Approval Form for Department Promotion and Tenure Guidelines

A copy of this form, completed, must be attached as a cover sheet to the department guidelines included in portfolios for 3rd Year Review, Promotion and Tenure and Post-Tenure Review.

I confirm that the attached guidelines, dated 05/29/2008, were approved by the faculty of the Department of Management and Entrepreneurship in accordance with department bylaws:

[Signature]

Name (printed or typed) / Title (DFC chair, etc.)

Department Chair Approval - I approve the attached guidelines:

[Signature]

Name (printed or typed) Signature/ Date

College Dean Approval - I approve the attached guidelines:

[Signature]

Name (printed or typed) Signature/ Date

Provost Approval - I approve the attached guidelines:

[Signature]

Name (printed or typed) Signature/ Date
Statement of Philosophy and Guidelines for Faculty Performance, Planning, And Evaluation

Department of Management and Entrepreneurship
Coles College of Business
Kennesaw State University

Approved by Academic Affairs - May 29, 2008
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Appendix A: Management & Entrepreneurship Department Journal List .................................
1 Introduction

The Department is housed within the Coles College of Business at Kennesaw State University. As such, the Department is subject to both the University's and College’s Performance, Planning, and Evaluation guidelines.

The purpose of this document is to provide departmental guidelines for the Management and Entrepreneurship Department so that all faculty members in the department have consistent information. Departmental guides are to illuminate and clarify, but not reinterpret or redefine the guidelines provided by the superior entities. The document also seeks to address any issues specific to the Department not covered by the College and University guidelines. This document does not repeat information already present in the superior documents. For example, descriptions of the workload tracks can be found in the Coles College “STATEMENT OF PHILOSOPHY AND GUIDELINES FOR FACULTY PERFORMANCE, PLANNING, AND EVALUATION” and are not repeated here.

2 Distinguishing Departmental Characteristics

2.1 Department of Management and Entrepreneurship Mission Statement

Our mission is to prepare our graduate and undergraduate students for professional opportunities and long-term career success. We seek to accomplish this mission by helping them build critical thinking, problem solving, communication, teamwork, and leadership skills. We emphasize the understanding of global perspectives, ethical standards of conduct, and the embrace of diversity.

We make every effort to be sensitive and responsive to the needs of the business organizations and sectors of society that we serve. We seek to meet the needs of business organizations by sharing our expertise, contributing to their growth and development, and supplying their needs for professionally competent human capital.

We strive to be creative, highly qualified professionals who make meaningful contributions to the professional and academic management and entrepreneurship communities by sharing our talents with local, state, national, and International organizations. We also strive to share our expertise and to further develop that expertise to best serve our professional organizations.

2.2 Characteristics of the Faculty

A spirit of cooperation and collegiality distinguishes the Department. All members of the Department recognize the importance of helpfulness to colleagues, willingness to share teaching materials, willingness to coauthor or assist with research projects, and willingness to pitch in on service committees. Members of the Department are encouraged to appreciate the contributions made by others within the Department.
At the time of the creation of this document, the faculty members are at the following levels and tenure statuses. The numbers in the table are simply provided to illustrate the approximate composition of the Department and will change continuously.

<table>
<thead>
<tr>
<th></th>
<th>MGT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regents/Untenured</td>
<td>1</td>
</tr>
<tr>
<td>Full/Tenured</td>
<td>9*</td>
</tr>
<tr>
<td>Associate/Tenured</td>
<td>7</td>
</tr>
<tr>
<td>Assistant/Tenured</td>
<td>1</td>
</tr>
<tr>
<td>Assistant/Untenured</td>
<td>6</td>
</tr>
<tr>
<td>Lecturer (Perm./Non-Tenure-Track)</td>
<td>2</td>
</tr>
<tr>
<td>Instructor (Temp./Non-Tenure Track)</td>
<td>3</td>
</tr>
<tr>
<td>Total Faculty-Tenured</td>
<td>18</td>
</tr>
<tr>
<td>Total Faculty-Untenured</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
</tr>
</tbody>
</table>

*Numbers include Fitzgerald (on leave) and Dean Mescon who has administrative assignments outside of this department, but his academic department “home” is this department.

2.3 Degree Programs Offered

The Department offers a Major in Management and Entrepreneurship for the BBA degree. Students may also choose to minor in Management and Entrepreneurship. In FY 2007, we graduated 220 with BBA in Management degrees. Between 2002 and 2007, we graduated between 165 and 220 each year. These numbers are provided to illustrate the current size of the Department and will change over time.

2.4 College Service Courses Offered

The Department plays a significant role in the business school housing three of the six upper division undergraduate courses required by all business majors: MGT 3100, MGT 3200, and MGT 4199; and three core MBA courses: MGT 8040, MGT 8050, and MGT 8999. Staffing these courses requires significant departmental resources.

3 Process Issues

3.1 Overview of the Performance, Planning, and Evaluation Process

The performance, planning, and evaluation process consists of two closely related activities: 1) annual evaluations and planning and 2) tenure and promotion decisions. The annual evaluation activity takes place between the faculty member and the departmental chair. This activity focuses on the immediate past year performance and
progress towards goals. Faculty members are evaluated in up to four categories: teaching, research and creative activity, service, and administration and leadership. In each of the categories, the evaluation can be below expectations, meets expectations, above expectations, or not applicable.

Promotion and tenure decisions are handled separately. These decisions are made at much longer periodic intervals across the employee’s career (usually around a 5 year time horizon). Promotion and tenure decisions are made as follows: departmental peers, Department Chair, Dean, and Provost. A College committee of peers may be involved if requested by appeal. For more information on the promotion and tenure process see: http://www.kennesaw.edu/academicaffairs/tenure/review.htm

The annual evaluations and the tenure and promotion activities are closely related, as annual evaluation and guidance from the chair will inform faculty members of their potential for promotion or tenure.

3.2 Composition of the Promotion and Tenure Committee

In accordance with University and College guidelines, our departmental promotion and tenure committee will be composed of at least 3 tenured faculty members. The Department will elect committee members annually. Non-tenured faculty can be elected to the committee. However, they cannot vote on tenure decisions, given that tenure decisions are a peer review process. Thus, only previously tenured faculty will make tenure decisions.

3.3 Additional Promotion and Tenure Criteria

In addition to the University and College criteria, the Management and Entrepreneurship Department committee will make tenure decisions based on the following criteria:

- The faculty member has completed annual performance evaluations with the Department chair and has followed the plans agreed to at those meetings.
- If academically qualified, the faculty member has shown a commitment to ongoing scholarship and demonstrated the ability to maintain their academically qualified status.

3.4 Changing Workload Options

We use the same workload options as the College of Business. There are three workload tracks: Teaching-Focused Track, Balanced Track and Scholarship-Focused Track. The current faculty members are on tracks as shown in the table below. The numbers in the table are provided for illustrative purposes of the current composition of the Department only and are the status as of the time of this document. These numbers change annually.

<table>
<thead>
<tr>
<th>Faculty Track</th>
<th>MGT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>6</td>
</tr>
<tr>
<td>Balanced</td>
<td>12</td>
</tr>
<tr>
<td>Scholarship</td>
<td>8</td>
</tr>
<tr>
<td>Administrative</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>29</td>
</tr>
</tbody>
</table>
In accordance with University and College guidelines, each faculty selects a track for annual performance evaluation for a rolling three-year time frame. In order to move from the balanced track to the research track, a faculty member must be meeting expectations on his/her current track, must have demonstrated the ability to meet the scholarship expectations associated with the scholarship track in the three years prior to the move, and must present a plan of future research. If a faculty member is currently on the scholarship track and if that faculty member has not been adhering to the research standards of that track for the prior three-year period, the department chair, in consultation with the faculty member, may decide to move the faculty member to the balanced track.

3.5 Disclosure of Awards, Extra Compensation, Promotion and Tenure

The chair will disclose to the Department on an annual basis faculty awards, promotions, and tenure decisions. The chair will also disclose extra compensation or course releases provided they can be disclosed while maintaining the particular faculty member’s confidentiality and anonymity.

4 Specific Comments on Faculty Activities

Faculty members are evaluated in up to four categories: teaching, research and creative activity, service, and administration and leadership. In each of the categories, the evaluation can be below expectations, meets expectations, above expectations, or not applicable. To exceed expectations the faculty member must go beyond the normal high expectations that are part of being a faculty member at KSU. For example, while creating a completely new course might be grounds for exceeding expectations, simply adding a project to an already existing course might not. We discuss departmental issues and provide evaluation guidance regarding Teaching, Research and Creative Activity, and Service. However, the category of Administration and Leadership is so unique to the individual and position that general guidance on evaluation, such as that provided in this document, is not included.

4.1 Teaching

The following are activities regarded as exceeding the normal expectations of meeting class, availing oneself to students, having a comprehensive syllabus, utilizing appropriate technological delivery platforms, etc. that may be taken into consideration when evaluating teaching:

- Because of the extra effort in teaching large classes, faculty can ask for special consideration when teaching class sizes exceeding normal as determined by the course and circumstances
- Number of different courses taught per year
- Flexibility in meeting the teaching need of the department as it arises.
- New course development
• Innovative use of technology for class communication and facilitation (such as WebCT or other University wide software)
• Development of new course activities/projects such as the development of a new case or group activity
• Online course development
• Exceptional Student feedback (formerly known as student course evaluation)
• Teaching awards
• Attendance at teaching training sessions/conferences
• Conducting directed studies
• Taking students on international trips
• Evidence of curriculum development across the departmental course offerings
• Course coordinator for core courses/Assurance of Learning (AOL) (Note: These are also listed in the Service area below)

The teaching activities listed above do not provide an exclusive list. Faculty can cite other activities as evidence of exceptional teaching.

Teaching activities such as those listed above may be presented as evidence for 1) annual performance review, 2) course releases, 3) teaching assistance (such as a graduate teaching assistance), 4) additional pay, or 5) other consideration.

The faculty member and Department chair discuss teaching activities at annual performance evaluation meetings. The discussion should include the value of the work performed with consideration for both rank and track.

4.2 Research and Creative Activity
For each of the workload tracks for terminally-degreed faculty, the below table indicates the required research productivity expectations for the immediate past five-year period:

<table>
<thead>
<tr>
<th>Workload Track</th>
<th>Teaching-Focused</th>
<th>Balanced</th>
<th>Scholarship-Focused</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer reviewed Journal Articles</td>
<td>0</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Other Scholarly Activity</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Intellectual contributions are a key component of scholarly activity.

Our Department defines the quality of the scholarship based on the impact and selectivity of the journal in which a paper was published, or the audience and sponsor of the meeting (e.g., national versus regional, professional organizations). Lists and descriptions of journals that might be appropriate outlets can be found in books such as:
The quality of the journal is determined by the acceptance rate, impact index and/or citation index. ALL journal publications must be peer reviewed. To measure the quality of a journal, the following may be applied:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Impact Factor</th>
<th>Acceptance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elite Quality</td>
<td>Greater than 2.00</td>
<td>Less than 10%</td>
</tr>
<tr>
<td>Premium Quality</td>
<td>From 1.00 to 2.00</td>
<td>From 10% to 25%</td>
</tr>
<tr>
<td>Standard Quality (Research Track)</td>
<td>From 0.25 to 1.00</td>
<td>From 25% to 50%</td>
</tr>
<tr>
<td>Standard Quality (Balance Track)</td>
<td>Less than 1.00</td>
<td>More than 50%</td>
</tr>
</tbody>
</table>

In addition to the above, individual faculty may provide evidence of quality of the publication outlet, based on the particular journal being categorized as an Elite, Premium, or Standard quality journal at either Peer institutions or Aspirant institutions to KSU. If a publication happens to be in a journal where either Impact Factors or Acceptance Rates (or both) are as yet indeterminate or not publicly available, letters testifying to these criteria from the Editors/Editorial Board members should serve as valid proof of the above measures of quality. Scholarship carry-over provisions and methods of recognition for faculty who publish articles in the most prestigious journals (Elite or Premium) are part of the evaluation process. An article in an “Elite” journal may be deemed as an excellent accomplishment and counts for two publications. An article in a “Premium” journal may be deemed as a significant accomplishment and counts for one and half publications. It is the faculty member’s responsibility to provide the appropriate evidence of quality. All professionally qualified faculty in both the Balance and Research tracks are encouraged and expected to target better quality journals.

The following list of intellectual distribution can be counted as evidence of ‘exceeding expectations’ after satisfying the above acceptable level of scholarship requirements by track:

- Published textbooks that are intended for academic or professional audiences
- Chapters published in books or monographs that are intended for academic or professional audiences
- Invited or non-refereed articles published in professional journals
- Presentations at professional meetings when peer reviewed
- Grants applied for and received
- Book reviews published in professional journals
Professionally qualified faculty on the teaching track may satisfy the intellectual contributions requirement through outlets not available to academically qualified faculty. Scholarship outlets for teaching track faculty include, but are not limited to, the Coles College Working Papers Series, Brown Bag Lunch Presentations, published comment letters to professional exposure drafts, presentations to professional organizations and consulting work.

Scholarly activities beyond the limit on the workload table listed above may be presented as evidence for 1) annual performance review, 2) course releases, 3) teaching assistance (such as a graduate teaching assistance), 4) additional pay, or 5) other consideration.

The faculty member and Department chair discuss scholarly activities at annual performance evaluation meetings. The discussion should include the value of the work performed with consideration for appropriate workload track.

4.3 Service

Service to the Department, College, University, or profession is essential to professional development, commitment, and visibility.

Service can take a variety of forms such as:

- Service as an officer in a professional organization in the discipline
- Presentations on professional topics to community groups
- Consulting work related to discipline
- Program coordinator or other leadership roles in professional conferences or meetings
- Organizer of meetings on the KSU campus or success in bringing professional meetings to campus
- Chair of University, College, or Department committees
- Other leadership roles on campus at the Department, College, University level or across the University System of Georgia.
- Advisor to student organizations
- Academic advising for students
- Committee membership on University, College, Department, or Professional organizations
- Course coordinator for core courses/Assurance of learning
- Evidence of coordinating, and supervising field placements, co-ops, and internships.
- Evidence of coordinating College or Department support faculty
- Service as a reviewer for books, journal or academic conference articles, or grants
- Service as an editor or on an editorial board of a professional publication
- Service as a paper discussant or a chair of a session at a professional conference
Contribution in each of these above services can be differentially weighted based on criteria such as effort, time commitment and or intellectual contribution. Moreover, the service expectation will differ according to track as per college workload guidelines.

Non-professional community service activities (working with Scouts, church work, etc.), are not recognized unless the faculty member can make a connection with her/his professional responsibilities.

Faculty may cite other activities as evidence of service, provided they can be related to his/her professional responsibilities.

Service activities such as those listed above may be presented as evidence for: 1) annual performance review, 2) course releases, 3) teaching assistance (such as a graduate teaching assistance), 4) additional pay, or 5) other consideration.

The faculty member and Department chair discuss service activities at annual performance evaluation meetings. The discussion should include the value of the work performed with consideration for both rank and track.