page of the provided form, the instructor, reviewer, and the department chair sign to verify that the peer evaluation process has been completed according to departmental guidelines. The instructor and department chair keeps this page.

The research mentor will work with the new faculty in developing a research agenda. While the teaching mentor may or may not come from the mentee’s discipline, the research mentor will share common research interests with the mentee.

**Brown Bag Seminars**
Six times each academic year, brown bag seminars are hosted for the benefit of faculty. These seminars, which occur from 11:00 am – 1:00 pm on Fridays, provide faculty with the opportunity to share teaching techniques and research strategies.

**Support for Travel**
Faculty are encouraged to attend conferences and faculty workshops that support research and teaching interests. Eligibility for travel support is determined at the departmental level. Priority is given to faculty presenting research, taking an active role in the program or serving in an organizational leadership role. It is the goal of the College to support faculty travel to a minimum of one national/regional meeting each year.

**Guidance for the processing of travel claims follows:**

1. All travel must have prior approval by completing the Travel Authorization form. The Executive Aide in each department is trained on how to complete these forms. She also knows where to look on the web to find hotel and meal per diems. If the hotel rate is more than the approved per diem, a conference brochure must be submitted stating the actual cost of the hotel room.

2. International travel (including travel to Hawaii and Alaska) must have TBR approval and the travel authorization must be submitted to the president’s office four weeks prior to the travel.
3. Package deals, such as Priceline or Travelocity, cannot be used. There must be separate receipts for each item (airfare, hotel, etc.) and these package deals do not always provide an itemized daily statement of each cost.

4. PAID receipts must be submitted after the trip along with the Travel Claim. Without a receipt indicating PAID, the reimbursement cannot be made. The receipt must also be in the name of the traveler. All travel claims must be submitted within 30 days of the travel.

5. The University does not provide travel advances, unless it is student travel.

6. It is recommended that faculty obtain a credit card to use exclusively for university travel. It makes things a lot easier.

Student travel can be a nightmare. Our travel office recommends that when student travel is involved that the faculty sponsor assumes all responsibility for expenses. The travel authorization should be submitted under the faculty name with a list of all students involved in the travel attached. If meals are involved, the faculty member would disburse the funds and the students sign a document verifying this disbursement.

We have experienced several instances where students change their minds at the last minute or, in one particular instance, upon submitting his credit card for hotel payment the card was rejected and the faculty advisor had to pay the bill at the last minute. We had complications getting the faculty member reimbursed since the travel was initiated in the student’s name.

*The University travel policy appears at [http://www.etsu.edu/senate/facultyhandbook/section_4.pdf#travel](http://www.etsu.edu/senate/facultyhandbook/section_4.pdf#travel) and a description of the financial procedures regarding this policy at [http://www.etsu.edu/fa/fs/FSForms.apsx](http://www.etsu.edu/fa/fs/FSForms.apsx).*

**Promotion and Tenure**

Promotion and tenure is awarded for good performance as a tenure-track or tenured faculty member. Each year, as a tenure-track or tenured faculty member, an individual is provided with an assessment by his/her department chair relative as to progress being made towards tenure and/or promotion. This assessment is provided as part of the faculty evaluation process.

**Resources**

As an individual prepares for tenure or promotion, it is advised that he/she take advantage of various resources available in the College. These include:
**P&T Seminar**
The P&T seminar is held every Spring at the conclusion of the academic year. The seminar is presented by the chair and vice-chair of the promotion and tenure committee and provides insights into the promotion and tenure process, as well as reviews the contents of the package that should be submitted to support the candidate’s promotion and tenure application. While all faculty are invited to attend the seminar, new faculty are advised to attend the seminar in their first year of employment by the University. All faculty are encouraged to attend the seminar 1-2 years prior to submitting their application for promotion and/or tenure.

**Interim Review**
All new faculty may request an interim review of their progress to promotion and/or tenure by their department’s promotion and tenure committee. Typically, this review is done in the spring semester of the third year of the candidate’s employment with the University. If a faculty member is on an accelerated clock, having received credit for past university service, he/she may request an interim review of his/her progress prior to this time. This review is solely advisory—recognizing a candidate’s strengths and identifying opportunities for improvement. The documentation of the review is shared with the candidate by the department chair. Tenured faculty who are candidates for promotion are encouraged to participate in the review process, one to two years prior to submitting their application for promotion.

**Review of classroom instruction**
All tenure track faculty should participate in an annual review of classroom instruction, as discussed above. Tenured faculty applying for promotion should request peer reviews of classroom instruction, two to three years prior to the submission of the promotion application. Results of classroom reviews are formative, not summative, designed to enhance the quality of classroom teaching. Disclosure of the results of review of classroom instruction in a tenure and/or promotion application is voluntary.

**Processes**
Detailed descriptions of the promotion and tenure processes are found at [http://www.etsu.edu/senate/facultyhandbook/Section_2.pdf#2.3](http://www.etsu.edu/senate/facultyhandbook/Section_2.pdf#2.3) (tenure) and [http://www.etsu.edu/senate/facultyhandbook/Section_2.pdf#2.4](http://www.etsu.edu/senate/facultyhandbook/Section_2.pdf#2.4) (promotion). Key dates that the faculty member should remember are:

- **May 15**: All faculty eligible for promotion and tenure receive notification of eligibility from the Office of the Vice President for Academic Affairs through the Office of the Dean and their departmental offices.
- **September 15**: All applications for tenure and/or promotion must be submitted to the chair of the department in which the faculty resides.
**October 15:** Applications for tenure and promotion are acted upon by the departmental promotion and tenure committees and department chair and their recommendations are forwarded to the College promotion and tenure committee through the Office of the Dean.

**December 15:** Applications for tenure and promotion are acted upon by the College promotion and tenure committee and recommendations are forwarded to the Dean.

**February 1:** Applications for tenure and promotion are acted upon by the Dean and forwarded to the Provost.

**March 1:** The Provost’s recommendation is forwarded to the President who then reviews and acts upon the application, sending his recommendation to the Tennessee Board of Regents. The decision of the Tennessee Board of Regents is sent to the applicant in later Spring/early Summer.

Detailed description of tenure and promotion criteria that will be used in evaluating a candidate’s application for promotion and tenure is available from the faculty’s department chairperson.

**Leaves of Absence**

http://www.etsu.edu/senate/facultyhandbook/Section_2.pdf#2.3

**Non-Instructional Leaves of Absence**

Non-instructional leaves of absence are available to every tenured faculty member in the College. The purpose of these leaves is to enhance scholarship and academic excellence of faculty, contribute to their professional growth and renewal, and strengthen curriculum and pedagogy in ways that could not be accomplished in the context of the normal faculty workload. To be eligible for a non-instructional assignment, an applicant must:

- Be a tenured member of the full-time teaching faculty, including department chairs;
- Have completed five (5) years in a professional appointment at ETSU;
- Demonstrate significant scholarly or creative performance in the faculty member’s discipline.

The College of Business & Technology requires receipt by the department chairperson of the application for all non-instructional leaves that will be requested in a subsequent year no later than the first Tuesday in December. This allows for appropriate budgeting and scheduling of classes.

A full description of the non-instructional leave process is found in http://www.etsu.edu/senate/facultyhandbook/Section_3.pdf#3.7
Other Leaves Available to Faculty

Annual Leave – http://www.etsu.edu/humanres/ppp/PPP-17.htm
Education – http://www.etsu.edu/humanres/ppp/PPP-52.htm
Family Medical Leave – http://www.etsu.edu/humanres/ppp/PPP-46.htm
Paternity – http://www.etsu.edu/humanres/ppp/PPP-22.htm
Disaster Relief Service – http://www.etsu.edu/humanres/ppp/PPP-56.htm

Integrity

It is expected that all faculty will be fair and honest in dealings with colleagues, staff, and students. University policies that establish a code of conduct for all faculty are found at the following sites.

Misconduct in Scholarship and Research
• http://www.etsu.edu/senate/facultyhandbook/Section_1.pdf#1.16
• Misconduct in scholarship and research or scientific misconduct means fabrication, plagiarism, or other practices that seriously deviate from those that are commonly accepted within the scholarship and scientific community for proposing, conducting, or reporting research. It does not include error or honest differences in interpretation or judging of data.

Faculty Guide to Copyright Fair Use
• http://www.etsu.edu/senate/facultyhandbook/Section_1.pdf#1.12
• Section 107 of the Copyright Act states that the fair use of a copyrighted work, including use by reproduction in copies, is not an infringement of copyright for purposes, such as criticism, comment, teaching (including making copies for classroom use) scholarship, or research. Get copier code from the executive aide in the department for which you work.

Policy on Conflict of Interest
• http://www.etsu.edu/senate/facultyhandbook/Section_1.pdf#1.17
• A potential conflict of interest occurs when there is a convergence between a faculty or staff member’s personal financial, relational, or other interests and his/her professional obligations to ETSU such that an independent observer might reasonably question where the individual’s professional obligations, actions, or
decisions related to the University are determined by considerations of personal gain, financial or otherwise.

**Employee Grievance/Complaint Procedures**

Grievance and complaint procedures exist to provide a clear, orderly, and expedient method through which all employees of ETSU may process bona fide grievances or complaints. Information on employee grievances may be found at the following sites.

- **Policy on Sexual Harassment**
  - [http://www.etsu.edu/humanres/ppp/PPP-30.htm](http://www.etsu.edu/humanres/ppp/PPP-30.htm)
  - [http://www.etsu.edu/humanres/ppp/PPP-31.htm](http://www.etsu.edu/humanres/ppp/PPP-31.htm)

- **Policy on Drug-Free Campus**
  - [http://www.etsu.edu/humanres/ppp/PPP-26.htm](http://www.etsu.edu/humanres/ppp/PPP-26.htm)

- **University Policy on Smoking**
  - [http://www.etsu.edu/humanres/ppp/PPP-53.htm](http://www.etsu.edu/humanres/ppp/PPP-53.htm)

- **Workplace Violence Prevention Guideline**
  - [http://www.etsu.edu/humanres/ppp/PPP-58.htm](http://www.etsu.edu/humanres/ppp/PPP-58.htm)

- **Campus Sex Crimes Prevention Policy**
  - [http://www.etsu.edu/humanres/ppp/PPP-62.htm](http://www.etsu.edu/humanres/ppp/PPP-62.htm)

**Compensation During Summer Session and Intersession**

During summer session and intersession faculty are paid at a rate of 1/32 of the academic year salary per credit hour taught up to a maximum of 8/32 without University approval and to 9/32 with the approval of central administration. The College makes no guarantee to faculty as to the opportunity for summer school instruction. Consideration is given first to the needs of the student. The state policy on summer school instruction is found at [http://www.tbr.state.tn.us/policies/default.aspx?id=1488](http://www.tbr.state.tn.us/policies/default.aspx?id=1488).

**Time Reporting**

All faculty must complete documentation time reporting documentation each month to ensure the appropriate processing of payroll. All time sheets must have the original signature of the employee. Time reporting sheets are distributed through departmental offices.
Technical Support

Computing Support
Faculty computing support is obtained through the Office of Information Technology (OIT).

Computer resources at ETSU are available to authorized students, faculty, staff and off campus constituents. Access to these resources is obtained from the Department of Computer Services and is granted with the understanding that they will be used as stated in the request, such as:

- Users have the responsibility of protecting their accounts through proper use of passwords. Additionally, it is wrong to use a University-sponsored account for funded research, personal business, or consulting activities. There are special accounts for such purposes.
- Users should not use private files without authorization.

http://www.etsu.edu/senate/facultyhandbook/Section_1.pdf#1.11

Most of the information required to set up an e-mail account, archive and other issues to avoid nastygrams from OIT can be found at http://www.etsu.edu/oit/helpdesk/#cat-info

You will find information and solutions regarding many of the different aspects of computing for faculty & staff at ETSU. The format is similar to a Q&A session. All you need to do is click on the question and the answer will show up below the question. Click on the question again to hide the answer.

If you know which category you would like to go to, please select it from the list below:

- Information For New Employees
- Computers & Software
- E-mail Questions
- Networking
- Departmental Information
- Telephone & Voice Mail Information
- Web Development & Publishing
- Security & Password Information
- Software Tutorials

Academic Computing Support

Support for faculty in the development of materials for use in the classroom is available through Academic Technology Support (ATS). Such support includes classes, one on one consulting services and podcasts. Faculty are encouraged to visit www.etsu.edu/oit/ats for a comprehensive list of services or to contact them at ats@etsu.edu.
Technology Leadership (Faculty)

A nine-month seminar available to faculty by nomination (enrollment is limited) that introduces faculty to the latest innovation in classroom technology. Faculty during the semester integrate this technology in one or more of his/her teaching assignments for the subsequent year. Interested faculty should consult with their department chairs regarding the nomination process.

MATTERS RELATED TO TEACHING

The College of Business and Technology prides itself in the quality of classroom instruction. First, we are a teaching school. The following is designed to highlight policies and procedures that impact the instruction of classes. A statement of University policies can be found at http://www.etsu.edu/senate/facultyhandbook/Section_5.pdf.

Classification of Courses by Level

All courses in the 1000 series are freshman courses, all in the 2000 series are sophomore courses, all in the 3000 series are junior courses, and all in the 4000 series are senior courses. (4007 courses may carry graduate credit.) All courses in the 5000, 6000, and 7000 series are graduate courses.

Enrollment in the 5000, 6000, and 7000 series are limited to graduate students. At least one-half of all courses taken in a master’s program must be in the 5000 series; at least one-half of all courses taken on the doctoral level must be in the 6000 and 7000 series.

Courses with numbers below 1000 are offered through the Division of Developmental Studies and are not credited toward the degree. (ETSU Faculty Handbook, Section 5.5.1)

Syllabus

The following guidance is provided to assist in the construction of the class syllabus. Questions related to the development of a course syllabus may be addressed to the department chairperson, the faculty mentor, or reviewer.

- Students must be provided written information about the goals and requirements of each course, the nature of the course content, and the methods of evaluation to be employed (SACS Criteria 4.2.4 and 4.3.5)
- Each course offered by the university for credit has to be approved through the University’s Curriculum Process
- The current syllabus must conform to the originally approved syllabus
- The syllabus must orient the student to the Course purpose (catalog description)
  Course goals
Student-oriented objectives
Bibliography
Evaluation plan (course requirements; how grades will be determined; grading scale)
Explanation of assignments, tests, make-up assignments and tests
Policies on attendance
Policies on academic misconduct
Policies on extra credit (optional)

- Include the following information as an attachment to the approved syllabus or as part of the syllabus:
  - Course and section number
  - Course name
  - Instructor’s name
  - Instructor access information (office hours and location; phone number(s) and e-mail address)

Section specific information must be distributed with syllabus.

Office Hours

All faculty with instructional responsibility must have posted office hours. Typically office hours are 4-6 hours each week and frequently about the class times. Office hours must be clearly posted on the door of the faculty office and stated in the syllabus. It is also recommended that faculty indicate in their syllabi expectations for response time to email.

Add Policy

Classes may be added without special permission during late registration/late add period if maximum class enrollment has not been reached. If maximum enrollment has been reached, a student must request permission of the faculty and department chairperson to add a class. A class may be added only with the permission of the faculty, chairperson, and the dean (acting in the place of the dean in the college will be the associate dean for undergraduate programs).

http://www.etsu.edu/senate/facultyhandbook/Section_5.pdf

Withdrawal Policy

Students may withdraw from all classes through the published last day to withdraw for a term. Students withdrawing in the first two weeks of the term will not have the course appear on their permanent record. Withdrawals during the third through the eighth week will appear as a W on their permanent record. After the eighth week, a student may drop a class only for a verifiable, extenuating circumstance. A petition for a late drop by a student requires the approval of the dean (acting in the place of the dean in the college will be the associate dean for undergraduate programs). In this circumstance, a grade of W or WF may be given to the
Class Attendance Policy

Class attendance is a contract between faculty and students. It is expected that students will attend class regularly and provide the faculty with a reason for any absence. ETSU does not specify a fixed number of class absences as University-wide policy, but each department within the University has the right to set a maximum number of absences (including absences due to University activities and illnesses) permitted during an academic term. Departmental class absence policy is subject to the approval by the dean of the school/college. At the beginning of the course each faculty member must provide a written statement governing attendance policy (including laboratory/clinical sessions where applicable) for the course so that all students may be fully informed of their attendance responsibilities. If a student is not in attendance during the class meeting in which the class attendance policy is discussed it is the student’s responsibility to ascertain the policy in that class. Student absences from class from approved University activities must be excused, but may be counted in the number of allowed absences. A discussion of the attendance policy is found at http://www.etsu.edu/senate/facultyhandbook/section_5.pdf#attendance.

Attendance Reporting

Whether a faculty member opts to require attendance or consider it in the grading process, attendance must be taken for the first two weeks of class and reported by the conclusion of the third week using Self Service Banner.

Early Semester Progress Reports

At the conclusion of the seventh week of class, all students must be given a grade on work submitted to date. Reporting is done through Self-Service Banner.

Reporting of Final Grades

During the last week of class, the final grade section of Self-Service Banner will be open for all faculty to complete student course grades. This section will be open through the Final Exam week and typically will close the Monday after graduation at 4:30pm. Exception reports will be sent to faculty having open final grades.

Banner

Banner is an Oracle database system that utilizes both student, faculty and staff information to provide reports on finance, human resources, course scheduling, student enrollment and interfaces with GoldLink for faculty and student use. The faculty will use the Banner System.
primarily for obtaining class lists and reporting attendance, early semester progress, and final grades.

**Grading Systems**

**Undergraduate**: [http://www.etsu.edu/senate/facultyhandbook/section_5.pdf#grading](http://www.etsu.edu/senate/facultyhandbook/section_5.pdf#grading)

Grade points are numerical values assigned to letter grades in order to provide a basis for quantitative determination of grade point averages. The four point system is used.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Quality Points per Hour</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>3.7</td>
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<td>B+</td>
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<td>B</td>
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<td>B-</td>
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<td>C</td>
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<td>C-</td>
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<td>D+</td>
<td>1.3</td>
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<td>D</td>
<td>1.0</td>
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<td>F</td>
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**Graduate**:  

<table>
<thead>
<tr>
<th>Grades</th>
<th>Quality Points per Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A              Clear Excellence</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B  Satisfactory Performance</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>2.7</td>
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<tr>
<td>C+</td>
<td>2.3</td>
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<tr>
<td>C Minimum Passing Grade</td>
<td>2.0</td>
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<td>F</td>
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<td>S</td>
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To remain in good standing, a graduate student must maintain an overall grade point average (GPA) of 3.0 “B” or better. Graduate credit is not awarded for Pass/Fail grades. Grades of “P” or “F” do not count toward degree requirements.
“S”, “SP”, and “U” Grades – The letter grades “S” for Satisfactory Completion, “SP” for Satisfactory Progress and “U” for Unsatisfactory are given for Readings and Research, Capstone Projects, Thesis, and Dissertation. A grade of “S” carries graduate credit. Each program must specify the number of hours required for Thesis/Dissertation. “SP” indicates progress toward project or research completion, but carries no credit. Students who receive an “SP” must, in subsequent semesters, (including summer), enroll in additional hours of Thesis/Dissertations or Readings and Research until the requirements are completed. The “U” grade carries no credit and indicates unsatisfactory progress toward research or project completion. The “U” is equivalent to an “F”. The first “U” does not affect the GPA; however, all subsequent “U” grades will convert to an “F” and will be figured into the GPA. A grade of “I” (incomplete) indicates that a student was passing the course at the end of the semester, but due to circumstances beyond the student’s control, was unable to complete the course requirement. An “I” grade must be removed no later than one calendar year from the time the grade is awarded.

Grade Reports and Appeals

Grade reports are available through GoldLink to all students who complete registration each term. Academic departments are required to retain grade documentation for a period of one year. Specific student concerns regarding academic records, other than the Grade Appeal process described in the Student Handbook (Spectrum), must be addressed within one academic year from the date of posting of grades for the term in question.

Grade Appeal Process

Each academic year, key dates are announced with regards to grade appeals. In this section, the process is outline and the month shown is merely an indicator. For actual dates, make sure you have the handout from the Dean for the current year. Check each year for appropriate dates

1. **Appeal to faculty member**
   - To be received within 21 calendar days from beginning of next term, not including summer school.
   - Faculty either must have met with student or have received mail or e-mail by the 21st calendar day.
   - Faculty must respond in writing to the student within 7 calendar days of receipt of the appeal as to the disposition of the appeal.

2. **Appeal to department chairperson**
   - Written appeal must be received by the chairperson by the end of the fourth week of the term.
   - The chairperson will respond in writing to the student as to the resolution of the appeal 14 calendar days from date of receipt.
   - Last day to appeal to department chairperson.
3. Appeal to college/dean
   • Undergraduate appeals to dean of college
   • Graduate appeals to graduate college.
   • Student appeal within 7 days of chairperson’s response.

4. College appeals requiring review by faculty/student committee
   • Heard by committee in meetings. Written report to Dean with 21 calendar days of the date of constitution (if multiple hearing dates will be used. Results of all appeals should be forwarded to the Dean.

5. Review by Dean
   • The Dean shall review the results of college appeal committee deliberations and accept, modify or reject the recommendation of the committee.
   • The Dean shall notify the student, faculty, appeals committee chairperson as to his/her opinion on the appeal.
   • Student, faculty, appeals committee chairperson, and department chairperson will be notified in writing of the dean’s opinion.

6. Review by Vice President for Academic Affairs
   • A written appeal of the Dean’s decision may be submitted to the Vice President of Academic Affairs 14 days from receipt of the decision.

SAI – Student Assessment of Instruction

Within the final three weeks of class, student assessment of instruction (SAI) is administered. Faculty must evaluate instruction in two of their three classes each semester. Administration of the SAI is done through the department office. A faculty member may not administer his or her own student assessment of instruction. SAI’s are typically administered in the College by graduate assistants or other faculty teaching at that same time. The SAI consists of 40 questions—nine University questions and thirty-one College questions. Faculty receive student responses on the 40 questions, as well as on open items, early in the following semester. A factor analysis is also performed on the results and faculty performance is described on the following dimensions:

   • **Overall Evaluation**: Questions 40, 39
   • **Presentation Ability**: Questions 7, 25, 27-32
   • **Organization/Clarity**: Questions 2, 3, 13, 18-21, 24
   • **Grading/Assignments**: Questions 1, 10-12, 36-38
   • **Intellectual/Scholarly Content**: Questions 14-17
   • **Student Interaction**: Questions 22, 23, 26
   • **Student Motivation**: Questions 33-35.
Student Complaint Process

ETSU is committed to respecting all members of the university community and providing fair treatment regarding complaints by students.

All student complaints regarding faculty conduct in the areas of sexual harassment and discrimination are to be filed with the ETSU Office of Equity and Diversity. Complaints regarding grades are to be handled using the university policy and procedures addressing grade appeals. For more detailed information, see the section titled Student Complaint Process.

Misconduct Policy (Academic)

Academic misconduct will be subject to disciplinary action. The nature of such action is dependent upon the faculty in the class in which the event has taken place. Whether the faculty decides to address academic misconduct within the class or decides to pursue a formal path, all instances should be reported to the associate dean of undergraduate programs. Questions concerning the administration of discipline for academic misconduct are outlined at http://www.etsu.edu/senate/facultyhandbook/section_5.pdf#misconduct

Retention of Papers, Tests, and Records

All graded work that is retained must be held by the faculty for a period of one year. If graded work is returned to the student and is the basis for a challenge of the grade, this work must be presented by the student. http://www.etsu.edu/senate/facultyhandbook/section_5.pdf#policyretention

Posting Student Grades

Student grades may not be posted. http://www.etsu.edu/senate/facultyhandbook/section_5.pdf#postinggrades

Records and Privacy (Student)

Student performance may only be discussed with the student or an administrator of the University. Parents may discuss student performance with a faculty only if a release has been filed. http://www.etsu.edu/senate/facultyhandbook/section_5.pdf#studentrecords

Dead Week

No examinations should be administered during dead week, the last week of the semester. http://www.etsu.edu/senate/facultyhandbook/section_5.pdf#prefinalsweek
**Procedure for Students with Disabilities**

Students with disabilities, requesting special accommodations, must self-identify to the faculty at the beginning of the semester. That student will then be referred to the Director of the Office of Students with Disabilities (OSD) and appropriate documentation will be requested. If it is deemed that the student has a disability, the Director of the OSD will send a Faculty Accommodation Form to the faculty, identifying the type of accommodations that are required. If the faculty cannot make these accommodations, he/she should contact the Director of the OSD. [http://www.etsu.edu/senate/facultyhandbook/section_5.pdf#studentswithdisabilities](http://www.etsu.edu/senate/facultyhandbook/section_5.pdf#studentswithdisabilities)

**Graduate Faculty Status**

Faculty teaching at the graduate level must apply for graduate faculty status. The department chairs, through the associate dean for graduate programs, are expected to assist new faculty in application for graduate faculty status. Descriptions of levels of appointment and criteria for appointment are found at [http://www.etsu.edu/gradstud/pdf/gradfacproc212.pdf](http://www.etsu.edu/gradstud/pdf/gradfacproc212.pdf)

**ASSURANCE OF LEARNING AND ASSESSMENT PROCESS**

**Philosophy Underlying CBAT’s Assessment Process**

Several tenets underlie the College’s assessment process. Primary among these tenets is the notion that, although the process is referred to as assessment, it is truly a process of assurance of learning. That is, it is a process of assuring that our students are learning what we think they should be learning. The term assessment can often connote an emphasis on measurement that typically results in measurement only for measurement’s sake. In addition, while measuring how well our students are learning is a critical component of our system, the broader objective, continuously improving our students’ learning, should not be obscured by it.

The second tenet of CBAT’s assessment system is that our system will be developed, implemented, and reviewed by faculty wherever possible. Thus, faculty are involved at all levels of the system’s development and implementation. Their participation includes the development of learning outcomes and measures, the collection of data, the analysis of data, review of the data for continuous improvement opportunities and the implementation of suggested improvements.

The third tenet of CBAT’s assessment system is that our system focuses on programs as the level of analysis. A focus on programs as a level of analysis influences many facets of the assessment process such as achieving adequate sample sizes when collecting data and aggregating results to the program level. Program is defined for our purposes as a degree. Thus, multiple majors receiving the same degree are all considered students of the same program.
The fourth tenet of CBAT’s assessment process is that data collected for assessment of student learning is not an evaluation of an individual faculty member’s teaching skill or performance. Thus, assessment data is not required as part of either annual faculty evaluation or the promotion and tenure process. Faculty may choose to include data collected in course-embedded assessment as a means to demonstrate how changes in pedagogy have resulted in improved student learning and performance. Likewise, faculty may choose to include information regarding their participation in the assessment process by documenting participation in specific assessment activities (e.g., the Assessment Committee, workshops or other training, collecting data for CBAT’s process).

The fifth tenet of the process is that faculty will only participate in assessment if they do so voluntarily. Thus, no faculty member will ever be required or forced to collect data or serve on a committee or task force related to assessment. Likewise, every effort will be made to ensure that faculty collecting data have to do so using only one type of measure per course.

The sixth tenet of the process is that direct measures will be used wherever possible. Interestingly, utilization of indirect measures is a matter upon which the College’s accreditors differ in their measurement requirements. Most of the College’s accreditors allow the use of indirect measures as a supplement to direct measures of student learning and performance. Since direct measures are based on actual student learning and performance, they are preferred to indirect measures in the College’s process. That being said, indirect measures can provide valuable information and insight. Thus, the College’s system also incorporates indirect measures.

The seventh and final tenet of the process is that the process is never truly complete. That is to say that using the data to identify and implement continuous improvements is never actually completed. Many accreditors refer to the use of assessment data for continuous improvement as “closing the loop”. The CBAT process is built upon the notion that rather than definitively “closing the loop”, we are actually closing cycles of the loop and that, over the long run, these cycles will actually form an upward performance spiral. Therefore, over time, the learning and performance of our students will be a steady upward trend.

**Undergraduate Assessment Process**

The Assistant Dean for Assurance of Learning and Assessment, in consultation with the Dean and Administrative Council, developed a process to assess three primary types of knowledge and skills that all undergraduate students across the College would need by graduation (see Figure 6).
The first type of skills are called transferable competencies, as they are a universal set of skills applicable across all types of programs and all types of professions. Therein, six transferable competencies are assessed: Oral communication, written communication, critical thinking/problem solving, using information technology, teamwork, and ethics. The first type of knowledge is referred to as disciplinary/foundational knowledge, which is essentially knowledge central to a student’s program of study. This knowledge represents the depth of a student’s knowledge in his or her major field upon graduation and is the knowledge that makes the student a specialist in his or her chosen field (i.e., the type of knowledge that a student receives in courses within his or her major especially upper division courses). The second type of knowledge is referred to as cross-disciplinary knowledge, which is the knowledge that is shared by students across related fields of study. This knowledge represents the breadth of a student’s knowledge at graduation and is the knowledge that makes the student well versed in related disciplines. In the business disciplines, cross-disciplinary knowledge represents the accounting, management, marketing, economics, and finance that every business student should have regardless of major. In technology, cross-disciplinary knowledge represents the mathematics and science that every technology student should have regardless of major.

The assessment process (see Figure 4) is comprised of three cycles. During the first cycle, learning outcomes are defined and corresponding measures are developed. The curriculum is also mapped during the first cycle in order to identify where the measures can logically be drawn. During the second cycle, the measures are implemented for the first time and the
data they yield is analyzed. Once the analyses are complete, the results are reviewed by a task force comprised of faculty volunteers from across the College. The task forces identify both strengths and weaknesses evident in the results. Based on the weaknesses, the task forces make suggestions for improvements. The third cycle is comprised of data collection to evaluate the effectiveness of improvements implemented as a function of the second cycle. The length of cycle three varies based on the period of time the improvement will logically require to demonstrate results in terms of improved student learning and performance. This data is also analyzed and the results examined by the task forces for continuous improvement opportunities.

Thus, the assessment process for CBAT is analogous to a Plan–Do–Check–Act (PDCA) cycle common to continuous improvement processes (see Figure 5). Figure 5 illustrates the process as described above including “closing the loop” or the utilization of data for identifying and implementing continuous improvements.
The assessment process itself is also subject to periodic review and continuous improvement. Should any opportunities to improve the process (e.g., the measures) arise during the process, improvements are made as soon as possible, which in many cases is immediately. During the third cycle, the entire process is systematically subjected to review precisely to identify opportunities for improvement to the process.

Rather than try to develop and measure all learning outcomes simultaneously, the assessment process was designed as four overlapping phases of assessment activities (see Figure 7). Phase I consists of the three cycles being conducted for the oral communication, written communication, and critical thinking/problem solving competencies. Phase II consists of the three cycles being conducted for the teamwork, ethics, and using information technology competencies. Phase III consists of the three cycles being conducted for the disciplinary knowledge and cross-disciplinary/foundational knowledge competencies. All of the measures for Phases I, II, and III are direct, course-embedded measures. Phase IV consists of assessment of stakeholders in the College’s programs. The measurement of stakeholders is done entirely via indirect measures such as surveys. Thus, in Phase IV, surveys will be conducted of alumni, employers, students, and faculty.
The Graduate Assessment Process

The assessment of graduate programs in the College mirrors the process used for undergraduate program assessment in its steps. However, the faculty for each graduate program participating in assessment defines unique learning objectives and develops direct measures for those objectives. Graduate programs participating in the College’s process include the Masters of Business Administration program, the Accelerated Masters of Business Administration program, and the Masters of Accountancy program.

Assessment Resources

Most assessment resources for the College are located in two D2L (Desire to Learn) intranet/course management sites for the College. To log onto D2L simply go to https://elearn.etsu.edu. Your D2L login is your ETSU username and password. The first time you use your account, it will need to be activated by going to http://www.etsu.edu/activate. Follow the instructions listed for ETSU passwords. If you have already logged into your ETSU account, you will not need to activate your password.

You will be able to find your courses under the “My East Tennessee State University Courses” pane in the middle of your screen. Click the (+) sign beside the current semester to expand your course menu if you do not see your courses. In your course menu, you will find the two assessment sites. The first site, called “COBAT Assessment of Student Learning” contains the measures and rubrics used College-wide. Many faculty choose to use these rubrics in their classes even though they are not collecting data for the College’s assessment system because they are excellent tools for providing feedback to students. Many other tools are also located on this site. The second site, called “Assessment Data” houses the results and analyses performed on the data collected for the College’s assessment system. Thus, the data housed in this site provides direct evidence of how well our students are learning and meeting the learning objectives set for them.

If you have any questions regarding assessment, please contact the Assistant Dean for Assurance of Learning and Assessment in 214A Sam Wilson Hall.

EXTERNAL PROGRAMS

The office of external programs and outreach is responsible for such things as Career Services, Internship/Co-op programs for CBAT students, “Alumni Return to the Classroom” in CBAT, and the Executive Briefing. In addition, the Office of External Programs and Outreach also
coordinates professional program offerings such as the Tennessee Tax Seminar, the Society for Human Resource Management preparatory classes for the PHR and SPHR exams, and others as demand dictates.

Career Services

The Career Services office provides a host of services to CBAT students to help prepare and aid them in beginning their careers, both before and after graduation. While there are some additional resources for career related services on campus (see contact information below), students, faculty, and administrators are encouraged to go through the CBAT Career Services office because we offer a more comprehensive array of services geared directly to CBAT students and employers. Faculty and administrators can refer students and employers to the Office of External Programs and Outreach regarding any of the CBAT career services. Some of the services offered by the CBAT Career Services Office include:

- One-on-one job and internship search strategy sessions;
- Career Services workshops on resume writing, interviewing, cover-letter writing, corporate dress, conducting a job search and networking
- Personal resume critique and mock interview sessions
- BucLink, a job search database managed by ETSU Career and Internship Services which can be located at http://www.etsu.edu/students/careers/default.aspx
- CBAT Career Services listserv (to be added to the listserv contact Melinda Laprade)
- CBAT employer interface opportunities: CBAT Career Fair (annually during the spring semester), Accounting Networking Night (annually during the fall semester), Banking Meet and Greets, on-campus recruiting opportunities, employer presentations, and others
- Access to student chapters of professional organizations which offer interaction with professionals in the field
- Business and technology internships/co-ops for academic credit offered through CBAT

Note: If you would like to discuss any career related opportunities or services you believe may be beneficial to CBAT students, please contact the Office of External Programs and Outreach

Alumni Return to Classroom

Alumni return to the classroom is an annual event sponsored by the ETSU Alumni Foundation. This program provides an opportunity for CBAT Alumni to return to campus to share their career and life experiences with current CBAT students, and it provides an opportunity for CBAT faculty and administrators to renew relationships with Alumni. The culmination of the event takes place on the Friday before Homecoming weekend each year. Due to class scheduling constraints, however, Alumni may be scheduled to speak during classes earlier in the week.

CBAT faculty and administrators who would like formally to invite an Alumnus to this event can contact the Office of External Programs and Outreach with the Alumnus’s contact information. A formal invitation will be extended to the Alumnus. In addition, faculty and administrators
who do not have the contact information for an Alumnus can also contact the Office of External Programs and Outreach with the name of the Alumnus. This information will be forwarded to the Alumni Foundation with a request that research be performed to locate the Alumnus.

**Executive Briefing**

The Executive Briefing is a distinguished lecturer series offered each year through CBAT’s Office of External Programs and Outreach and area sponsors such as Eastman Chemical Co., the City of Johnson City, and area Chamber of Commerce. The series is a free event open to ETSU and the community and is designed to inform attendees on important business related topics such as leadership, national and regional economics, international business issues, and legal developments affecting business, to name a few. Information regarding these events is circulated well in advance to CBAT faculty and administrators. For further information regarding the Executive Briefing, please contact the Office of External Programs and Outreach.

**Professional Program Offerings**

The Office of External Programs and Outreach offers varying professional programs as dictated by market demand. These programs are designed for such purposes as updating professional qualifications, extending the depth of professional knowledge, and provide training on new advances in business and technology related topics. If you would like to discuss any established or potential professional program offerings, please contact the Office of External Programs and Outreach.

**Contact Information for the Office of External Programs and Outreach**

Assistant Dean for External Programs and Outreach

Tom Moore
210B Sam Wilson Hall,
Ext. 9-5300 mooretw@etsu.edu

Executive Aide

Kristy Buchanan
210 Sam Wilson Hall,
Ext. 9-5300 buchanankd@etsu.edu

Coordinator of Career Services:

Melinda LaPrade
316 Sam Wilson Hall
Ext. 9-5656 laprade@etsu.edu

**Other Career Resources Contact Information**

University Career Placement and Internship Services provide internship and co-op opportunities for students in all areas of the university.
University Career Placement & Internship Services
Director: David Magee                                          Internships/Coops: Wayne Speer
Career Placement Ext. 9-4450 Co-op: Ext. 9-5388
Location: D.C. Culp Building, 2nd level

ADDITIONAL RESOURCES

Helpful Links

Course Syllabus http://www.etsu.edu/reg/syllabus.htm
Academic Technology Lab http://www.etsu.edu/oit/ats/ Phone: 439-8611
Faculty Handbook http://www.etsu.edu/senate/facultyhandbook/
Student Handbook http://www.etsu.edu.students/spectrum/policies.htm
Academic Freedom http://www.etsu.edu/ptfaculty/Academic_Matters/Academic_Freedom.htm
Student privacy http://www.etsu.edu/students/spectrum/IntellectualProperty.htm
Grading Scale http://www.etsu.edu/senate/facultyhandbook/#5
Library Resources http://www.sherrod.etsu.edu/
Dropping Classes http://www.etsu.edu/students/spectrum/pd.htm#a3
Late Drop http://www.etsu.edu/students/spectrum/pd.htm#a3
Withdrawal Policy http://www.etsu.edu/students/ptw.htm#a7
Recording Grades http://www.etsu.edu/senate/facultyhandbook/#5
Grade Appeals http://www.etsu.edu/students/spectrum/pfp.htm#3a
Adding Classes http://www.etsu.edu/students/spectrum/pd.htm#a2
Attendance Policy http://www.etsu.edu/students/spectrum/pbc.htm#a2
Final Examinations http://www.etsu.edu/reg/fin-exam-sched.htm
Dead Week Policy http://www.etsu.edu/students/spectrum/pfp.htm#a13
Plagiarism/Academic http://www.etsu.edu/students/spectrum/pa.htm#a13
Misconduct http://www.etsu.edu/senate/facultyhandbook/section_5.pdf#misconduct
Student Referrals http://www.etsu.edu/arc/
University Tutoring Services http://www.etsu.edu/scs/uts/default.asp
Writing &Communications http://www.etsu.edu/wcc/
Math Lab http://www.etsu.edu/math/mathlab.htm
Disability Services http://www.etsu.edu/students/disable/disable.htm
Disability Services Handbook http://www.etsu.edu/students/disable/facultyhandbook.htm
Registrar http://www.etsu.edu/reg/ 439-4230
Office of Information Technology http://www.etsu.edu/oit/helpdesk/
OIT Help Email oithelp@etsu.edu
Human Resources http://www.etsu.edu/humanres/
APPENDIXES

A CBAT Faculty Evaluation, Promotion, and Tenure Policies
Appendix A: Promotion and Tenure Criteria

Tenure Criteria

Business Disciplines

Approved December 2001

I. Preamble

The Promotion and Tenure criteria contained herein should be thought of as helpful guidelines rather than strict rules. They are intended to assist, not to replace, a careful professional evaluation of a candidate’s performance in the areas of Teaching, Research, Service and Professional Conduct.

II. Tenure

In addition to being in full compliance with all TBR and university requirements associated with tenure, business faculty must demonstrate excellence in teaching and the appropriate level of achievement in research, scholarly and/or creative activity, and service for the rank at which they are being tenured. Given the information at hand, it is incumbent upon the candidate seeking tenure to provide evidence demonstrating his/her achievements in each area.

A. Teaching

Excellence in teaching requires that the candidate successfully demonstrate competency and currency in the subject matter and effectiveness in its delivery. Candidates for tenure will be judged excellent if both of the following criteria are met:

1. Criterion 1: Demonstration of competence and currency with validated accomplishments in at least two areas such as:

   a. Practicing the pedagogical art at a high level by utilizing a variety of advanced techniques to enhance the learning experience for students.
b. Staying current and relevant by incorporating the latest research, business practice and environmental exigencies into his or her lectures, exercises, case studies and projects.

c. Teaching multiple preparations, covering a wide variety of classes, developing new experimental classes, and teaching written, oral and technologically intensive classes.

d. Maintaining rigorous standards and requiring and expecting a high level of performance by students.

2. **Criterion 2**: Demonstration of effective delivery of content. Evidence of effective delivery of content may include, but not be limited to:

a. Recognized college, university or organizational awards for teaching excellence.

b. Student performance on professional examinations or other accepted outcome measures associated with the faculty’s teaching responsibilities.

c. A preponderance of favorable comments on senior exit surveys, written student evaluations, alumni surveys or employer surveys.

d. Student assessment of instruction.

e. Input and evaluations from peers or chairpersons.

f. Unsolicited letters or statements from past students describing teaching effectiveness.

g. Utilization of ITV, Internet, and/or other technology to deliver instructional material.

h. Utilization of extended campus and/or other outreaches to deliver instructional material.

i. The preparation of textbooks, tutorials, and other instructional resources.

**B. Research and Scholarly Activity:**

The candidate must present a **consistent stream of scholarly activity**, meeting the performance expectations for tenure. Both the **quantity and quality** of contributions should be considered. Appendix A provides summary guidance as to scholarly contributions of faculty qualifying for tenure over the past five years.
1. Research and scholarly activities should be exhibited in outlets such as: refereed journal articles, editorially refereed journals, conference proceedings, presentations at academic conference meetings, and publication through web-based outlets.

2. Allowances can and should be made to reflect the quality of the journal in which an item is published. Thus, an article published in a top-tier journal that brings recognition to the department, college, and university can be considered as equivalent to multiple articles published in less prestigious research outlets. Similarly, those evaluating a candidate’s research efforts can consider the publication of a highly acclaimed monograph or textbook as equivalent to some number of journal articles. Authorship of chapters in a book might be considered as equivalent to a journal article. The research effort involved in a sole authored journal article might be viewed as comparative to that for more than one co-authored articles. In the case of co-authored works, the candidate must demonstrate his/her contributions to the work. In short, the evaluation of a candidate’s research performance is to be more than a counting process; it should reflect sound academic judgment as well as common sense.

C. Service:

The candidate must present a service record that should include participation in organizations and on committees although more significance will be attached to leadership roles therein. Requirements in service will depend on the rank at the time of tenure and will be weighed relative to considerations for teaching and research, scholarly and/or creative activities. Among the criteria on which the evaluation of service should be based are effectiveness with which the service is performed, its relation to the general welfare of the University, and its effect on the development of students and other faculty members. Superior service would demonstrate a record of performance over time that included leadership of institutional service efforts and/or regional or national reputation in activities pursuant to the individual’s discipline.

1. Tenure at the rank of assistant professor: The candidate should demonstrate activity in service at the departmental, college, or university level with promise for continued activity and leadership roles. Service to the profession and in the community is also encouraged.

2. Tenure at the rank of associate professor: The candidate should demonstrate continued activity in service at the departmental, college, and university level. Such service activity will be improved with the demonstration of leadership. Additionally, service to the profession and in the community is expected and will strengthen the candidate’s service record.
3. Tenure at the rank of professor: The candidate will demonstrate a record of continued leadership in institutional service activities or, alternatively, will demonstrate an outstanding record of professional service or community service, which will make the individual regionally or nationally known in the discipline.

4. Service indicators

   a. Service to the University and to affiliated institutions: This category includes departmental, college/school, and university committee participation and leadership roles therein; participation in university governance; administrative service; advisement of students; recruitment activities; service to student organizations; willingness in meeting special needs that may arise within the university; reputation for cooperation by colleagues; university-wide respect and recognition earned for the College through service activities; and other related activities.

   b. Service to one’s profession: This category includes memberships as well as leadership roles in professional organizations at international, national, regional, state and/or local levels; attendance at international, national regional state and/or local professional meetings; serving as a program chair, reviewer, and/or discussant at international, national, regional state and/or local professional meetings; respect among colleagues at international, national, regional, state and/or local professional organizations as demonstrated by frequent opportunities to serve as a committee chair or officer, service as a reviewer on the editorial board of a journal or proceedings; reviewer of books or manuscripts for professional publishers; discipline related training; and other related activities.

   c. Service in the community: This category includes membership or leadership in civic and community organizations; making presentations related to one’s discipline to these organizations; providing professional advice and counsel to groups or individuals; providing discipline-related continuing education workshops and programs; production and distribution of discipline-related, service-oriented publications; dissemination of information to the broadcast and print media; and other types of service particularly in the University’s service area.

D. Exceptions

When exceptions to these criteria are deemed to be appropriate, the reasons for doing so
should be thoroughly explained by all those involved in the decision process, including the candidate, the department committee, the department chair, the college committee, and the dean.

III. Professional Conduct

In addition to the promotion requirements in II above, tenure candidates are expected to maintain high professional standards and behavior consistent with professional ethics. The candidate must also demonstrate willingness and ability to work effectively with colleagues to support the mission of the institution and the common goals both of the institution and of the academic organizational unit.

IV. Implementation Issues

A. Faculty Hired with Advanced Standing

Faculty hired with advanced standing in rank having been given credit for past years of service at other institutions are required to demonstrate a consistent stream of scholarly activity while a member of the faculty at East Tennessee State University and meet the performance expectations for tenure and rank described in sections II and III of this document.

B. Revisions

1. Minor Revisions: The college’s Promotion and Tenure Committee may recommend minor revisions to the promotion and tenure criteria annually. Such revisions are subject to ratification at the next regularly scheduled faculty meeting.

2. Major Revisions and Review: The Strategic Planning Committee may propose major revisions to the criteria reflecting changes in the priorities and values of the college. Revision and review of the Promotion and Tenure Criteria may be requested by a majority vote of the faculty of the college or the dean at any time. Without a vote or request by the dean, the Strategic Planning Committee will be asked to review the criteria every five years, providing the faculty of the college with their recommendations for action. Revisions are subject to ratification at the next regularly scheduled faculty meeting.

Appendix A is available in the Dean’s Office of the College of Business and Technology.
Business Promotion
Approved December 2001

I. Preamble

The Promotion criteria contained herein should be thought of as helpful guidelines rather than strict rules. They are intended to assist, not to replace, a careful professional evaluation of a candidate’s performance in the areas of Teaching, Research, Service and Professional Conduct.

II. Promotion

In addition to being in full compliance with all TBR and university requirements associated with promotion, business faculty must demonstrate excellence in teaching and the appropriate level of achievement in research, scholarly and/or creative activity and service for the rank to which they are being promoted. Given the information at hand, it is incumbent upon the candidate seeking promotion to provide evidence demonstrating his/her achievements in each area.

A. Teaching

Excellence in teaching requires that the candidate successfully demonstrate competency and currency in the subject matter and effectiveness in its delivery. Candidates for promotion will be judged excellent if both of the following criteria are met:

1. Criterion 1: Demonstration of competence and currency with validated accomplishments in at least two areas such as:
   a. Practicing the pedagogical art at a high level by utilizing a variety of advanced techniques to enhance the learning experience for students.
   b. Staying current and relevant by incorporating the latest research, business practice and environmental exigencies into his or her lectures, exercises, case studies and projects.
   c. Teaching multiple preparations, covering a wide variety of classes, developing new experimental classes, and teaching written, oral and technologically intensive classes.
   d. Maintaining rigorous standards and requiring and expecting a high level of performance by students.

2. Criterion 2: Demonstration of effective delivery of content. Evidence of effective delivery of content may include, but not be limited to:
   a. Recognized college, university or organizational awards for teaching excellence.
   b. Student performance on professional examinations or other accepted outcome measures associated with the faculty’s teaching responsibilities.
c. A preponderance of favorable comments on senior exit surveys, written student evaluations, alumni surveys or employer surveys.
d. Student assessment of instruction.
e. Input and evaluations from peers or chairpersons.
f. Unsolicited letters or statements from past students describing teaching effectiveness.
g. Utilization of ITV, Internet, and/or other technology to deliver instructional material.
h. Utilization of extended campus and/or other outreaches to deliver instructional material.
i. The preparation of textbooks, tutorials, and other instructional resources.

B. Research and Scholarly Activity:

The candidate must present a consistent stream of scholarly activity, meeting the performance expectations for promotion to the rank of assistant professor, associate professor or full professor. Both the quantity and quality of contributions should be considered. Appendix B provides summary guidance as to scholarly contributions of faculty qualifying for promotion over the past five years.

1. In addition, in both categories, research and scholarly activities should be exhibited in outlets such as: refereed journal articles, editorially reviewed journals, conference proceedings, presentation at academic conference meetings, and publication through web-based outlets.

2. Allowances can and should be made to reflect the quality of the journal in which an item is published. Thus, an article published in a top-tier journal that brings recognition to the department, college, and university can be considered as equivalent to articles published in less prestigious research outlets. Similarly, those evaluating a candidate's research efforts can consider the publication of a highly acclaimed monograph or textbook as equivalent to some number of journal articles. Authorship of chapters in a book might be considered as equivalent to a journal article. The research effort involved in a sole authored journal article might be viewed as comparative to that for more than one co-authored articles. In the case of co-authored works, the candidate must demonstrate his/her contributions to the work. In short, the evaluation of a candidate's research performance is to be more than a counting process; it should reflect sound academic judgment as well as common sense.

C. Service:

The candidate must present a service record that should include participation in organizations and on committees although more significance will be attached to leadership roles therein. Requirements in service will depend on the rank at the time of promotion and will be weighed relative to considerations for teaching and research, scholarly and/or creative activities. Among the criteria on which the evaluation of service should be based are effectiveness with which the service is performed, its relation to the general welfare of the university, and its effect on the development of students and other faculty members.
Superior service would demonstrate a record of performance over time that included leadership of institutional service efforts, and/or regional or national reputation in activities pursuant to the individual’s discipline.

1. Promotion to the rank of associate professor: The candidate should demonstrate continued activity in service at the departmental, college, and university level. Such service activity will be improved with the demonstration of leadership. Additionally, service to the profession and in the community is expected and will strengthen the candidate’s service record.

2. Promotion to the rank of professor: The candidate will demonstrate a record of continued leadership in institutional service activities or, alternatively, will demonstrate an outstanding record of professional service or community service, which will make the individual regionally or nationally known in the discipline.

Service indicators

a. Service to the University and to affiliated institutions: This category includes departmental, college/school, and university committee participation and leadership roles therein; participation in university governance; administrative service; advisement of students; recruitment activities; service to student organizations; willingness in meeting special needs that may arise within the university; reputation for cooperation by colleagues; university-wide respect and recognition earned for the College through service activities; and other related activities.

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c. Service in the community: This category includes membership or leadership in civic and community organizations; making presentations related to one’s discipline to these organizations; providing professional advice and counsel to groups or individuals; providing discipline-related continuing education workshops and programs; production and distribution of discipline-related, service-oriented publications; dissemination of information to the broadcast and print media; and other types of service particularly in the University’s service area.

D. Exceptions
When exceptions to these criteria are deemed to be appropriate, the reasons for doing so should be thoroughly explained by all those involved in the decision process, including the candidate, the department committee, the department chair, the college committee, and the dean.

III. Professional Conduct

In addition to the promotion requirements in II above, promotion candidates are expected to maintain high professional standards and behavior consistent with professional ethics. The candidate must also demonstrate willingness and ability to work effectively with colleagues to support the mission of the institution and the common goals both of the institution and of the academic organizational unit.

IV. Implementation Issues

A. Faculty Hired with Advanced Standing

Faculty hired with advanced standing in rank having been given credit for past years of service at other institutions are required to demonstrate a consistent stream of scholarly activity while a member of the faculty at East Tennessee State University and meet the performance expectations for promotion described in sections II and III of this document.

B. Revisions

1. Minor Revisions: The college’s Promotion and Tenure Committee may recommend minor revisions to the promotion and tenure criteria annually. Such revisions are subject to ratification at the next regularly scheduled faculty meeting.

2. Major Revisions and Review: The Strategic Planning Committee may propose major revisions to the criteria reflecting changes in the priorities and values of the college. Revision and review of the Promotion and Tenure Criteria may be requested by a majority vote of the faculty of the college or the dean at any time. Without a vote or request by the dean, the Strategic Planning Committee will be asked to review the criteria every five years, providing the faculty of the college with their recommendations for action. Revisions are subject to ratification at the next regularly scheduled faculty meeting.

Appendix B is available in the Dean’s Office of the College of Business and Technology.
# Review of Departmental or College Weighted Criteria for Tenure

<table>
<thead>
<tr>
<th>Unit Responding</th>
<th>Department of Computer and Information Sciences</th>
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<tbody>
<tr>
<td>Date</td>
<td>May 5, 2005</td>
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</table>

**Directions:** Review the revised Policy on Tenure adopted by the Academic Council on March 3, 2005, then answer the following questions. Contact Bill Kirkwood at kirkwood@mail.etsu.edu or 95049 if you have questions.

1. **Does your unit currently have criteria related to ETSU’s tenure policy?** (Type an X in the appropriate box.)

<table>
<thead>
<tr>
<th>NO</th>
<th>GO to item 4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>YES</td>
</tr>
</tbody>
</table>

2. **Having read the revised tenure policy, do you want to revise your unit’s weighted criteria for tenure?** (Type an X in the appropriate box.)

<table>
<thead>
<tr>
<th>NO</th>
<th>Enter CURRENT criteria (item 3) and sign (item 4).</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>YES</td>
</tr>
</tbody>
</table>

3. **Enter your unit’s weighted criteria for tenure, effective July 1, 2005.**

   - Enter the document WHETHER OR NOT YOU REVISED IT, so we know we have the most current version.
   - Enter the ENTIRE document, not just portions you have revised.
   - Enter your criteria AS A SINGLE DOCUMENT. (It will be posted to the web as a web page.)
   - Insofar as possible, LABEL portions of your document corresponding to numbered sections of the tenure policy (e.g., “Regarding section 2.3.8.2, Teaching . . .”).
TBR policy and the ETSU Faculty Handbook (2.2.7.2) specify that “a department or college may weigh criteria to be considered in tenure recommendations and should establish appropriate standards with criteria for the distinctive discipline(s) and the level(s) of program(s) it embodies.” In the interest of enhancing communication with faculty candidates being affected as well as with committees and academic administrators making decisions, the divisions of Academic Affairs and Health Affairs will require rather than permit development of “weighted criteria” for use in personnel actions such as tenure, promotion, and merit pay. The matrix below cites in column one criteria referenced in the Faculty Handbook, which specifies that criteria listed “are not exhaustive and the selection and relative importance of these criteria will vary with the nature and mission of the department or division in which the faculty member is employed.” Column two contains any clarifying language included in the Faculty Handbook that pertain to those criteria. Column three permits a college or department (1) to further define the relative weight or importance it accords the enumerated criteria, (2) to provide clarification as to how its discipline or level of programming may determine how success in meeting the criteria will be assessed, or (3) to specify additional criteria beyond those cited in the Faculty Handbook that it may consider in evaluating a faculty member. Beyond this, the Handbook policy specifies that “specific criteria to be applied to the work of an individual faculty member will be clearly delineated on annual faculty activity plans, reports and evaluations.”

<table>
<thead>
<tr>
<th>Column 1: Criteria referenced in the Faculty Handbook (Section 2.3.7.1)</th>
<th>Column 2: Clarifying Language concerning criteria referenced in the Faculty Handbook</th>
<th>Column 3: Weighting, clarifying, or additional College/Departmental Specific Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching effectiveness</td>
<td>[2.3.8.1] All candidates for tenure should demonstrate excellence in teaching and other academic assignments, and they should supplement this with achievements in service, research, scholarly and/or creative activity, consistent with documented expectations. The excellence of a candidate’s performance will be assessed by the traditional criteria of teaching effectiveness, research, scholarly and creative activity, and professional service. The relative importance given to these criteria may differ according to the discipline, department, and assigned duties of individual candidates, as delineated in annual faculty activity plans, reports and evaluations.</td>
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<td>[2.3.8.2] Clear evidence of a candidate’s teaching effectiveness must be presented. Sources of information which validate a candidate’s teaching ability will include student evaluation of instruction, peer evaluation, and evaluation by the</td>
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<tr>
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<td>department chair. Evidence supplied by the candidate should include: a. Command of the subject matter. b. Ability to organize and present subject matter in a logical and meaningful way. c. Ability to motivate students</td>
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<td>Effectiveness in other academic assignments [2.3.8.3] Evidence of effectiveness in academic assignments other than teaching shall include materials and information that are pertinent to the assignment in question.</td>
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<td>Research, scholarly and creative activity [2.3.8.5] Research, and scholarly and creative activities are important areas of faculty involvement in the University. Clear evidence of the quality of work should accompany each application. Evidence supplied by the candidate might include records of the following: a. Publications: These include textbooks, books or chapters in books, articles in refereed journals, articles in non-refereed journals, monographs, refereed and non-refereed conference proceedings, book reviews, and other related items. b. Papers presented: These include those papers presented at local, state, regional, national, and international professional meetings. The significance of content and selection process should be considered in the process of reviewing such presentations. c. Performance or exhibitions: These include performances or exhibitions that are invited or juried by nationally or regionally recognized members or groups within the discipline. d. Research in progress: Verification of stages of development is mandatory. e. Other items such as funded or unfunded research proposals, computer software development, or audio-visual media may also be considered.</td>
<td>Computer Science is a very dynamic discipline. Learning new methodology, skills, and technology will be considered as part of the candidates research agenda. Due to the scarcity of Ph.D.s in the field of computer science, candidates with a masters degree will be considered for tenure providing they have shown evidence of the ability to do research in the discipline.</td>
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<td>Professional degrees, awards, and achievements</td>
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| Staffing needs of the department or division and the institution | [2.3.9.1] The long-term staffing needs of the department/division and the University are taken into account at each level in the review process when candidates are evaluated for tenure. Criteria to be considered may include:  
   a. Enrollment patterns.  
   b. Program changes.  
   c. Potential for staff additions.  
   d. Prospective retirements and resignations.  
[2.3.9.2] Long term departmental and/or college staffing needs should be documented in approved staffing plans that are reviewed and, if necessary, updated annually in light of changes reflected in those criteria cited in 2.3.9.1. The use of a plan as a factor in tenure consideration is only appropriate after the University approves it. Approved plans should reflect through review at the departmental and college levels and, after approval, should be maintained as public information in offices of appropriate department chairs and deans and the Vice President for Academic Affairs or the Vice President for Health Affairs. Approved staffing plans will be made available on request to the Faculty Senate. | |
| Service of a professional nature to the institution, the community and the State. | [2.3.8.4] Evidence of the candidate’s contributions in the area of professional service including service to the University, to the candidate’s discipline, and to the larger society of which the University is a part should be offered by the candidate. Documentation of all service activities is required. Service should include participation in organizations and on committees although more significance will be attached to leadership roles therein. Evidence of activities during the probation period supplied by the candidate might include:  
   a. Service to the University. This category includes departmental, college/school, and University committee participation and leadership roles therein; participation in University governance; administrative service; advisement of students; | |
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| recruitment activities; service to student organization; and other related activities.  
  b. Service to one’s discipline. This category includes memberships and leadership roles in professional organizations at state, regional or national levels.  
  c. Service to the larger society of which the University is a part. This category includes making presentations related to one’s discipline; providing professional advice and counsel to groups or individuals; and providing other types of service, particularly in the University’s service area. | | |
| Activities, membership, and leadership in professional organizations. | | |
| Demonstrated potential for continuing professional growth; and for contribution to the objectives of the department or division and the institution. | [2.3.8.6] a. Candidates should present evidence of continuing professional development. Much of that evidence will be submitted in the sections on teaching, service, research, and scholarly and creative activity as indicated above. Additional evidence related to professional growth may include courses taken for credit, courses audited, seminars attended, and independent study activities.  
  b. The candidate should present evidence, in the annual faculty review process, of contributions to institutional as well as to individually established goals in teaching, research, creative and scholarly activities, and service. The quality of the candidate’s contributions, however, will be of greater importance than the adherence of those contributions to objectives. | | |
<p>| Demonstrated willingness and ability to work effectively with colleagues to support the mission of the institution and the common goals both of the institution and of the academic organizational unit. | | |</p>
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Review of Departmental or College Weighted Criteria for Tenure

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</table>

**Directions:** Review the revised Policy on Tenure adopted by the Academic Council on March 3, 2005, then answer the following questions. Contact Bill Kirkwood at kirkwood@mail.etsu.edu or 95049 if you have questions.

4. **Does your unit currently have criteria related to ETSU’s tenure policy?** (Type an X in the appropriate box.)

<table>
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<tr>
<th>NO</th>
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<tbody>
<tr>
<td>X</td>
<td>YES Go to item 2.</td>
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</table>

5. **Having read the revised tenure policy, do you want to revise your unit’s weighted criteria for tenure?** (Type an X in the appropriate box.)

<table>
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<th>NO</th>
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6. **Enter your unit’s weighted criteria for tenure, effective July 1, 2005.**

- ☑ Enter the document WHETHER OR NOT YOU REVISED IT, so we know we have the most current version.
- ☑ Enter the ENTIRE document, not just portions you have revised.
- ☑ Enter your criteria AS A SINGLE DOCUMENT. (It will be posted to the web as a web page.)
- ☑ Insofar as possible, LABEL portions of your document corresponding to numbered sections of the tenure policy (e.g., “Regarding section 2.3.8.2, Teaching . . .”).

**Department-specific Criteria**

**Technology and Geomatics**

**2.3 - Policy on Faculty Tenure**

The department uses criterion as stated in the ETSU Faculty Handbook.

7. **Signatures** (Provide all that apply, depending upon level of unit responding.)

Keith Johnson
Department Chair
April 15, 2005

Linda Garceau
Dean
May 11, 2005
Review of Departmental or College Weighted Criteria for Promotion

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9. **Having read the revised promotion policy, do you want to revise your unit’s weighted criteria for promotion?** (Type an X in the appropriate box.)

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<tbody>
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</tbody>
</table>

10. **Enter your unit’s weighted criteria for promotion, effective July 1, 2005.**

- Enter the document WHETHER OR NOT YOU REVISED IT, so we know we have the most current version.
- Enter the ENTIRE document, not just portions you have revised.
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- Insofar as possible, LABEL portions of your document corresponding to numbered sections of the promotion policy (e.g., “Regarding section 2.3.8.2, Teaching . . .”).

Departmental or College Weighted Criteria for Promotion

**Department-specific Criteria**

**Technology and Geomatics**

2.4 - **Policy on Faculty Promotion**

The department uses criterion as stated in the ETSU Faculty Handbook.

11. **Signatures** (Provide all that apply, depending upon level of unit responding.)