

# **Tabor School of Business**

## **Faculty Excellence**

### **Unit Plan**

This Unit Plan is directly tied to the mission and shared values of the Tabor School of Business (TSB). The mission of the Tabor School of Business is as follows:

Tabor is the leader in Business Performance Learning™.

Performance Learning, when applied in the context of business, sets the foundation for Business Performance Learning™ that provides students with opportunities to:

1. Partner with faculty, staff, and fellow students to create student-driven experiences which exist within and beyond the academic discipline.
2. Engage with third-party stakeholders in a purposeful and professional manner.
3. Participate in reflective processes which advance professional growth by critically examining the continuous cycle of doing/ learning/ becoming.

TSB creates an environment where students learn and develop successful business practices, so that they are prepared for their future career paths. The TSB faculty members share a commitment to creating an environment rich in Business Performance Learning™ where students are provided opportunities to experience real-world risks and rewards while combining theory and practice with imagination and innovation. Engaged in supportive partnerships with faculty and staff, our students practice their disciplines in the classroom and through Business Performance Learning™ by engaging with a wider community of business experts.

To this aim, the TSB faculty and students share the following values: accountability, professionalism, inclusivity, integrity, mastery, creativity, and respect. TSB faculty are committed to creating an educational environment that transforms aspiring individuals into business professionals, provides the skills, tools, and practice necessary to create value, partners with key stakeholders, and develops an entrepreneurial mindset.

For faculty, then, the areas of teaching, scholarship, university service, service to the profession and professional community service should relate to the mission and/or the shared values of the Tabor School in order to be included in the faculty's annual evaluation and growth plans.

#### **I. Teaching**

According to the Policies and Procedures, section 1.2.3.1, "It is the responsibility of the faculty member to provide an arena in which students can develop competency in skills, knowledge and values. The faculty member should also aspire to instill in students a passion for learning, challenging each student at his/her own level, as relevant problems and issues are addressed." The relevant problems and issues for Tabor faculty members are those addressed in the mission statement and shared values above. Thus, the teaching portion of the faculty evaluation should (1) relate directly to the goals of the Tabor School's integrated curriculum, and (2) demonstrate a commitment to the mission and shared values.

The Tabor School of Business curriculum stresses integration in three distinct and important ways: between theory and practice, across all four years of study, and across courses and disciplines. In the

integration of theory and practice, it should be noted that the Tabor School has always taken pride in its focus on merging theory with practice and creating opportunities for Business Performance Learning™. Real world classroom projects, business consulting teams, simulations, case studies, and internships with an additional emphasis on team and individual problem solving in the classroom and beyond are some of the ways this will occur. The faculty evaluation materials will demonstrate that the faculty is providing the students opportunities to integrate theory and practice in each course.

Each year of the business curriculum is planned around a theme. The themes are

1. Early Business Engagement
2. Sharpened Thinking and Enhanced Communication
3. Expertise Building, Management and Leadership
4. Demonstrating Mastery.

TSB faculty will demonstrate that their course materials, assignments, and exams speak directly to these themes.

With integrated courses, the TSB curriculum aids students in their understanding and ability to use information learned in one course and apply it to another course. Faculty evaluation materials will demonstrate their use of integration in courses where relevant. For example, faculty teaching should include on their syllabi written objectives for integration of theory and practice and examples of how course work will demonstrate integration.

According to the Policies and Procedures, section 1.2.3.1, "it is the responsibility of the faculty member to seek to identify and pursue those teaching methods best suited to each situation. Such methods may include collaborative teaching, apprentice/mentor roles, service learning opportunities, seminars/discussions, traditional lecture models, or performance learning opportunities." Therefore, it is the responsibility of faculty members to demonstrate how their teaching relates and contributes to this goal where relevant.

In addition to the shared values, the Tabor faculty recognize the importance of some key skills necessary for business students to master to achieve professional success. Where appropriate, faculty should privilege performance learning, teamwork, information technology skills, quantitative skills, and internationalization, working to develop an entre/intrapreneurial mindset and orientation among students. This will provide students with experiences and opportunities for tailoring their education according to their strengths and passions in addition to the development of critical inquiry, effective communication skills, and synthesis of theory and practice. TSB faculty teaching portfolios should demonstrate that their courses are providing these skills and opportunities and encourage students to take ownership of their personal and professional goals, participate, and perform in order to be competitive in the job market and embrace continuing professional development.

### **Advising**

According to the Policies and Procedures manual, advising is one aspect of teaching. The Tabor School believes that student advising is critical to the professional success of its students and graduates. This advising process includes not only course selection, but also mentoring, major and minor program selection and planning, internships, co-curricular activities, and other areas deemed necessary by the student and faculty member.

At a minimum it is expected that faculty members will be readily available to talk to students about advising matters. Faculty will be prepared to discuss the requirements of any major program in the Tabor School, the Honors Program, and the Millikin Program of Student Learning. The advisor is expected to be familiar with the advising handbook, which details the advisor's responsibility in the advising process. The advisor will assist students in the preparation of their plan of study and continue to monitor progress toward completion of the plan.

Advising is currently considered part of the teaching process. Thus it is important that the faculty detail advising efforts as part of the self-evaluation statement and the teaching portfolio.

### **Teaching in the Faculty Evaluation Process**

The evaluation of teaching will be based on a combination of a teaching portfolio, a narrative self-evaluation, and student opinion surveys. If an evaluation instrument for advising is developed, this will become part of the evaluation of teaching. Without it, the advising efforts of Tabor faculty will be included in the narrative self-evaluation. Tabor faculty should include in their portfolio representative materials supporting their evaluation of integration efforts in all three areas (theory-practice integration, four year integration, and course integration) where relevant. Portfolios should indicate innovations attempted in a course with relevant materials and analysis of the outcomes. Detailed descriptions of new and/or innovative courses should be included in the portfolio with relevant samples of materials and a discussion of the effectiveness of the innovation or the instructor's assessment of the success of the course.

The student opinion surveys provide information on course organization, communication, faculty/student interactions, instructor contributions to student thinking, and other such items. While this instrument is by no means a perfect measure of these ideas, it does provide some information about the student perspective of the classroom atmosphere. An alternative addition is peer classroom evaluations, which also have severe limitations.

Teaching should be viewed as an on-going learning experience for faculty. As such, the evaluation of teaching should be viewed in a longer run context. Thus, for example, a faculty earning low student evaluations who makes significant and demonstrated effort to improve classroom performance should be evaluated in this light. Student evaluations of teaching incorporate many areas of the teaching process and should be examined in detail by the faculty to determine areas of weakness. The extent of the faculty efforts in integration and the opportunities for the students to develop key skills and shared values should be demonstrated by the materials presented in the portfolio and supported by the written self-evaluation.

**Extraordinary:** "A person assigned this ranking is outstanding among Millikin faculty." (P&P 4.10.2) A faculty rated extraordinary surpasses the excellent rating by earning teaching evaluations over time which are consistently above the Tabor School average and/or being recognized through University or other teaching awards and/or developing successful and innovative courses which enhance the Tabor School and/or University curriculum. The faculty rated extraordinary is superior in all aspects of advising. It is the responsibility of the faculty member to justify a rating of extraordinary in teaching through the self-evaluation and the teaching portfolio.

**Excellent:** "Teaching at this level is consistent with expectations at institutions with a national reputation for excellence in teaching. It is a level of teaching that is a standard or model for others at

Millikin to emulate.” (P&P 4.10.2) A Tabor faculty rated excellent in teaching receives teaching evaluations over time within .5 standard deviations of the Tabor School average. Additionally, the faculty will be active in developing an integrated Tabor curriculum as it fits his/her courses. The faculty will be readily available for advising and will be current on curriculum issues and co-curricular opportunities. Finally, the faculty will be able to demonstrate that his/her course(s) help to develop the key skills and shared values discussed above. It is the responsibility of the faculty member to justify a rating of excellent in teaching through the self-evaluation and the teaching portfolio.

**Competent:** “A person assigned this rank is recognized as a clearly competent teacher.” (P&P 4.10.2) A faculty rated competent is performing lower than expected in at least one of the following areas: teaching evaluations, integration efforts, or incorporation of key skills areas. The faculty is competent in advising, knowing the requirements of the Tabor School and Millikin University, but does not go beyond advising for enrollment. A consistent rating of competent in teaching is not sufficient for tenure or promotion.

**Marginal:** “A person assigned this ranking is recognized as, at best, marginally competent.” A faculty rated marginal on teaching has relatively low teaching evaluations, has not participated actively in the Tabor curriculum integration process, has weaknesses in advising and has not incorporated many of the key skills given above in his/her course. A rating of marginal in teaching is not sufficient for tenure or promotion.

## **II. Scholarship**

The Tabor School of Business conception of scholarship is grounded in an understanding of what is required by faculty in the area of intellectual contributions to support its overall mission. Within the TSB, scholarship by the faculty is a means to grow intellectually through engagement with professional peers, to develop as reflective practitioners of the professions of business and teaching, and to make intellectual contributions to the professions of business and teaching. The Tabor School embraces the conception of the practitioner-scholar, who is continually engaged in developing and applying knowledge and skills to support decision-making and to solve complex problems—both business and pedagogic. Scholarship involves modeling the behavior and practices faculty expect students will eventually exhibit in their professional careers.

The Tabor School of Business is a teaching-centered unit, and the primary purpose of scholarship within the Tabor School is to ultimately provide instruction that is vibrant and contemporary while at the same time enhancing our reputation within the community that will be employing our students. We believe that two types of scholarship provide special synergies to the instructional mission of the Tabor School: practitioner-oriented scholarship focussing on the relationship of theory to practice and pedagogical scholarship. This is consistent with the notion of “inquiry of a practical nature the supports needs of the workplace and advances the excellence of an integrated curriculum.” Some scholarship may move beyond instruction and practitioners and may contribute to extending knowledge in the professions.

While scholarship in the Tabor School supports individual growth and development, scholarship is conducted to support Tabor School of Business objectives. As such, we particularly value scholarship that supports the shared values and commitments of the School of Business. In addition to its support of a quality program of instruction, scholarship should support such values as partnerships among TSB and the business community and collaborative teamwork. For example, pedagogical scholarship supporting and enhancing the integrated curriculum will likely be collaborative in nature.

## **Peers and Products:**

The Policies and Procedures manual lists three criteria that serve as the common basis on which scholarship will be judged. The second of those criteria specifies that scholarship includes “a product, a performance, a text, a creation that in some way is put forth for review by one’s peers—persons of at least equal expertise—for evaluation, review, appraisal, collaboration, affirmation, and acceptance or denial.” The following clarifies the concept of peers and of the product of scholarship for the Tabor School of Business.

The Tabor School recognizes four broad categories of peers:

- a). One or more Tabor faculty peers with expertise within the topical area
- b). Professional peers within the disciplines such as CPAs, bank or other presidents, bank or other economists, marketing professionals, etc.
- c). Faculty peers at other educational institutions within the discipline of the individual or individuals producing the scholarship
- d). Professional peers reviewing material within publication networks

The Tabor School specifies the following as typical examples of scholarship, assuming review is by an appropriate peer or set of peers. After each of the products of scholarship is a set of letters representing the type of peers who might be appropriate peer reviewers of that product.

- 1). Unpublished cases (a, b, c)
- 2). Working papers (a, b, c)
- 3). Innovative courses (a, b, c)
- 4). Presentations to professional organizations (a, b, c)
- 5). Business plans or systems (a, b)
- 6). Electronically distributed articles (a, c)
- 7). Conference papers presented( c)
- 8). Courseware (a, b, c)
- 9). Published cases (d)
- 10). Conference papers published in conference proceedings (d)
- 11). Journal articles (d)
- 12). Instructor’ manuals for texts or monographs (d)
- 13). Books (including textbooks) (d)

The process of developing materials for peer review is scholarship whether or not the materials are accepted for presentation and/or publication.

It is the responsibility of the faculty member documenting scholarship to specify the nature and form of the peer review for specified products.

## **Scholarship in the Faculty Evaluation Process**

Scholarship is evaluated as part of the review process for tenure and promotion decisions and as part of the annual review of faculty. Tenure and promotion to associate professor require competence in scholarship; promotion to full professor requires excellence in scholarship. The weighting of scholarship

in a growth plan, in conjunction with the evaluation of scholarship, is part of the annual evaluation of faculty.

Scholarship is expected of all tenure-track and rank equivalent faculty. However, the expectations for the level of scholarship of rank equivalent faculty is half that of tenure-track faculty.

There is always a danger in trying to carefully specify the adjectives marginal, competent, excellent and extraordinary. These specifications can easily become quotas that are slavishly adhered to, without an understanding of their underlying purpose. Scholarship needs to be evaluated over time, in the context of the faculty member's other responsibilities, and in terms of the priorities of the Tabor School of Business. These specifications are presented in the form of guidelines to help faculty understand the nature of scholarly expectations.

**Extraordinary:** The extraordinary scholar's work makes a difference. This difference may be in its effect on business practices of business professionals or businesses, or on those who teach. Sheer quantity of products cannot in and of itself result in the extraordinary. Typically, over time, extraordinary would be demonstrated in some measure by published materials (9-13), though that is not necessary over the short term. The responsibility for demonstrating extraordinary scholarship is on the individual faculty member.

**Excellent:** The defining mark of excellence is that the contributions to the field are strong. The excellent scholar's work exceeds that of the competent scholar in quantity, quality or both. The excellent scholar may be more productive than the competent scholar or may focus on projects that are more creative and ground-breaking. Typically excellence over time would be demonstrated in some measure of published (9-13) work.

**Competent:** The competent scholar's work reflects a commitment to the importance of scholarship to instruction and professional growth. That competence may take many forms. The competent scholar typically has one or more projects underway and is able to bring projects to completion. On average, the competent scholar may complete a modest product roughly every year. Competence does not necessarily entail published work (9-13) though it does entail, at a minimum, engagement with peers outside the Tabor School.

**Marginal:** This ranking is assigned to a person who has made only minor contributions to Scholarship. Performance at this level is not sufficient for tenure and/or promotion.

### **III. University Service**

According to the Policies and Procedures, section 4.12, "Millikin faculty have a responsibility for contributing to the overall operation of the institution and to the activities, formal and informal, though which the faculty as a whole participate in and shape the life of the academic community." For tenure and promotion, faculty must achieve a rating of competent.

Given the relatively small size of the Tabor School and the current number of required positions on University Councils and/or committees, to achieve the rating of excellent or extraordinary, Tabor faculty will of necessity be required to engage in significant service at both the University and TSB levels.

Examples of Tabor Service include

- Chairing a department
- Assisting faculty in the development of information technology for classes
- Serving on the Editorial Board of the Working Paper Series
- Directing the Center for Entrepreneurship
- Assisting formally in recruiting and retention programs for Tabor students
- Acting as director/coordinator of any special projects developed by the Tabor School
- Serving on Tabor School Committees
- Faculty advisor to student organizations
- Advising students in not-for-credit service activities (credit generating activities are part of teaching)
- Alumni outreach activities
- Activities which enhance and/or maintain business partnerships

It is the responsibility of the faculty to demonstrate their ratings on University Service. The ratings of excellent and extraordinary require outside evaluation (from members of the Tabor School or other members of the University community).

**Extraordinary:** Faculty receiving this ranking are recognized by their faculty peers and administrators as having made major contributions to university service.

Examples: serving as acting dean; director of any of the major University programs, serving as a council chairperson.

**Excellent:** A person receiving this rating has gone beyond the level of contribution expected of all Millikin faculty. The person will demonstrate significant service at both the Tabor and University levels.

Example: serving on a university council or committee while chairing a planning committee in the Tabor School; serving as department chair while serving on a University council or committee.

**Competent:** The person receiving this ranking has made the level of contribution expected of Millikin faculty. This represents the conscientious performance of one's fair share of University/Tabor service.

Examples: The faculty serves on a University Council/committee and makes some noticeable contributions to the Tabor School.

**Marginal:** This rating represents less than the expected long-term level of university/TSB service.

Examples: the faculty serves on no university councils or committees and makes only minimal contributions to the Tabor School.

#### IV. Service to the Profession

Engagement in Service to the Profession demonstrates a degree of professionalism noted in one of the shared values of the Tabor School: Professional achievement. By engaging in Service to the Profession, faculty set examples for students, demonstrating what it means to be a "business professional." Such service can also provide mentoring opportunities for both the faculty and students, addressing other shared values.

Examples of Service to the Profession include

- Being a member of an editorial board for a journal
- Serving on or chairing committees of the state, regional or national professional organizations
- Serving as chair of a session at a professional meeting
- Holding an office of a state, regional or national organization
- Reviewing articles or paper proposals for journals or meetings
- Serving as discussant or panelist at a professional conference

Service to the Profession has no mandatory minimum weight in the faculty evaluation schema. Faculty who include Service to the Profession in their growth plans must provide details of their work and evaluate the level of their contribution. Outside evaluation is necessary for levels of excellent and extraordinary in this category.

**Extraordinary:** Performance at this level requires a significant and lasting contribution to the organization. Outside documentation is necessary for this rating.

Examples: serving as an officer in an organization and leading a major restructuring; chairing a committee that adopts new educational standards for the profession.

**Excellent:** Performance at this level requires significant contribution. Outside documentation is necessary for this rating.

Examples: reviewing several articles for a journal; serving as an officer of an organization; planning a conference

**Competent:** Performance at this level demonstrates some active involvement in the profession, but on a limited basis.

Examples: reviewing a conference proposal

**Marginal:** Performance at this level provides only a minimum contribution.

Examples: being a member of an editorial board, but not reviewing any articles; serving on a committee that has no meetings and/or makes no decisions.

## **V. Professional Service to the Community**

Faculty in the Tabor School of Business are in unique positions to provide high-quality professional services to a variety of organizations. Professional service to the community involves the use of business expertise to assist such organizations in their operations. Professional Service to the Community speaks to the mission of the Tabor School in that such service demonstrates that the TSB is a learning partner valued by the business community. Such service also addresses the shared value of “creative partnering among our faculty, alumni and the business community.” The business community is defined as both profit and not-for-profit organizations.

Examples of Professional Community Service include

- Providing accounting and other financial expertise to an organization

- Assisting in marketing research for an organization that wishes to expand its visibility within the community
- Advising organizations about management issues, such as team building or organizational strategies
- Speaking to organizations about domestic and international issues of interest to the membership
- Recruiting students to participate in Junior Achievement
- Serving on boards of directors, school boards, etc.
- Speaking to media on business or economic issues

Professional Service to the Community has no mandatory minimum weight in the faculty evaluation schema. Faculty who include Professional Service to the Community in their growth plans must provide details of their work and evaluate the level of their contribution. Outside evaluation is necessary for levels of excellent and extraordinary in this category.

**Extraordinary:** Providing a service to the organization which can be demonstrated to make a significant difference in the health, viability or visibility of an organization. The service entails a significant degree of faculty development. Outside documentation is necessary for this rating.

Example: developing a new accounting or information technology system to make the organization more efficient or effective.

**Excellent:** The service is on a continual basis, involves significant faculty development, and provides some unique service to the organization. To obtain this rating, outside documentation is necessary.

Example: serving on a board of directors which involves chairing or serving on committees

**Competent:** The service involved some degree of faculty development and/or provided a unique service to the organization but on a one-time basis

Example: developing a new presentation requiring some degree of research; serving on a board, but not serving on any board committees

**Marginal:** The faculty member participated in some professional service, but the service did not involve any new faculty development or did not provide a service that was unique for the organization.

Example: giving a presentation a second time to a different organization in a different evaluation period.

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