

PRAIRIE VIEW A&M UNIVERSITY

COLLEGE OF BUSINESS



FACULTY HANDBOOK CONTINUOUS IMPROVEMENT REVIEW

Prepared for the
Association to Advance Collegiate Schools of Business International (AACSB)

December 21, 2020

Visit Dates: February 21-23, 2021



Prairie View A&M University

COLLEGE OF BUSINESS

FACULTY HANDBOOK

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This is a living document and is updated regularly



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Vision and Mission Statements

Vision Statement

The Prairie View A&M University COB envisions becoming a nationally recognized business program known for its transformative impact on students through an education that empowers them to reach their full potential.

Mission Statement

The Prairie View A&M University College of Business transforms students from diverse academic and socioeconomic backgrounds into ethical business professionals and leaders who are entrepreneurial, productive, and prepared to succeed in the global economy. We achieve this through our strong commitment to high-quality teaching, relevant and impactful research, and outreach to the community.

Approved August 21, 2019: COB Faculty

Core Values

1. **Academic Excellence:** We support the pursuit of academic excellence by students, faculty and staff, by creating an environment that inspires and fosters learning, scholarship, and service.
2. **Diversity:** We believe that diversity in experience, ideas, beliefs, races, cultures, national heritages, lifestyles, and perspectives is a source of strength.
3. **Integrity:** We believe that honesty is the best strategy for building trust. We expect everyone in the COB community to act with integrity and be accountable for his or her actions
4. **Collegiality:** We believe in the importance of building a culture of openness and civility where each member of the team feels valued and respected for their contributions to the College's success.
5. **Partnership:** We believe that there is power in building partnerships across the campus and with institutions and people with whom we have a mission overlap.
6. **Social Responsibility:** We believe in corporate social responsibility - businesses must serve the society. As an educational institution, we are committed to the greater good of the society through teaching, research, and outreach to the community.
7. **Growth-mindset:** We believe in the growth-mindset, the idea that we all can enhance our knowledge and competencies through hard work with a positive attitude towards learning.
8. **What we do:** As a faculty, we believe in the importance of high-quality teaching, research, and service. The weights assigned to these three areas are, 50%, 30%, and 20% respectively. This guides decisions in faculty evaluation, merit raise, and strategic planning.

Approved April, 21, 2019: COB Faculty

Introduction

Welcome to the PVAMU College of Business Faculty Handbook!

This handbook represents the contributions of many COB faculty, staff, and administrators. Its purpose is to help COB faculty effectively fulfill their job responsibilities in teaching, research and service. COB's faculty responsibilities align with the COB mission and with AACSB requirements for engagement, innovation, and impact. This handbook includes six sections:

I) **Administration**

II) **Faculty Performance**

III) **Teaching**

IV) **Research**

V) **Service**

VI) **Miscellaneous**

For suggestions related to this handbook, please contact the current editor:

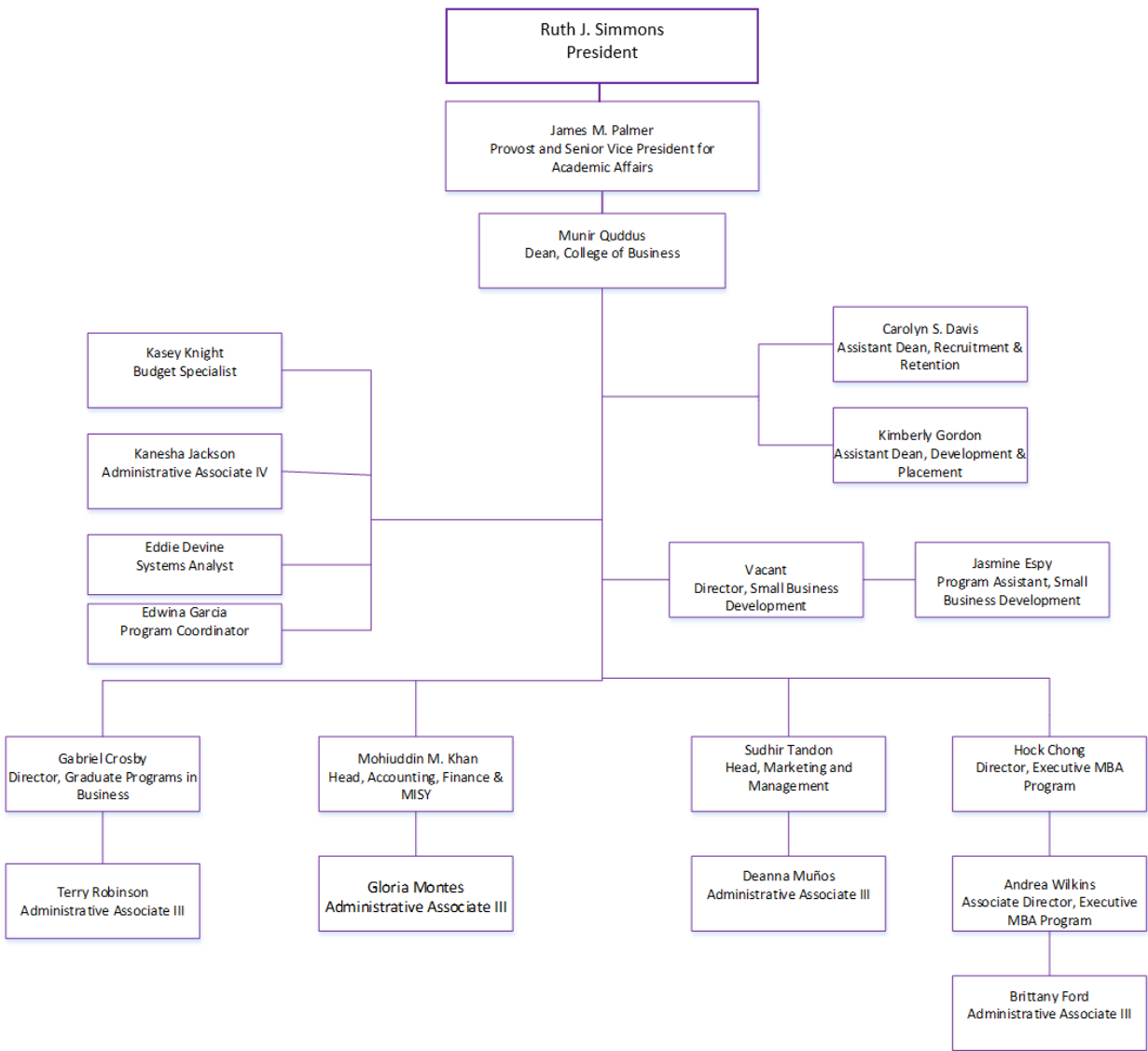
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December 2020

Part I: Administration

COB Organizational Chart



Current as of December 2020

Duties and Responsibilities: Dean

Is the Chief Academic and Administrative Officer in the College of Business.

Reports directly to the Provost who conducts the Dean's annual performance evaluation.

Has overall budgetary responsibility for the College, makes final determination on fund allocations, and reallocates funds in response to changing priorities; the Dean works with the Department Chairs and the budget officer to submit in time for approval the COB fiscal budget for next year in May each year.

Resource/facility management responsibility: As the building manager, the Dean monitors facility condition and requests maintenance and repair as necessary. The Dean through his staff is also accountable for fixed asset inventory and their periodic audits.

Performance evaluation: As their direct supervisor, the Dean evaluates department heads, directors, professional staff and others in the leadership team (including assistant deans); performs a secondary evaluation for all faculty members (tenure track, tenured, post-tenure, non-tenure track, adjunct); consults with department and committee chairs regarding the service component of faculty evaluation, and the performance of faculty in committees. The Dean considers appeals from faculty/staff regarding performance evaluations. He makes the ultimate recommendations to the provost on merit and equity adjustments in faculty and staff compensation.

Oversight responsibility: The Dean, as chief administrative officer, can form committees and taskforces to work on a project, gather information, and evaluate grievances from faculty members or students. Except for standing committees, the dean appoints chairs of these bodies, in consultation with others. He also appoints faculty and staff for special administrative and academic assignments and recommends to the Provost a supplemental pay for this effort.

Develops strategy and manages implementation of the vision statement, mission statement, core values, annual action plan, and the long run strategic plan.

Works with committee chairs (elected by the faculty); fills in mid-term vacancies. The Dean appoints faculty to various COB committees and taskforces in consultation with faculty to match preferences and needs; assigns tasks to committees, and assesses their performance.

Recruitment and retention: Announces College specific recruitment and retention policies; oversees the preparation and implementation of a recruitment/retention plan; makes periodic presentations to the Provost on targets and achievements in recruitment; works with the President and Provost's office, the campus Enrollment Management Office and recruits actively in University programs and in the community; takes and supports new initiatives to meet recruitment goals and targets. Develops policies for recruitment of new students, and recruitment implementation plans. Provides representation at high school college nights and similar events.

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continued: Duties and Responsibilities: Dean

Faculty recruitment: works with the Provost for new tenure-track positions, and additional adjunct lines; once approved, initiates recruitment action working with the relevant department head, designates search committee chairs and committee composition, may participate in assessment of applicants, negotiates terms of employment and makes the final recommendation to the Provost.

Curriculum oversight: Ensures the College curriculum reflects mission obligations, is periodically reviewed, and expeditiously modified, as necessary. Appoints an faculty to coordinate all programmatic assessment, including collection of data and samples of work on student learning, and ensures the process is in line with AACSB and SACSCOC guidelines.

Faculty development: Considers recommendations by department heads for development of individual faculty members, provides guidance to the faculty composition and development committee, develops priorities and provides funds and other support for faculty development activities.

Fund raising and Development: The Dean is the fundraiser-in-chief for the College, and leads others in efforts to attract resources from additional sources to support the mission of the College. The Dean works with own staff as well as campus VP for fundraising and development to develop and coordinate fundraising for the College.

Acts as the sole official spokesperson for the College.

Acts as the primary official who deals with external constituents, including the Dean's Advisory Board, the Texas Higher Education Coordinating Board (THECB) and other relevant bodies.

Day-to-Day Management: Chairs the Business Council (BC), which is the Dean's executive/leadership team). Prepares the agenda for BC meetings and invites special guests as necessary.

The Dean is the final authority in the student's grade appeal process, before the student is informed of the outcome of the appeal. The Dean sends a copy of the internal appeals materials to the Provost's office, in case the student decides to continue with the appeal beyond the College.

As the chief academic officer of the College, the Dean is responsible for the maintenance of AACSB accreditation, and the readiness of the College for the institutional (SACSCOC) accreditation. In this capacity, the Dean keeps track of deadlines, appoints committees, taskforces, and chairs to get accreditation-related work completed.

The Dean is also responsible for the assurance of learning (assessment) and continuous improvement efforts in the College.

Duties and Responsibilities: Assistant Dean

Professional Staff member who assists the Dean with special administrative assignments, such as student recruitment, retention, marketing, communications, and development – supervises and works with faculty and staff to achieve recruitment, retention and development goals.

Assists the Dean and the department heads with special events and committees.

Supports SACSCOC and AACSB accreditation as part of the core team.

Assists the Dean on managerial tasks as requested – honors program, faculty awards, summer research grants, etc.

Has leadership responsibilities in the COB as part of the Business Council, the Dean’s leadership team.

Manages the COB professional development program (including the MGMT 2000 course).

Manages the COB internship for credit programs.

Is the main point person for all COB recruitment and retention.

Organizes the Summer bridge programs

Acts as liaison with various student organizations

Duties and Responsibilities: Department Head

Appointed by the Provost based on recommendations by the dean; reports directly to the Dean.

Performs required administrative tasks/reporting requirements originating at the departmental level, as specified by the University or delegated by the Dean.

Teaches 5 courses over a 12-month period.

Prepares class schedules for fall and spring semesters, and summer sessions.

Supervises the advising and registration process.

Manages enrollment to ensure scheduled classes make, and to balance enrollment in the various sections of courses offered.

Resolves student grievances regarding grades and student-instructor conduct.

Recruitment, selection, and orientation: Based on the deployment plan, and in consultation with the Dean, prepares faculty recruiting materials, develops plans for faculty interviews at conferences, oversees prospective faculty participation in telephone interviews, and coordinates visits of prospective faculty. Chairs or oversees faculty search committees. In conjunction with faculty members, conducts evaluation of faculty candidates and recommends offer actions. Prepares and maintains procedures for new faculty orientation, and conducts new faculty orientation

Hires adjunct faculty as needed, with the Dean's approval.

Serves on college/university committees as required by the Dean.

Ensures that faculty meet their classes punctually, monitors teaching performance, and supervises fulfillment of faculty responsibilities for grade submissions, etc.

Develops and executes the departmental budget, and ensures compliance.

Within the department, allocates office space, computer hardware and software, and other resources for faculty

Evaluates all full-time as well as adjunct faculty performance using COB-approved instruments. Consults with the Dean regarding service performance of committee chairs, and committee chairs regarding the performance of committee members. Ensures implementation of student evaluation of faculty.

Elicits peer participation in all significant matters pertaining to departmental faculty governance.

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continued: Duties and Responsibilities: Department Head

Mentors and develops faculty in teaching, research, and service.

Acts as spokesperson (academic, administration) for the department.

Serves as a member of the Business Council, the Dean's leadership team.

Faculty planning: In consultation with the Dean, develops and modifies, as necessary, a three-year faculty deployment plan, which forecasts losses to current faculty, defines the scope of individual faculty teaching interests, and prepares recruitment guidelines to ensure faculty size and competences remain adequate to fulfill the College mission.

Duties and Responsibilities: Director of Graduate Programs in Business (MBA, MSA)

Appointed by the Dean with approval from the Provost.

Reports directly to the Dean

Performs administrative and operational tasks pertaining to graduate programs in business, which include but are not limited to:

1. Evaluating new applications and recommending admissions to the Dean
2. Scheduling graduate classes and working closely with department heads
3. Maintaining student records and supervising an administrative assistant
4. Enrolling and advising potential and current students
5. Preparing degree audits for candidates ready for graduation
6. Coordinating with the Graduate School and the registrar's office

Conducts analyses of program effectiveness and overall student performance.

Serves as member of the Business Council, the University Graduate Council, and ex- officio member of the College of Business Graduate committee.

Spends some time in the NWHC each week to conduct student advising and other functions related to MBA and MSA students.

Duties and Responsibilities: EMBA Director

Appointed by the Dean with approval from the Provost

Reports to the Dean

Supported by an Associate Director, who is a direct report

Performs administrative and operational tasks pertaining to the EMBA program, which include but are not limited to:

1. Recruiting new students
2. Creating programs to retain current students and help them graduate and be successful
3. Providing excellent customer service for the students
4. Working with the EMBA faculty on curriculum issues, and chairing the COB EMBA committee
5. Working with department heads to find appropriately qualified faculty for the EMBA courses
6. Evaluating new applications and recommending admissions to the Dean
7. Scheduling EMBA classes and working closely with department heads
8. Maintaining student records and supervising an administrative assistant
9. Enrolling and advising potential and current students
10. Preparing degree audits for candidates ready for graduation
11. Coordinating with the Graduate School and the Registrar's Office

Conducts analyses of program effectiveness and overall student performance.

Serves as member of the Business Council, the University Graduate Council, and ex- officio member of the College of Business Graduate Committee.

Duties and Responsibilities: EMBA Associate Director

This position is responsible for assisting in achieving the goals and objectives of the Executive MBA program.

The Associate Director works with the EMBA Program Director in recruitment, retention and development of students.

The Associate Director is involved in the planning, organizing, and executing strategies to increase enrollment in the program through contact with the private (and public) companies in Houston.

Regularly coordinates recruitment events.

Assists in recruitment networking efforts with business and industry in the Houston area.

Participates in on campus and external events directly related to PVAMU's admissions and recruitment efforts.

Provides information to prospective EMBA students.

Represents the College of Business and the EMBA program at public appearances and in a manner consistent with marketing strategies adopted by PVAMU.

Assists the Executive MBA Director with recruitment.

Duties and Responsibilities: Assessment Coordinator (Assurance of Learning)

Appointed by the Dean in consultation with the department head and the faculty.

The Assessment Coordinator coordinates and oversees the College's assurance of learning processes and tasks, assuring conformance with standards promulgated by SACSCOC and AACSB International related to assessment of student learning.

The Assessment Coordinator is assigned to a COB faculty member, preferably full time and on tenure track or tenured. The Coordinator receives a one-course reduction in teaching load during the academic year. The approximate number of annual hours estimated for this role is 150 (equivalent to the estimated hours spent teaching one course). Some secretarial support from the Office of the Dean is available.

The Assessment Coordinator serves as Chair of the Assessment Committee. (A description of the Assessment Committee's functions is shown in the **service** portion of the faculty handbook.)

The following specific assessment functions are performed by the assessment coordinator.

ETS Major Field Tests (MFT) – Works with the Dean's office to order the tests, identifies the student groups to be tested and the faculty who are involved, arranges the pretest orientation of students, arranges the test site and test proctoring, works with Curriculum Committee, the Instructional Resources and Responsibilities Committee, the Graduate Committee, Department Heads and others to analyze the results, and makes recommendations to improve student learning to close the loop.

Skyfactor Benchworks (formerly EBI) Undergraduate Business Exit Assessment and Part-time MBA Exit Assessment surveys – Works with the Dean's office to order the surveys, identifies the student groups and faculty who are involved in implementing the surveys, collects and returns the surveys to Skyfactor for analysis, works with the chairs of the Student Committee, the Graduate Committee and other groups to analyze the results and make recommendations; works with the Dean's office, Department Heads, and others to implement the recommended policies.

Data Analysis and Storage – Codifies the assessment results from direct and indirect assessments into tables, for internal use, for the AACSB Continuous Improvement Review and for sharing with the University Institutional Research office, the Provost's office and other outside constituents.

Contact person: Serves as the contact person for overall assessment in the College of Business; this requires the Coordinator to interface with the Student Committee, the Curriculum Committee, the Graduate Committee and others in the College of Business, and to interface with appropriate University committees.

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continued: Duties and Responsibilities: Assessment Coordinator

Coordinate Core Curriculum Assessment - Ensure the collection and evaluation of student artifacts of COB courses in the University Core curriculum in Taskstream.

Program Assessment of Student Artifacts – Supervises the collection and evaluation of student artifacts (student coursework) measuring student proficiency (excellent, acceptable, or unacceptable) related to Program Learning Objectives.

Chairs the COB Faculty Assessment Committee, serves as a COB representative regarding SACSCOC accreditation efforts & the undergraduate core curriculum.

Business Council: Composition and Responsibilities

The Business Council (BC) is the Dean's leadership team that meets provides counsel and feedback to Dean. It comprises the Dean, Assistant Deans, Department Heads, Director of Graduate Programs, and Director of EMBA. The meetings are open and other faculty and staff are invited as necessary.

Chaired by the Dean, the BC meets weekly (Mondays) to exchange information on administrative tasks and requirements. The meeting time and location is announced and the agenda and minutes are shared.

The BC discusses administrative and policy matters to assist the Dean in the decision making process (development of new policies, initiatives, brain storm, and changes to current policies and procedures).

College of Business Staff Meetings

These meetings with all administrative and professional staff are held at the beginning of each semester. These provide an opportunity for the Dean to share his vision, agenda and seek feedback.

Part II: Faculty Performance

The Annual Faculty Performance Evaluation Process

Faculty are evaluated annually by their direct supervisor, usually their department head.

For full time faculty, the evaluation period is usually the academic year. Accomplishments in the summer prior to the academic year can also be noted.

Each faculty must self-report their accomplishments in teaching, research and service using the points system delineated in the annual performance evaluation form--a spreadsheet depicted in a subsequent section of this faculty handbook.

Evidence of accomplishments that are reported in the performance evaluation form must be included in a notebook portfolio submitted to the immediate supervisor in the spring semester, along with a printout of the performance evaluation form. The direct supervisor will indicate the precise due date of this portfolio. The portfolio should be well-organized.

The direct supervisor will examine the portfolio and indicate their judgment of the accomplishments, assigning points in the performance evaluation form.

The immediate supervisor will then meet with the faculty to discuss the evaluation. The faculty can agree or disagree with the evaluation. (This agreement or disagreement must be noted by the faculty electronically on Workday, part of the university's cloud-based ERP system.)

Faculty Performance Evaluation Form

Initial approval: March 2007, faculty
Revised: November 2017, faculty

Revised: November 2012, Business Council
(Minor revisions in April 2018)

Please find an image of the form below and on the subsequent 2 pages. The actual form, an Excel file, is available from the department head.

FACULTY PERFORMANCE EVALUATION FORM						
College of Business						
(Revised April 2018)						
NOTES: This document presents guidelines to be used in the College of Business for evaluation of faculty performance.						
Each faculty member will fill out the form, assign points (excluding Department Head evaluation (section I-F) and forward to the Department Head with appropriate documentation to support all points claimed.						
Faculty not submitting appropriate documentation will not receive credit for that item. Starting Fall 2019, the College of Business would join the rest of the University to move to calendar year evaluation from academic year evaluation which we have been following prior to Fall 2019. The calendar year evaluation would cover activities during January 1 - December 31. However, due to the transition, the 2019 evaluation would cover only June 1 - December 31 period since January 1- May 31 period was covered in the 2018 evaluation.						
Evaluation Year: 2019 (June 1- December 31)						
Faculty Name:					POINTS	
			PTS	CAP	MAX	FAC
I. TEACHING AND TEACHING-RELATED ACTIVITIES						
<i>For No-tenure track faculty the maximum points for teaching are 550.</i>						
A Average overall SOS rating for all courses multiplied by 20					100	
B Additional teaching efforts					120	
1	Number of course preparations beyond two preps for T/TT and three preps for NTT faculty per semester			20	40	
2	Supervising Independent study course (per course)			15	30	
3	First time teaching of a newly developed (traditional face to face) course				30	
4	Large Class credit - Teaching undergrad. class beyond 40 students/Grad. class beyond 30/online beyond 25 students			10	20	
5	Extra effort for helping at-risk students; please document your efforts (e.g., tutorial classes for multiple student groups, 20 points per semester)			20	40	
6	Encouraging WRITING in courses (For each course, at least two essay exams, or three HWs/mini projects or cases - all requiring at least 2 pages of writing)			10	30	
7	Major research paper/comprehensive case analysis(five pages plus) including term papers (10 points per course). Include evidence supporting claim.			10	30	
8	Teaching Graduate courses (10 points per grad course)			10	20	
9	Other activities (please document carefully)				20	
C Organize instruction (as reflected in syllabus); going "green" no need to attach syllabi					20	20
D Teaching improvement activities						70
1	Revision of teaching contents to include current research in the discipline (Describe and attach evidence)				20	
2	Teaching innovation (defined as the one-time creation/use of a new teaching methodology, including games, projects, other; does not include the adoption of methods produced by someone other than the faculty. This should be a substantive change that stands out. (Describe and attach evidence)				40	
3	Experimentation with new classroom methods to improve student learning. Should be a one time credit per semester and substantiated by documentation describing the experiment, implementation and results			20	40	
4	Incorporate evaluative comments made by the Department Head/Peer of the faculty member's teaching. Attach comments received from peer and how were these used to improve teaching.			10	20	
5	Use of e-Course platform to supplement classroom teaching (at the minimum it should have the syllabus, grade book and some assignments)			10	20	

Faculty Performance Evaluation Form, continued

E	Department Head Evaluation								190
	1	Documents grades and provides copy to department chair				20			
	2	Covering classes; classroom management				20			
	3	Adequately addresses student concerns (Respect need of the learners)				20			
	4	Student advising (pre, regular, and late registration. (Attach a list of advisees))				50			
	5	Timely turning in of course files and assessment artifacts to the Dept/College				20			
	6	Submit syllabus to the DH by the first class period				10			
	7	Timely turning in of requested information				10			
	8	Other				40			
II.	RESEARCH AND OTHER SCHOLARLY ACTIVITY								300
	(For non-tenure track faculty, maximum points for research will be 150)								
	Credit: For A level journal publications—150 points are allotted in the first year; 100 points in the second year, and 50 points in the third year. For other journals, the distribution is 100 points in the first year and 50 points in the second year; A publication not claimed in its year of publication can be claimed in the following year. Articles can be claimed at the time of acceptance or publication. In the absence of any hard proof that a publication is peer-reviewed, it will be considered a non-peer-reviewed article (D.9). Faculty should try to spread publications over a variety of peer-reviewed journals and not concentrate in one or two journals.								
A	Articles in "A" level journals (peer-reviewed)		150	300					300
	All claims must be supported by reputable published source such a journal article. Each article is worth a total of 300 points over three year period.								
B	Other peer-reviewed publication/case publication/law review publication		100	300					300
	Each article is worth a total of 150 points over 2 year period								
	Journal: A scholarly periodical publication composed primarily of regular feature articles, which are written primarily by academics								
	Article: A written, scholarly composition denoted as article in publication, exclude notes, research comments, abstracts, book reviews, etc.								
C	Text, Reference Book or Monograph								200
	1	Text or reference book	200	200					
	Text: Any published thorough and comprehensive book used as the foundation for a formalized course of instruction								
	Reference book: A thorough treatment of a specialized subject commonly consulted for information								
	2	Monograph							
	Monograph: Paper sponsored by a nationally/internationally recognized journal or organization		50	100					
D	Other Publications								100
	1	Conference proceedings--full paper (A compilation of papers presented at a meeting held by a learned society or a professional organization)	50	100					
	2	Conference proceedings--abstract or summary (with presentation)	25	50					
	3	Publication in an edited case/readings book (A compilation of selected articles into a single publication with introductory or exemplary explanatory remarks by the editors (s) and covering the main areas of a given field)	50	100					
	4	Supplementary publication (Includes student workbooks, study guides, instructor's manuals, programmed learning aids, etc.)	50	100					
	5	Contributing authorship (previously unpublished chapters contributed to texts or reference books)	50	100					
	6	Teaching case publication	50	100					

Faculty Performance Evaluation Form, continued

		(A compilation of facts and other information in a problem format to be used for teaching purposes and accompanied by the author's recommended solutions and teaching instructions)					
	7	Computer software	50	100			
		(Any computer program developed for commercial use and marketed independently of other publications)					
	8	Editor reviewed article/case publication (publication in which editors or in-house reviewers make publication decisions without the benefits of a routine system of panel review of manuscripts, e.g., cases included in textbooks)	50	100			
	9	Non-peer-reviewed article/case publication	30	90			
	E	Grant Proposal				100	
	1	Submitting grant proposals to an external funding source (if not otherwise compensated)	50	50			
	2	Successful funding of the grant proposal	50	50			
	F	Miscellaneous activities				50	
		<i>(Noteworthy activities that do not fit any of the classifications above)</i>					
	1	Conference presentation only (no proceedings)	20	20			
	2	COB online working papers, newspaper/magazine articles	10	10			
	3	Attending internal and external seminars, workshops, conferences	5	10			
	4	Internal research presentation	10	20			
	5	Mentoring faculty in research	20	20			
	6	Other activities					
	III.	SERVICE ACTIVITIES				200	
		<i>For non tenure track faculty, the maximum points for service are 300</i>					
	A	Professional Associations/Conferences				40	
	1	Association officer	20	20			
	2	Conference program chair (no double counting as association officer)	30	30			
	3	Proceedings editor	30	30			
	4	Conference track chair, session chair, discussant, paper reviewer	10	20			
	5	Continuing education credit for CPA, CMA, etc.	20	40			
	B	Journals/Texts				30	
	1	Journal editor	30	30			
	2	Guest editor of journal	20	20			
	3	Member, editorial review board	10	20			
	4	Textbook reviewer (10 points per chapter)	10	20			
	5	Ad-hoc paper reviewer	10	20			
	C	Public Service (non-teaching)				30	
	1	Presentations to organizations/Serving as a panelist <i>(Include evidence of presentation)</i>	10	20			
	2	Community service projects <i>(Description and feedback from community leader)</i>	10	20			
	3	Represent the COB at public events	10	20			
	D	University, College, Department Service				120	
	1	Committee chair/officer <i>(Description and/or other evidence of role in committee projects; include input from committee members)</i>	50	50			
	2	Committee member <i>(Description and other evidence of role in committee projects; include input from committee chair)</i>	10	30			
	3a	Advisor to student organization- primary	30	30			
	3b	Advisor to student organization- secondary	10	20			
		<i>(Describe level of involvement for both 3a and 3b)</i>					

Third-Year (Midterm) Reviews

University policy requires those faculty who are on the tenure track to undergo third-year reviews during the first semester of the fourth year of their probationary period. (This timetable includes any years of credit granted to a tenure track faculty; for example, a faculty granted 1 year of credit would undergo their third-year review during the first semester of the third year of their probationary period.) A faculty who is unsure of their midterm review date should consult their immediate supervisor.

Faculty undergoing a third-year review must submit a notebook portfolio documenting evidence of achievement in teaching, research and service over the three-year period (including any years of credit granted to the faculty). Specific requirements for the portfolio are indicated in the document "Portfolio Requirements (22November2013) Final," depicted in a subsequent section of this faculty handbook.

Faculty can read section 5.3 of Prairie View A&M University Tenure and/or Promotion Manual for more information about the university's third-year review process and requirements. It is available here: <http://www.pvamu.edu/policies/wp-content/uploads/sites/56/PVAMU-Tenure-and-or-Promotion-Manual.pdf>

COB minimum standards for promotion and tenure

Approved: September 2002/Faculty

Keeping in line with the College and the University mission, the relative emphasis for the three major areas of faculty contribution, in general, will be as follows: (1) instruction—50 percent; (2) intellectual contribution—30 percent; and (3) service—20 percent. This is not a rigid requirement and flexibility will be applied while evaluating a faculty portfolio. This flexibility is necessary in order to recognize the difficulty involved in quantifying various aspects of contribution and that faculty members may exhibit unique strengths in certain areas.

INSTRUCTION

While excellence in teaching is desirable, a faculty member is expected to provide evidence of good and effective instruction during the period of evaluation under consideration.

The evaluation of instruction will be based on multiple measurements including an assessment of methods, formal evaluations of classroom performance, and outcome measurement to the extent it is available. Instruction is understood to include not only classroom performance but other factors, such as preparation for courses, staying current in the discipline, instructional innovation, curriculum improvement and development, use of research and application of technology in instruction, course content and requirements, advising and tutoring, activities directly related to student development, availability to students, and other related aspects. A faculty portfolio should include documents to provide an evidence of good teaching.

INTELLECTUAL CONTRIBUTION

While excellence in terms of intellectual contribution is desirable, an academically qualified faculty member is expected to provide evidence of satisfactory level of productivity (regarding intellectual contribution) during the period of evaluation under consideration. Professionally qualified faculty may have a higher teaching load, and consequentially, a lower requirement for intellectual contribution.

As outlined by the AACSB International, a broad spectrum of activities is included in the area of intellectual contribution. While a faculty member's contribution in any of these areas will be taken into consideration, the minimum requirements for satisfactory performance in this area shall include the following:

(continued on the next page)

Continued from the prior page: COB minimum standards for promotion and tenure

TENURE AND/OR PROMOTION TO THE RANK OF ASSOCIATE PROFESSOR

1. Three refereed journal publications
2. Two other published written products (e.g., in proceedings, book chapters)

PROMOTION TO THE RANK OF PROFESSOR

1. Four publications in well-recognized refereed journals
2. Four other published written products (e.g., in proceedings, book chapters)

SERVICE

While excellence in service is desirable, a faculty member is expected to provide evidence of satisfactory contributions in the areas of service--to the University (to include the Department, College, & University levels), profession, and the community--during the period of evaluation under consideration.

A faculty member being evaluated should demonstrate and document his/her individual contributions to the continued development of the College and/or University, service to the students, as well as contributions to the profession, or community.

Statement of fact, added 9 September 2020 by the faculty handbook editor: Faculty can read the Prairie View A&M University Promotion and Tenure manual for additional information on the university's process and requirements for promotion and tenure. The manual is available here: <http://www.pvamu.edu/policies/wp-content/uploads/sites/56/PVAMU-Tenure-and-or-Promotion-Manual.pdf>

Post Tenure Reviews

University policy requires those faculty who are tenured to undergo post tenure reviews every five years following the award of tenure. A faculty who is unsure of their post tenure review date should consult their immediate supervisor.

Faculty undergoing post tenure review must submit a notebook portfolio documenting evidence of achievement in teaching, research and service over the 5-year evaluation period. Specific requirements for the portfolio are indicated in the document "Portfolio Requirements (22November2013) Final," depicted in a subsequent section of this faculty handbook.

Faculty can read Prairie View A&M University Rule 12.06.99.P1 for more information about the university's post tenure review process and requirements. It is available here:

<https://www.pvamu.edu/soa/wp-content/uploads/sites/64/PVAMU%20RULE%2012.06.99.P1.pdf>

COB Evaluation Portfolio Requirements - 3rd year, Promotion/Tenure, and Post Tenure Reviews

A COB Faculty who is due for a 3rd-year review, or a mandatory promotion/tenure review, or a post tenure review, must submit 3 identical copies of a portfolio of their accomplishments. The portfolio should be contained in a 3-inch 3-ring binder. The portfolio requirements for any of these reviews is the same, indicated below.

(Note: the portfolio requirements for the annual performance evaluation are not the same as the requirements listed below; please contact your direct supervisor for the portfolio requirements for the annual performance evaluation.)

The portfolio requirements are available in Microsoft Word documents from the chair of the Faculty Development and Composition Committee, currently (Dec 2020) Michael Williams. Information from these Word documents is copied below and spans multiple pages of this handbook.

COB Portfolio Requirements[&]

(Revised on October 18, 2013 by FCDC)

The COB portfolio guidelines have been updated by reflecting the guidelines from the Provost's office in August 2013 while its primary goals remain the same to develop one list of requirements that may be used for all purposes, such as promotion and tenure, post-tenure, mid-term, and second-year reviews.

Use the check mark (X) under the column of 'YES' for documents included or leave it blank.

FACULTY NAME:		YES
I	GENERAL INFORMATION	
A	Cover sheet including the name of the candidate, department name, college/school name, present rank, years in rank, proposed action, and the signature of the candidate*	
B	Application Summary Form (Appendix A)*	
C	Your current vitae*	
D	Teaching philosophy*	
E	Annual performance expectations reports from department head during the evaluation period*	
F	A two-page summary of future professional goals and interests*	
II	EVIDENCE OF ACHIEVEMENT IN TEACHING	
A	Summary of teaching activities during the evaluation period (limited to 2 pages)*	
B	Matrix of courses taught and semester during the evaluation period (Appendix B)*	
C	Summary of student opinion surveys (SOS) for each class taught during the evaluation period: either university survey results or itemized mean scores of the COB SOS from the department head; open-ended comments on the COB SOS for most recent two regular semesters*,%	
D	Head and/or peer evaluations of teaching	
E	Teaching innovations (development activities related to teaching	

		assignments, projects developed for class, <i>etc.</i>)	
	F	Syllabi (only one per course if same)*	
	G	Samples of student work*. ^s	
	H	Application of current research findings to teaching	
	I	Other documents that could substantiate teaching activities	
III EVIDENCE OF ACHIEVEMENT IN CONSUMPTION AND PRODUCTION OF RESEARCH, SCHOLARLY, AND CREATIVE WORK			
Submit complete copies of all work in the order designated below, indicating the type of activity with number [e.g., A(2) for journal publications]. For multiple items, the most recent item should be placed first. Required for each publication: Attach to the front of all publications (in journals plus proceedings) a copy of the <u>review process</u> used by the publisher and a copy of the <u>copyright policies</u> of the publisher. For forthcoming publications or presentations, attach a letter of acceptance.			
FACULTY NAME:			YES
	A	Summary of research/scholarly activities or experience during the evaluation period (limited to 2 pages)*	
	B	Publications (include forthcoming)	
	1	Books	
	2	Journal articles	
	3	Conference proceedings (full-text articles or abstracts only)	
	4	Cases	
	5	Other published works (text chapters, software, instructional materials, <i>etc.</i>)	
	C	Other Scholarly Activities	
	1	Conference presentations only (no proceedings) (slides or poster-board)	
	2	Seminar presentations (slides)	
	3	Book reviews	
	4	Funded research projects (internal and external)	
	5	Other	
	D	In Progress	
	1	Manuscripts under review (copies)	
	2	Working papers (short description)	
	E	Other documents that could substantiate research activities	
IV EVIDENCE OF SERVICE ACHIEVEMENT			
Evidence may include letters or emails of committee assignments or requests for involvement by showing attendance in meeting minutes, explanation of your participation with assignments, a copy of journal review board names, <i>etc.</i> Inclusion of actual work is not necessary.			
	A	Summary of service activities during the evaluation period (limited to 2 pages)*	
	B	Department Service	
	1	Department committees (indicate Chair, Member)	
	2	Other work performed for department (e.g., individual assignments)	
	C	College Service	
	1	College committees (indicate Chair, Member)	
	2	Other work performed for the COB	

	D	University Service	
	1	University committees (indicate Chair, Member)	
	2	Other work performed for PVAMU	
	E	Service to Profession	
	1	Editor of journal	
	2	Editor of book	
	3	Editorial review board	
	4	<i>Ad hoc</i> reviewer for journal	
	5	Officer of professional association	
	6	Participation in professional association (track chair, reviewer, discussant, etc.)	
	7	Other work for profession.	
	F	Other documents that could substantiate service activities	

Notes:

& This form is placed at the front of a portfolio.

* Required items.

% The submitting faculty member should keep open-ended comments on the COB SOS in prior years (II.C.) during the evaluation period and make them available upon request.

\$ No personal identity information should be disclosed on the samples (II.G).

1. Documentation deficiency in a portfolio may result in adverse decisions as the absence of supporting documents could be interpreted as non-existence of activities claimed or unfavorable outcomes.
2. Documentation provided should be a representative sample of documents that establish effective activities claimed in the portfolio.
3. Documents should be copied single-sided without sheet covers and sectioned using tabs.
4. Characters on portfolio documents should be greater than Times New Roman 11 or equivalent of other fonts; thus, multiple-pane copied documents may not be acceptable.
5. Portfolio size is limited to 3” ring binder; Additional documents can be placed in a box or flexible file.
6. Materials, such as book contracts, letters of acceptance from editors of journals and so forth may be added to the tenure and promotion file once the review process has begun. If materials are added to the file, the candidate should request the department head or dean of the college/school to add the material to the file, and a note should be placed at the front of the file, noting the material that was added, the date the material was added, and what stage of the review process the material was added.

APPENDIX A

COLLEGE OF _____

PRAIRIE VIEW A&M UNIVERSITY

APPLICATION SUMMARY FORM

1. NAME _____

2. DEPARTMENT _____

3. YEARS AT PVAMU _____ 4. TERMINAL DEGREE _____

5. CHECK APPROPRIATELY:

___ ADJUNCT FACULTY (INDICATE NUMBER OF YEARS) _____

___ ASST. PROF.:	___	()
	YRS.	TENURED
___ ASST. PROF.:	___	()
	YRS	TENURED
___ PROFESSOR. :	___	()
	YRS	TENURED

REQUEST FOR: () REAPPOINTMENT () PROMOTION () TENURE

TEACHING EXPERIENCE AND PERFORMANCE

YEARS OF TEACHING AT: PVAMU _____ ELSEWHERE _____

NOTE: FOR THE REMAINDER OF THIS FORM, ONLY GIVE THE NUMBER OF FREQUENCY. DO NOT LIST DETAILS.

	PVAMU	ELSEWHERE
1. COURSES DEVELOPED AND TAUGHT	_____	_____
2. STUDENT ADVISEMENT ACTIVITIES	_____	_____
3. OTHER (DESCRIBE)	_____	_____

RESEARCH AND/OR PROFESSIONAL EXPERIENCE

YEARS OF RESEARCH AT	PVAMU	ELSEWHERE
	_____	_____

YEARS OF NON -TEACHING RESEARCH/PROFESSIONAL EXPERIENCE _____

- | | | |
|--|-------|-------|
| 1. RESEARCH GRANTS APPLIED FOR PI/CO-PI | _____ | _____ |
| 2. RESEARCH GRANTS AWARDED AS PI/CO-PI | _____ | _____ |
| 3. COLLABORATIVE RESEARCH PROJECTS PI/CO-PI | _____ | _____ |
| 4. PUBLICATIONS IN REFERRED JOURNALS | _____ | _____ |
| 5. CONFERENCE PROCEEDINGS | _____ | _____ |
| 6. CONFERENCE PRESENTATIONS | _____ | _____ |
| 7. RESEARCH RELATED FINAL REPORTS
COMPLETED | _____ | _____ |
| 8. UNDERGRADUATE STUDENTS COMPLETED | _____ | _____ |
| 9. UNDERGRADUATE STUDENTS CURRENT | _____ | _____ |
| 10. MASTERS STUDENTS COMPLETED | _____ | _____ |
| 11. MASTERS STUDENTS CURRENT | _____ | _____ |
| 12. DOCTORAL STUDENTS COMPLETED | _____ | _____ |
| 13. DOCTORAL STUDENTS CURRENT | _____ | _____ |
| 14. WORKSHOPS/SEMINARS CONDUCTED | _____ | _____ |
| 15. MEMBERSHIP IN PROFESSIONAL SOCIETIES | _____ | _____ |
| 16. OTHER (DESCRIBE) | _____ | _____ |

SERVICE

- | | | |
|--------------------------|-------|-------|
| 1. DEPARTMENT COMMITTEES | _____ | _____ |
| 2. COLLEGE COMMITTEES | _____ | _____ |
| 3. UNIVERISTY COMMITTEES | _____ | _____ |
| 4. COMMUNITY SERVICE | _____ | _____ |
| 5. OTHER (DESCRIBE) | _____ | _____ |

APPENDIX B

COURSE LOAD MATRIX

To be completed by applicant

(To be used by Tenure and promotion committee for the calculation of teaching load).

NAME OF FACULTY: _____

YEAR																
Course/Semester	F	SP	S	F	SP	SU	F	SP	SU	F	SP	SU	F	SP	SU	

Merit Raise guidelines

Approved: September 2002/Faculty

Revised: November 2010/Faculty

Note: A minor change in wording by the Mission Committee was made in Nov 2015 to indicate that "Academically Qualified" faculty are Scholar Academics (SA) or Practice Academics (PA), and that "Professionally Qualified" faculty are Scholarly Practitioners (SP) or Instructional Practitioners (IP). See a subsequent section of this handbook for definitions of SA, PA, IP, and SP.

Guidelines:

The COB mission statement provides guidance that faculty performance would be evaluated on the basis of the following (approximate) priorities: teaching (50%), research (30%) and service (20%). The total funds in the pool are first divided into these three sub-categories according to these weights.

Eligibility:

To be considered for a merit raise, a faculty must be either academically qualified (SA, PA) or professionally qualified (SP, IP) as defined by AACSB International standards (and recommended by the AACSB Peer Review Team), and

1. Each area of performance will be judged separately with 75% of the top performers in each area deemed eligible to receive merit.

According to the directive from the President and the Provost, merit is to be given for outstanding performance only. Given the mission of the College, accreditation considerations, recommendations of the Department Heads, the Dean will make his/her recommendations to reward outstanding performance.

The process will be transparent to the extent possible. Individual faculty members will be able to get detailed information on their own merit recommendations from the Department Head. All attempts will be made to correct discrepancies and errors in the same round or in the next round.

Teaching (50%)

Points in Section I: Teaching and Teaching-Related Activities of the COB Faculty Performance Evaluation Form (FPE) in a given merit cycle will be a basis to calculate points for merit in this category.

(continued on the next page)

Continued from the prior page: Merit Raise Guidelines

Research (30%)

For intellectual outputs that are produced in a given merit period, points are computed as follows:

- | | |
|--|------------|
| 1. One refereed journal article as defined in Section II.A of the COB FPE: | 150 points |
| 2. One refereed journal article as defined in Section II.B of the COB FPE: | 100 points |
| 3. The maximum possible points for other intellectual outputs as defined in Section II. C, D, E, and F of the COB FPE: | 300 points |

For a given merit cycle, each faculty member can earn up to 500 points in total in research. Any unused intellectual outputs as defined in 1 and 2 above will be counted in the next cycle of merit raise. According to the directive from the Provost's office, each item may be counted only once. For example, if a paper is presented at an academic conference and also published in the conference proceedings, it will be counted at the higher rate of proceeding only.

Service (20%)

Points in Section III: Service Activities of the COB FPE in a given merit cycle will be a basis to calculate points for merit in this category.

Criteria for Graduate Faculty Designation

*Approved: September 2015/Faculty
College of Business Graduate Faculty Designation*

The graduate faculty of Prairie View A&M University consist of faculty members whose professional and scholarly accomplishments and effectiveness in teaching, research and service qualify them for active participation in graduate instruction. Graduate faculty participate in the graduate degree programs of the University by teaching graduate courses, serving on graduate student advisory committees, and supervising theses, dissertations, and doctoral projects in addition to the usual professional activities associated with the professoriate.

The College of Business graduate programs adhere to the standards and criteria expounded by the PVAMU Graduate School, by the Southern Association of Colleges and Schools-Commission on Colleges (SACSCOC), and by the Association to Advance Collegiate Schools of Business (AACSB). COB criteria to qualify as a member of the graduate faculty—and hence to teach graduate courses and supervise graduate students’ research and other activities—generally exceed the criteria required to teach undergraduate courses.

A COB faculty member may apply to join the graduate faculty by completing a form promulgated by the PVAMU Graduate School and submitting the appropriate supporting documentation. In addition, the Dean may nominate a person to serve on the graduate faculty. Applications are evaluated by the COB Graduate Committee and approved forms are routed to the University Graduate Council for final approval.

Consistent with the designations promulgated by the PVAMU Graduate School, there are four categories of graduate faculty in the College of Business: Full, Associate, Adjunct, and Special.

Full Graduate Faculty Membership

Full Members are tenured and tenure-track faculty members holding full-time professorial appointments at the rank of Professor, Associate Professor or Assistant Professor. A full member has an established record of scholarship in his/her field and has five or more years of successful teaching experience, preferably at the graduate level. Term: three to five years.

Associate Graduate Faculty Membership

Associate Members are faculty holding tenured, tenure-track or non-tenured temporary or part-time faculty appointments as Professor, Associate Professor or Assistant Professor. An associate member has less than five years of higher education teaching experience, especially at the graduate level, less than five years of service on graduate committees, and has minimal scholarly work as primary author. Term: one to three years.

(continued on the next page)

Continued from the prior page: Graduate Faculty Designation

Adjunct Graduate Faculty Membership

Adjunct Members are faculty and/or recognized scholars who do not hold a permanent appointment to the faculty, including visiting and adjunct academic appointments at the University, but have established records of scholarship and leadership in their field and five or more years of successful teaching, preferably at the graduate level. There must be a justifiable and apparent need for the expertise of the individual. Term: one to three years.

Special Graduate Faculty Membership

Special Members are persons from non-academic programs, other universities, government, and/or industry. A special appointment is temporary and the nomination request must be accompanied by the limitations of the appointment (i.e. one specified committee, one specified teaching/course assignment, or to a fixed length of time, e.g. one year). Applications for special membership to serve on a student thesis, dissertation, or doctoral project committee must also be accompanied by a brief statement regarding the applicant/nominee's expertise as it relates to a specific student's research topic. Term: specified time period not to exceed one year.

Faculty Academic/Professional Qualifications Criteria

Approved September 2020/Faculty

The College of Business (COB) has established its policy to ensure that participating and supporting faculty members are hired, maintained, and deployed as prescribed in the 2013 Standards for Business Accreditation of the Association to Advance Collegiate Schools of Business (AACSB) (entitled “Eligibility Procedures and Accreditation Standards for Business Accreditation”).

This section displays the COB policy to implement the AACSB Standard 15 in alignment with its mission and strategies. The COB faculty members are classified into four categories based on their initial academic preparation and professional experience and subsequently their academic and professional engagement activities to sustain currency below (adapted from the 2013 Standards, p. 39).

(continued on the next page)

Table: Four Quadrants of Faculty Qualifications and Engagement

	Scholarly Academics (SA)	Practice Academics (PA)
Normally Terminal Degree	<p>COB Standards:</p> <ul style="list-style-type: none"> • Doctoral degree earned in the 5-year evaluation period, or • Doctoral degree and at least 225 points of ICs (Levels A and B combined), including a minimum of 100 points from Level A (PRJs only), during the 5-year evaluation period. 	<p>COB Standards:</p> <ul style="list-style-type: none"> • Doctoral degree and tenure, and • At least 225 points of ICs and PCs combined, including a minimum of 125 points from PCs (engagement with business) during the 5-year evaluation period.
	<p>AACSB Definition: “sustain currency and relevance through scholarship and related activities. Normally, SA status is granted to newly hired faculty members who earned their research doctorates within the last five years prior to the review dates.”</p>	<p>AACSB Definition: “sustain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty members’ earlier work as an SA faculty member.”</p>
Normally Master’s Degree	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
	<p>COB Standards:</p> <ul style="list-style-type: none"> • At least 150 points of ICs and PCs combined, including a minimum of 75 points from ICs in the 5-year evaluation period. 	<p>COB Standards:</p> <ul style="list-style-type: none"> • At least 100 points of ICs and PCs combined in the 5-year evaluation period.
	<p>AACSB Definition: “sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching.”</p>	<p>AACSB Definition: “sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. Normally, IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience”.</p>

COB Guidelines on Scholarly Academics and Practice Academics

Academic qualification of SA and PA faculty is assessed based on their initial academic preparation and professional experience at the time of hiring as well as the extent of their academic and professional activities to sustain their qualification status. Both SA and PA are expected to fulfill the same criteria of initial academic preparation, but distinctively characterized based on the track of sustained engagement activities they have pursued afterwards. Typical examples of SA and PA faculty as follows:

- Individuals with an ABD status in a business or related field earned within the last two years or a doctorate in a business or related field earned within the last five years meet the requirements for SA status.
- Individuals with a Juris Doctorate who teach business law meet the initial academic preparation criteria for SA status.
- Individuals with a doctorate in a business or related field who have engaged in substantial academic and professional activities sustain their qualification as either SA or PA status.
- Individuals with a doctoral degree in a non-business field meet the initial academic preparation criteria provided they display evidence of substantial academic and professional engagements, such as publication of scholarly articles within the field of teaching, in addition to professional development in the teaching area.

1.A. Scholarly Academics: For SA status, faculty members must satisfy the relevant initial academic preparation criteria listed and the sustained engagement criteria by earning the designated points.

Initial Academic Preparation

- An ABD status in a business or related field earned within the last two years,
- An earned doctorate/terminal degree in a business or related field, or
- An earned doctorate/terminal degree in a non-business field that is augmented by substantial academic and professional engagements within the field of teaching.

Sustained Engagement Activities

- An ABD status in a business or related field earned within the last two years (225 points),
- A doctorate in a business or related field within the last five years (225 points), or
- 225 points of intellectual contributions (ICs), Levels A and B combined, including a minimum of 100 points from Level A (PRJs only), during the last five year evaluation period

1.B. Practice Academics: For PA status, faculty members must satisfy the relevant initial academic preparation criteria listed and the sustained engagement criteria by earning the designated points.

Initial Academic Preparation

- An earned doctorate/terminal degree in a business or related field, or
- An earned doctorate/terminal degree in a non-business field that is augmented by academic and professional engagements within the field of teaching.

Sustained Engagement Activities

- 225 points of ICs and professional contributions (PCs) combined, including a minimum of 125 points from PCs (engagement with business) during the last five year evaluation period.

COB Guidelines on Instructional Practitioners and Scholarly Practitioners

Qualification of IP and SP faculty is assessed based on their initial academic preparation and professional experience at the time of hiring as well as the extent of their academic and professional activities to sustain their qualification status. Both IP and SP must have at least a master's degree in a field or discipline related to the teaching area and significant professional/managerial experience at the time of hire; they are classified into either IP or SP based on the track of sustained engagement activities they have pursued afterwards.

2.A. Instructional Practitioners: For IP status, faculty members must satisfy the related initial academic preparation and professional experience criteria and the sustained engagement criteria by earning the designated points.

Initial Academic Preparation and Professional Experience

- At least a master's degree in a field or discipline related to teaching responsibilities and
- Significant professional/managerial experience at the time of hiring.

Sustained Engagement Activities

- 100 points of ICs and PCs combined in the last five year evaluation period.

2.B. Scholarly Practitioners: For SP status, faculty members must satisfy the relevant initial academic preparation and professional experience criteria and the sustained engagement criteria by earning the designated points.

Initial Academic Preparation and Professional Experience

- At least a master's degree in a field or discipline related to teaching responsibilities and
- Significant professional/managerial experience at the time of hiring.

Sustained Engagement Activities

- 150 points of ICs and PCs combined, including a minimum of 75 points from ICs (Levels A and B combined) in the five year evaluation period.

Notes:

Faculty teaching graduate courses (Graduate Faculty) are expected to have a higher level of intellectual contributions and a more active research agenda compared to faculty teaching only undergraduate courses. Full-time administrators have a lower threshold of intellectual contributions.

Point Matrix of Intellectual Contributions and Professional Contributions

The point matrix is organized in three levels: intellectual contribution activities under Levels A and B while professional contribution activities under Level C.

Point Matrix: Intellectual Contributions (ICs)

Level	No	Intellectual Contribution Activity	Points
A	1	High quality peer-reviewed journal (PRJ) article	200
	2	PRJ article	100
B	1	Scholarly book including a new textbook	200
	2	Research grant funded by an external organization [NSF, DOD, Homeland Security, other]	100
	3	Textbook (revised edition)	50
	4	Chapter/article in a research/scholarly book	50
	5	Complete manuscript in conference proceedings	50
	6	Chapter in a case/reading book	35
	7	Study guides, instructor's manual, or other supplementary material in teaching	35
	8	Editor reviewed article/case [not blind reviewed]	35
	9	Monograph sponsored by a reputable organization	35
	10	Abstract only in conference proceedings	25
	11	External grant proposal including a successful internal seed grant	25
	12	Consulting report	25
	13	Online working paper	25
	14	Conference presentation	15
	15	Reviewer report of an article submitted for publication in a PRJ	15
	16	COB research symposium presentation	15
	17	Other written intellectual contribution	15
18	COB mini-grant or a campus grant for a research project	15	
19	Other research activities: For example, research awards and recognitions such as the best paper award, COB Dean's Excellence in Research award, competitive summer mini-grants, appointment as a faculty fellow, or appointment as a member or external in a doctoral dissertation team	15-50	

(continued on the next page)

Continued from the prior page: Point Matrix of Intellectual and Professional Contributions

Point Matrix: Professional Contributions (PCs)

Level	No	Professional Contribution Activity	Points
C	1	Serving on a corporate board	100
	2	Entrepreneur, business owner, active role in a business enterprise	100
	3	Creating and/or delivering successful executive education programs	50
	4	Serving on the board of a non-profit organization	50
	5	Outreach activity in direct contact with business and other organization leaders	50
	6	Acquiring/maintaining a professional license, such as CPA, CMA, CFE, or substantial engagement with professional bodies	50
	7	Other impactful activities to strengthen academic-business relations, and engagement with the business world	50
	8	Consulting with businesses as for-profit or non-profit	50
	9	Serving as an officer in a scholarly or professional organization, or serving in a leadership position for a research conference	50
	10	Editorial work of significance, such as an editor or associate editor of a peer-reviewed journal	50
	11	Other professional activities, for example, serving as an expert witness, writing op-ed articles on current business issues, working with economic development agencies, helping low-income households through the IRS VITA program, or supporting Small Business Development (SBDC) work.	50-100

Notes:

1. The COB Intellectual and Professional Contributions Committee (IPCC) evaluates the PC portfolio of a COB faculty member during the evaluation period for the assignment of appropriate points to each category of PC. The faculty is expected to classify activities in the PC portfolio into one or more of the categories in the Professional Contributions table and establish the substantive nature of their PC activity; this could be done in terms of hours spent annually or the outcome of that activity.
2. This list is comprehensive, but not exhaustive as many forms of ICs or PCs take place in a business college. Thus, individual faculty members are invited to make the case for their IC or PC activities to be added to the list, or for the weights to be more reflective of their efforts. For example, a “high quality” chapter in a scholarly book (edited) could receive as many as 100 points if the IPCC is convinced of its quality and impact.

Definitions of Participating and Supporting Faculty

Approved: September 2020/COB Faculty

The College of Business (COB) defines participating and supporting faculty as prescribed in Standard 5 of the 2013 Standards for Business Accreditation of AACSB (entitled “Eligibility Procedures and Accreditation Standards for Business Accreditation”). The COB faculty includes individuals who are appointed to an academic rank and tasked to participate in activities, such as teaching, research, and/or service in the College, and are categorized either as “participating (P)” or “supporting (S)” faculty.

Participating Faculty:

The COB defines a participating (P) faculty member as faculty who are meaningfully engaged in the life of the College beyond their assigned teaching. Faculty members are categorized as participating (P) if they earn "at least 10" points annually in the following activities:

Activity	Points
1 Chair a COB or campus-wide committee – a leadership role	4
2 Produce a high-quality intellectual output (B or higher in the ABDC journal list)	4
3 Serve as a member of the search committee for a faculty or staff	3
4 Serve on the Faculty Senate	3
5 Serve on a campus-wide committee	3
6 Serve as an academic adviser	3
7 Serve as the “Primary” faculty advisor to a COB student organization	3
8 Serve on a Department or College or University committee/task force	3
9 Attend regular faculty meetings (Retreat, Department, COB Faculty, and University faculty conferences)	3
10 Engage with the professional/business/local community to enhance the brand of the COB	3
11 Serve as a Coordinator (special administrative assignment) appointed by the Dean	2
12 Be involved with the COB student recruitment, retention, professional development, and placement activities	2
13 Serve as the “Secondary” faculty advisor to a COB student organization	1
14 Produce PRJ and other intellectual outputs (not included in item 2)	1-3
15 Serve as a faculty mentor by undertaking and/or publishing scholarly research projects with COB colleagues	1-3
16 Participate in other activities that contribute to achieving the COB’s overall mission	1-3

Supporting Faculty:

The COB defines a supporting (S) faculty member as faculty who are engaged in teaching for the College, but are not expected to be substantively engaged with the life of the College beyond their course delivery.

Part III: Teaching

Ethical and Professional Principles in Instruction

Approved: January 2005/Faculty

Revised: June 2010/ Business Council

(Sources: Adapted from 'Ethical Principles in University,' Society for Teaching and Learning in Higher Education, 1996; 07.01 Ethics Policy, TAMUS Employees – Revised June 2010; PVAMU College of Business Faculty Members)

1. Content Competence

A university professor maintains a high level of subject matter knowledge and ensures that course content is current, relevant, accurate, representative and appropriate to the position of the course within the student's program of studies.

2. Pedagogical Competence

A pedagogically competent professor communicates the objectives of the course to students and selects methods of instruction that, according to research evidence (including personal or self-reflective research), are effective in helping students achieve the course objectives.

3. Confidentiality

In accordance with FERPA, confidentiality will be maintained with regard to students, academic peers and administrative staff. Relevant information may be released only with consent, for legitimate academic or administrative purposes; or, as required by law.

4. Dealing with Sensitive Topics

Topics that students are likely to find sensitive or discomfiting are dealt with in an honest, sensitive, and positive manner.

5. Professionalism

The instructor will take adequate steps to ensure that his/ her professional judgment and decisions are not biased due to external relationships with their students.

6. Assessment of Students

Instructors are responsible for taking adequate steps to ensure that assessment of students is accurate, fair and congruent with course objectives.

7. Student Development

The overriding responsibility of the instructor is to contribute to the intellectual development of the student, especially in the teacher's own area of expertise. An instructor maintains respect for students, treats all students with fairness and equity; and avoids exploitation and discrimination. Mentoring is highly encouraged.

8. Respect for Colleagues

A university instructor respects the dignity of her/his colleagues and works cooperatively with them.

(continued on the next page)

Continued from the prior page: Ethical and Professional Principles in Instruction

9. Respect for the Learners and the Institution

A university instructor is aware of and respects the mission, core values, educational goals, policies and standards of the College and the University.

10. Grading

The instructor ensures fair and transparent grading according to the course syllabus. The grades in detail are available to students through eCourses; at the end of the semester all grades (spreadsheets) are turned over to the department head, in case there is a grade appeal. The instructor responds promptly to students who seek clarification regarding their course grade, and responds promptly to any formal grade appeals.

Minimal Instructional Responsibilities

Based on a 2001 University Document

This list spans 2 pages of this handbook

The following list of responsibilities does not define good teaching; it defines only a minimal set of conditions and practices that faculty members are expected to observe in performing their teaching functions.

1. Responsibilities of the Teacher-Scholar

- 1a Instructors are expected to keep abreast of the latest teaching and learning theories and tools within the teaching field.
- 1b Instructors should regularly update courses to reflect changes in the field of study.
- 1c Instructors should maintain a current teaching portfolio, appropriate to the teaching field.

2. Classroom and Conference Responsibilities

- 2a Instructors must meet their classes regularly and promptly, at times and places scheduled.
- 2b Classes should be canceled only for the most serious reasons and students should be given advance notice, if at all possible, of instructors' absences.
- 2c Instructors must schedule and maintain regular office hours to meet their students' needs.
- 2d Office hours should be announced in class and posted outside instructors' office and available in the Offices of the Dean and the Department Head.
- 2e Instructors should be available by appointments for students who are unable to meet with them during regularly scheduled office hours.

3 Course Definition and Requirements

- 3a Instructors must adhere to the course descriptions in the Undergraduate Catalog.
- 3b Prerequisites that have not been approved by the Academic Council may not be imposed.
- 3c Instructors are required to prepare comprehensive syllabi for all courses taught and submit copies to the Office of the Dean. Students must be given copies of each syllabus by the second meeting of classes. Items to be covered on the syllabus include:

- course name, number, and section;
- instructor's name, campus address, telephone number, e-mail address, and office hours;
- course description, including prerequisites;
- goals of the course;
- schedule of topics covered;
- schedule of examinations and assignments;
- grading policy;
- required textbooks;
- student academic appeals process;
- ADA statement;
- definition of cheating and plagiarism; and
- class attendance policy.

- 3d Regular readings must be assigned from the required textbooks.
- 3e Instructors must conduct any teaching and course evaluation survey that has been approved by the Office of Academic Affairs. The results of class evaluations should be used in periodic reviews and revision, when appropriate, of the course.

4 Assessment of Student Performance

- 4a Instructors are expected to design assignments and examinations at a level of difficulty appropriate to the level of the course.
- 4b Instructors should schedule frequent assessments to ensure that the final course grade is an accurate indicator of each student's knowledge and performance in the course subject area.
- 4c Homework assignments, examinations, and term papers should be evaluated and returned promptly (as identified by the individual instructor). Written comments, explaining the instructor's criteria for evaluation and giving suggestions for improvement, should be provided.
- 4d Examinations and term papers submitted at the end of the term should be graded and either returned to students or retained for two semesters.
- 4e Instructors must observe the Final Examination Schedule that appears in each semester's Class Schedule booklet. Instructors may only give a unit exam in class during the last week of instruction if a final examination is also given during the Final Examination Period.

5 Professional Conduct and Interaction with Students

- 5a Instructors must report all suspected occurrences of academic dishonesty to the Office of Academic Affairs through the Department Head and the Dean.
- 5b Instructors should always be aware that in teaching and advising they represent the University. They are bound by the University's sexual harassment policies. Instructors are also bound by University policies that prohibit any consensual relationships with students that might compromise the objectivity and integrity of the teacher-student relationship. Examples include romantic, sexual, or financial relationships.
- 5c Instructors should strive to maintain the privacy and confidentiality of students' examinations, homework, and final grades.
- 5d In dealing with students, instructors should be polite, helpful, and fair. They should take into account the wide range of cultural factors and physical challenges that can affect learning, and should attempt to help students overcome.

Faculty Office Hour Requirements

Office of Academic Affairs, 10/17/2017

A faculty member is expected to be available to students outside of class for consultations on coursework, the student's progress in the course and to answer questions. Particularly during office hours, an open door policy is required to encourage and support greater student engagement and success.

Each faculty member should be available at a central location on campus (such as department office or the library) during those posted times. Office hours occur during the University's normal business hours of 8 a.m. to 5 p.m., Monday - Friday but can be extended to nights and weekends with department head approval.

This policy outlines the minimum/maximum number of office hours required to support direct instruction and guidelines that are required of all faculty members (full-time, part-time, and adjunct) by the University.

University Office Hour Requirements:

All full-time faculty members are expected to maintain nine (9) office hours per week; for faculty who are assigned less than a full-time load, the office hour requirements should be proportionally adjusted;

All adjunct faculty members, teaching at least one class, are expected to maintain an absolute minimum of three (3) office hours per week; for adjunct faculty who are assigned more than one class, the office hour requirements should be proportionally adjusted;

Hours listed as “By Appointment Only” are to be considered in addition to the office hour requirement.

Office hours must be listed in the syllabus, posted outside the faculty member's office and online, and recorded with the department head at least one week prior to the start of the semester.

Teaching schedules should be posted on the faculty member's door and online;

Office hours will be scheduled for the convenience of the student.

Online Only Adjunct Faculty: A faculty member who teaches all courses online can meet the minimum office hour requirement utilizing 100% Virtual Office Hours, managed through eCourses. Face-to-Face office hours are encouraged but are optional.

Faculty Teaching Assignments and Teaching Load

Edited October 2020: Handbook editor

Faculty deployment is the responsibility of the Department Head. Depending upon the courses offered in the semester, the Department Head assigns the teaching responsibility for each course to appropriate faculty depending upon the faculty members' area of expertise.

Normally a tenured, tenure-track faculty is assigned a teaching load of three courses/sections (9 semester credit hours equivalent) per semester. This load may comprise three undergraduate courses or a combination of one or two undergraduate or graduate courses. All attempts are made by the Department Head to deploy faculty such that each faculty has no more than two course preparations during the semester, however, given the size of the faculty, this may not be always achievable.

A non-tenure track faculty is assigned a teaching load of 4 to 5 sections (12-15 semester credit hours equivalent). At the College of Business, all faculties, irrespective of their tenure status, are expected to engage in and make intellectual contributions; therefore, non-tenure-track faculty are also assigned a reduced teaching load of 4 courses/sections.

Generally, undergraduate courses are offered during the day time (8:00 AM till 5:00 PM), Monday through Friday. During the week, courses may be offered on a three day schedule (Monday-Wednesday- Friday) for a duration of 50 minutes per day, or a two day schedule (Tuesday-Thursday) for a duration of 80 minutes per day. Faculty may be deployed in any one of the two schedules during a given semester. The Department Head attempts to rotate each faculty across these two schedules in alternate semesters.

Graduate courses are generally offered in the evenings (6:00-8:50 PM) during the week or on Saturday mornings for the weekend graduate programs. Faculty who hold the status of "Graduate Faculty" are assigned to teach graduate courses.

Program Learning Goals and Objectives: BBA, MBA, MSA, EMBA

Approved: Spring 2005/Faculty
Revised: Spring 2011/Assessment Committee

Revised: Spring 2008/Faculty
Revised: Fall 2012/Assessment Committee

BBA Program Goal 1: Mastery of Content

Graduates will demonstrate an ability to integrate and use knowledge from multiple business disciplines, and will demonstrate proficiency in their major area business discipline.

Program Learning Objectives Underlying BBA Program Goal 1

- 1a. Students will be able to integrate knowledge across business disciplines.
- 1b. Students will demonstrate competency in the various disciplines in business and proficiency in their major area business discipline.

BBA Program Goal 2: Ethics

Graduates will have an ethical perspective.

Program Learning Objectives Underlying BBA Program Goal 2

- 2a. Students will recognize and analyze an ethical problem and be able to choose and defend a solution to an ethical problem.
- 2b. Students will demonstrate awareness of a professional code of conduct.

BBA Program Goal 3: Global Perspective

Graduates will have a global perspective.

Program Learning Objectives Underlying BBA Program Goal 3

- 3a. Students will understand international comparative advantage and associated gains from international trade
- 3b. Students will demonstrate an understanding of the critical role of operations in the global business environment.

BBA Program Goal 4: Communications

Graduates will demonstrate an ability to be effective communicators.

Program Learning Objectives Underlying BBA Program Goal 4

- 4a. Students will demonstrate writing skills appropriate for producing a quality business document.
- 4b. Students will demonstrate an ability to deliver a professional quality presentation accompanied by appropriate technology.

MBA Program Goal 1: Mastery of Content

Graduates will demonstrate an ability to think critically and to solve business problems.

Program Learning Objectives Underlying MBA Program Goal 1

- 1a. Students will demonstrate proficiency in critical thinking.
- 1b. Students will demonstrate proficiency solving business problems.

MBA Program Goal 2: Ethics

Graduates will effectively evaluate business ethical situations, incorporating the laws relating to ethical corporate governance and the importance of personal integrity.

Program Learning Objectives Underlying MBA Program Goal 2

- 2a. Students will proficiently recognize and analyze an ethical problem that could be faced by a high-level manager.
- 2b. Students will demonstrate skill selecting and defending a solution to an ethical problem that could be faced by a high-level manager.

MBA Program Goal 3: Global Perspective

Graduates will be proficient handling global business issues, including the ability to tailor business practices to a global economy.

Program Learning Objectives Underlying MBA Program Goal 3

- 3a. Students will understand pricing strategy for firms with multinational sales.
- 3b. Students will demonstrate proficiency analyzing the management of business operations in the global environment.

MBA Program Goal 4: Communications

Graduates will demonstrate communication skills appropriate for high-level managers.

Program Learning Objectives Underlying MBA Program Goal 4

- 4a. Students will demonstrate writing skills appropriate for producing a quality business document for a high-level manager.
- 4b. Students will demonstrate an ability to deliver a professional quality presentation, appropriate for a high-level meeting, accompanied by appropriate technology.

MSA Program Goal 1: Mastery of Content

Graduates will demonstrate an ability to think critically and to solve accounting problems.

Program Learning Objectives Underlying MSA Program Goal 1

- 1a. Students will demonstrate proficiency solving problems in taxation.
- 1b. Students will demonstrate proficiency solving problems in auditing.
- 1c. Students will demonstrate proficiency solving problems in accounting information systems.
- 1d. Students will demonstrate proficiency solving problems in general accounting.

MSA Program Goal 2: Ethics

Graduates will effectively evaluate ethical situations that might face a CPA in a business setting, incorporating the laws & standards relating to financial reporting and the importance of personal integrity.

Program Learning Objectives Underlying MSA Program Goal 2

- 2a. Students will proficiently recognize and analyze an ethical problem that could be faced by a CPA in a business setting.
- 2b. Students will demonstrate skill selecting and defending a solution to an ethical problem that could be faced by a CPA in a business setting.

MSA Program Goal 3: Global Perspective

Graduates will be proficient in *understanding* global accounting models.

Program Learning Objectives Underlying MSA Program Goal 3

- 3a. Students will demonstrate proficiency in understanding distinctive social, legal and cultural attributes of the Anglo-Saxon and Continental accounting models.
- 3b. Students will demonstrate proficiency in understanding international harmonization and convergence of accounting standards in the world.

MSA Program Goal 4: Communications

Graduates will demonstrate communication skills appropriate for high-level managers.

Program Learning Objectives Underlying MSA Program Goal 4

- 4a. Students will demonstrate writing skills appropriate for producing a quality business document for a high-level manager.
- 4b. Students will demonstrate an ability to deliver a professional quality presentation, appropriate for a high-level meeting, accompanied by appropriate technology.

EMBA Program Goal 1: Mastery of Content

Graduates will demonstrate knowledge, cognizance, analysis, and solution of managing diverse organizational challenges.

Program Learning Objectives Underlying EMBA Program Goal 1

1a. Students will demonstrate proficiency in analyzing an organizational situation including challenges.

1b. Students will apply or utilize the information to address important issues facing the organization.

EMBA Program Goal 2: Ethical Leadership

Graduates will be cognizant of ethical challenges and leadership issues pertaining to a business environment.

Program Learning Objectives Underlying EMBA Program Goal 2

2a. Students should understand the standard ethical decision-making framework and how it influences the ethical decision-making process.

2b. Students should develop a unique model of the ethical decision-making process based on their own decision-making experiences and the material acquired in previous chapters of the class textbook.

EMBA Program Goal 3: Global Perspective

Graduates will develop knowledge regarding the global issues, practices, and challenges so as to be a successful leader in a global economy.

Program Learning Objectives Underlying EMBA Program Goal 3

3a. Students will know and apply how fluctuations in foreign exchange rates affect the competitive position of a multinational firm.

3b. Students will know and apply sections of U.S. international trade law relevant to a U.S. producer seeking protection from import competition.

EMBA Program Goal 4: Communication

Graduates will be rhetorical savvy so as to be compelling, persuasive, and influential in the management of the modern corporations.

Program Learning Objectives Underlying EMBA Program Goal 4

4a. Students will demonstrate writing skills appropriate for producing a quality report from research related to high-level executive decision making.

4b. Students will demonstrate oral presentation skills suitable for various high-level meetings, accompanied by appropriate communication technology suited to differing audiences.

Guidelines for Assessment of Student Learning Outcomes

October 2020: Faculty Handbook Editor

1. Faculty are required to participate in the College of Business Assurance of Learning Plan. This participation may take a number of forms, including:

- Assignment and collection of student artifacts (student coursework) to support the assessment of student learning related to program learning objectives.
- Participation on committees responsible for evaluating student artifacts (excellent, acceptable, or unacceptable student performance).
- For instructors of MGMT 4303 and MGMT 5323: Working with the Assessment Coordinator to ensure that all MGMT 4303 and MGMT 5323 students take the Major Field Tests. Include student performance on the Major Field Tests as a percentage of the student's semester grade (15% in MGMT 4303 and 10% in MGMT 5323).
- For instructors of MGMT 4303 and MGMT 5323: Working with the Assessment Coordinator to ensure that all MGMT 4303 and MGMT 5323 students complete the appropriate EBI Exit Assessment surveys.

2. Faculty teaching courses in the PVAMU Undergraduate Core are required to assign coursework assessing some of the PVAMU undergraduate core objectives (see <https://catalog.pvamu.edu/universitycorecurriculum/>). Students upload this coursework to the online Taskstream software. The COB Assessment Committee Chair will contact the relevant faculty members at the beginning of each semester with details. COB courses in the PVAMU undergraduate core include: ECON 2003, ECON 2113, ECON 2123, FINA 2133, MISY 1013, and MGMT 2263.

Student Classroom Behavior Expectations

Approved: August 2004/Faculty

Revised: June 2010/Business Council

December 2020: Handbook editor edited the location of the student lounge

College of Business Prairie View A&M University Guidelines and Expectations for Classroom Behavior

The College of Business is committed to ensuring an optimal learning environment in each classroom. As a student in a College of Business class, your professors expect that you will adhere to the following guidelines for classroom etiquette:

1. Be punctual. Arrive before your class begins - do not be tardy!
2. Stay for the duration of the class - do not leave the class unless prior permission has been granted. Take care of visiting the rest room before classes begin.
3. Turn off your mobile phone, personal data assistant, and other electronic devices that may be distractions to others – no phone calls or text messaging are allowed while the class is in session. Many professors consider this a disruption.
4. Do not disturb or distract the class - avoid distracting discussions unless permitted by the professor.
5. Come to class with a positive attitude for learning – be prepared for the class and stay focused on the class lecture. This is the best strategy for success.
6. Do not engage in inappropriate physical gestures or body language; do not use expletives or profanity in the classroom or the hallways. Be respectful to the learning environment.
7. Do not bring in food and/or eat or drink in the classrooms or computer labs. The student lounge is located on the 2nd floor. Food and beverages are allowed in this room.
8. Always be ethical in your conduct – do not misrepresent facts, or cheat or help others in cheating during exams, quizzes or homework. Academic misconduct can result in expulsion from the college or university.
9. Be respectful of the professor and fellow students.
10. Try your best not to miss any class; notify the professor in advance if you must miss a class due to illness, travel, or other unavoidable circumstances; the University catalog requires professor to monitor attendance and penalize poor attendance.
11. Always be civil in your behavior - if there is a difference of opinion with the professor or another student, be polite during the exchange.
12. Always dress in appropriate attire; dress in business attire when making presentations in class, attending a COB program with outside guests, or as required by the faculty.
13. Exhibit good manners – if your behavior is perceived as rude, disrespectful or disruptive, please apologize.
14. Understand that violations of the above may result in a reduced grade (including F) or expulsion from the class or the program.

I pledge to abide by these guidelines for classroom behavior.

_____ (Student Name)

Student Academic Integrity

College of Business Faculty Statement on Student Academic Integrity

Approved December 2020/COB Faculty

Student academic dishonesty impedes the College of Business mission to "(transform) students...into ethical business professionals...prepared to succeed in the global economy."

Students who cheat on coursework do not learn course content and will be unprepared to succeed in the global economy.

Student cheating that goes unpunished sends the improper message to students that unethical behavior is an effective technique for professional success.

Widespread academic misconduct without efforts to deter it may become a compliance issue with AACSB International and SACSCOC.

As faculty we are committed to be fair in our grades. This means that we must try our best to reduce academic misconduct, so the honest student is not harmed, and each student receives the grade reflective of the student's learning in the course.

Therefore, the College of Business faculty resolve to:

1. Educate students of the perils of academic dishonesty and the merits of success achieved through honest efforts.
2. Understand the evolving and widely-varying techniques used by students to engage in academic dishonesty, both inside and outside the classroom.
3. Understand the strategies available to faculty to deter academic dishonesty, and to deploy these strategies in our courses when appropriate.
4. Report every incident of academic dishonesty according to the procedures stipulated by the College and the University.
5. Share information and strategies with colleagues to contribute to building an overall culture of integrity and honesty.

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Continued from prior page: Student Academic Integrity

Introduction

Academic dishonesty among college students is a widespread problem faced by every college and university. There is no reason to suspect that academic dishonesty is currently any better or worse at PVAMU than at other universities, but the COB faculty are committed to deterring it in COB courses.

The COB faculty also applaud the hard work and dedication of the many honest PVAMU students. Indeed, protecting the value of these students' achievements is a major reason why it is important to deter academic dishonesty—because cheating reduces the value of the hard work and achievements of honest students and diminishes the value of a PVAMU degree.

Reporting Academic Dishonesty

Before penalizing a student for academic dishonesty, the professor should be reasonably convinced that academic dishonesty occurred, and the professor should gather and maintain documentary evidence for the official reporting procedure.

COB faculty should follow university procedure when reporting cases of academic dishonesty. The university procedure can be found here: <http://sacs.pvamu.edu/assets/library/AcadDis.pdf>

Academic dishonesty is a violation of the PVAMU Student Code of Conduct. Student conduct violations can be reported to the PVAMU Office for Student Conduct here: <https://cm.maxient.com/reportingform.php?PrairieViewAMUniv>

Penalties for Academic Dishonesty

PVAMU faculty have some discretion when administering specific penalties for specific cases of academic dishonesty. These penalties should be stipulated in the course syllabus and administered objectively and in proportion to the extent of the transgression. The type of penalty can be wide-ranging—from assigning a grade of 0 on a piece of coursework, to an F grade for the course. (Any penalty beyond an F grade for the course is beyond the purview of the course professor.) For any specific case, faculty should adhere to the policy in the course syllabus, and if desired, consult with the department head. The *PVAMU Student Handbook* describes student rights, when a student has been called out by the professor for academic misconduct.

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Continued from prior page: Student Academic Integrity

Student Academic Dishonesty – Lessons from the COB Faculty

In order to deter student academic dishonesty, it is useful to understand the techniques that students use when cheating, and it is also useful to know techniques that faculty have used to deter this cheating. To that end, a survey of COB faculty was conducted in Fall 2020. Material from the survey is contained in the following pages. Additional material was developed by the COB Academic Integrity Faculty Taskforce.

Websites and apps that facilitate cheating

If a professor has taught a course in a prior semester, then it is highly likely that the professor's course material, including assignments and exams, has been uploaded by students to one of many websites that allow this. Among the most popular of the websites are:

<https://www.coursehero.com/>

<https://www.chegg.com/>

<https://quizlet.com/>

Textbook answers on the Internet and the perils of using publisher-provided content

The aforementioned websites also contain the answers to the problems contained in most textbooks. In addition, they contain the instructor's resource manuals for most textbooks, and the test banks for most textbooks. If a professor uses questions from a publisher's test bank then there is a very high probability that the answers to those questions are on the Internet.

Students paying others to do their coursework and take online exams

During the fall 2019 PVAMU Faculty and Staff conference, there was a session during which students described issues related to academic dishonesty. Included in the discussion was the practice of some students to pay others to do their coursework--including homework, term papers, and online exams. (These "others" include fellow PV students; so-called online 'tutors,' and people found on Reddit, on Discord servers, and on other Internet sites.)

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Continued from prior page: Student Academic Integrity

Techniques use by students to cheat on classroom exams:

- Looking at other students' exams
- Wearing brimmed caps or sunglasses to hide their eyes from the professor
- Positioning themselves behind another student to shield them from the professor's view
- Whispering answers to each other
- Writing class information: on their bodies, on scratch paper, on desks, on calculator covers, on cap brims, etc.
- Requesting a bathroom break, during which class material is accessed
- Surreptitiously looking at their phones in their laps
- Storing class information in programmable calculators
- Sharing a calculator with another student with the answer displayed
- Using advanced calculators to connect to the Internet to access class information
- Wearing earbuds and listening to recorded class information
- Storing class information on smartwatches
- At the end of the exam period, when there might be a lot of students turning in exams, which may distract the professor—sharing exam answers with other students.
- In a course with multiple sections using the same exam—discussing exam questions with students in a section who will take the exam later.

Techniques used by faculty to deter academic dishonesty on classroom exams

- Creating multiple versions of the exam
- Requiring students to clear desks of all material
- Warning students at the beginning of the exam period of the penalty related to academic dishonesty and reminding them that the professor enforces the penalty
- Zero tolerance policy: telling students that there will be no warning to a student who is cheating—the penalty will be imposed on the first instance of cheating
- Telling students that they will learn of the penalty for cheating when the exam is returned—that the professor will not disrupt the exam period to tell the student immediately that they are being penalized.
- Banning students from using their own calculators, and providing them with basic calculators from the professor
- Banning the wearing of brimmed caps, sunglasses and smartwatches
- Not allowing students to leave during the exam period for bathroom breaks
- Being attentive during the exam, actively watching students, walking around the room, especially to the back of the room

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Continued from prior page: Student Academic Integrity

Techniques use by students to cheat on online exams:

- Accessing class material during a closed-notes, closed book exam
- Taking the exam with other students physically present and cooperating using various methods such as hand signals, coughing, exchanging notes, and using multiple computer monitors.
- Taking the exam while communicating with other students via phone and social media apps such as GroupMe.
- Taking photos of the test questions and sharing them with other students
- Using the Internet and smartphone apps to find answers to exam questions
- Paying another person to take the exam

Techniques used by faculty to deter academic dishonesty on online exams

Large test banks and randomized questions

For each exam question, a test bank can be constructed consisting of several questions. Then for each online exam question, an individual student is served one random question from the question's test bank. In this manner, each individual student will face different exam questions, making cheating among students more difficult.

Reduce Dependence on Publisher's Test Banks

Although, there is no foolproof technique to eliminating the prospects of cheating, one of the best techniques is to give essay questions, and develop new multiple-choice questions instead of relying solely on the Test Bank. This means extra work in both devising the test/exam and in grading, but the extra time investment may be worth it.

Technology-related deterrents to academic dishonesty on online exams

There are experienced COB faculty willing to assist those unfamiliar with the techniques below; please reach out, or contact your Department Head for suggestions. For formal assistance on these services, please contact the PV Center for Instructional Innovation and Technology Services: ciits@pvamu.edu or (936) 261-3289. These techniques reduce, but do not eliminate, cheating during online exams:

- Remote Proctoring Services
PVAMU has contracts with two remote proctoring companies, Examity and Proctorio. Both use the webcam and microphone on the student's computer to monitor the student as they take the exam. Examity has human proctors available to monitor students' webcams and microphones; Proctorio uses an AI algorithm without human involvement.
- Zoom-Monitored Online Exams
Some COB faculty teaching synchronous online course have students take each exam during a Zoom session with their cameras and microphones on. This allows the professor to monitor student behavior during the exam.

- Respondus Lockdown Browser
Respondus lockdown browser makes it difficult for an online test-taker to use their computer for anything besides taking the exam. Respondus lockdown browser can also be used in conjunction with the student’s computer webcam and microphone to record the exam session.

Techniques used by faculty to deter plagiarism

Clarity on the definition of plagiarism and its associated penalty

Faculty can make clear to students the definition of plagiarism, can provide examples of plagiarism (and examples of correct citation methods, where applicable), and can make clear the penalties associated with plagiarism. A good strategy might be to take some time in the first class and encourage a discussion on the issue, point out how it negatively impacts their learning and future career, and the society. Also, point out that as professor, one is committed to prevent cheating so that the grades have value and the honest student is protected.

Writing in class

In face-to-face courses, faculty can require students to write with a pen or pencil on physical paper in the classroom, without accessing a smartphone or PC.

Rough drafts

Faculty can require students turn in one or more rough drafts, each for a grade, prior to turning in the finished written coursework

Re-do

If students are allowed to re-submit written work and correct writing mistakes for an improved grade, then there will be a reduced incentive to plagiarize on their initial submissions.

Anti-plagiarism software

Turnitin anti-plagiarism software is integrated into eCourses, PVAMU’s version of the Canvas Learning Management System. (For formal assistance on this service, please contact the PV Center for Instructional Innovation and Technology Services: ciits@pvamu.edu or (936) 261-3289.) Students can be required to “run” their written work through Turnitin prior to its submission—and to submit the Turnitin report along with their coursework. Or faculty can use the software to examine written student coursework after it is submitted.

Class Cancellation/Missed Class Form

Approved: January 2003/Business Council

Revised: June 2010/Business Council

Revised: November 2015/COB Faculty

Semester _____

Class Missed _____

1. Name of faculty _____
2. Course number & title _____
3. Scheduled meeting day and time _____
4. If absence is anticipated, give date & time of class you expect to miss

5. Reason for missing a scheduled class (if traveling for professional reasons, attach conference information)

6. How would the class be conducted in your absence? If not applicable, when and how will the missed class be made up?

1. How would the students be informed, in case of class cancellation?

8. If the class was missed/cancelled due to unexpected circumstances,
Reason? _____
Was the Department Head & Secretary informed? _____
Planned make-up date and time _____

REPORT SUBMITTED ON: _____

Changes to Curriculum

Edited: October 2020, Faculty Handbook Editor

1. Changes to Undergraduate Degree Program

Requests for curricula changes can originate from individual faculty, faculty committees, or administrators. At the undergraduate level, all requests for new courses, new programs, and major or minor changes in the existing curriculum are presented to the Curriculum Committee. Once approved by the Curriculum Committee, undergraduate curriculum changes go to the full (participating) faculty for approval and recommendation to the Dean.

A faculty who has thoughts on changing the undergraduate curriculum should consult with a member of the curriculum committee and/or their department head.

The Curriculum Committee works closely with the Assessment Committee in order to ensure that “Closing the Loop” interventions result in a continuous improvement of the curriculum and pedagogy for enhanced student learning. These committees can internally generate suggested changes to curricula, if their analyses suggest a need for such changes.

2. Changes to Graduate Degree Program

Requests for curricula changes can originate from individual faculty, faculty committees, or administrators. At the graduate level, requests for new courses, programs, and curricula changes are made to the Graduate Committee. Changes in graduate curricula that have been approved by the Graduate Committee are voted on by the Graduate Faculty, and then sent to the Dean if approved.

A faculty who has thoughts on changing the undergraduate curriculum should consult with a member of the graduate committee and/or their department head.

The Graduate Committee works closely with the Assessment Committee in order to ensure that “Closing the Loop” interventions result in a continuous improvement of the curriculum and pedagogy for enhanced student learning. These committees can internally generate suggested changes to curricula, if their analyses suggest a need for such changes.

Note: Curricular changes in the Undergraduate and Graduate programs are sent for final approval to the University Academic Council (UAC) and the University Graduate Council (UGC), respectively.

Distance Education Incentive Plan

Approved: May 2004/Faculty

Modified: November 2015/Mission Committee

October 2020: Edited (truncated without altering policy) by COB member of Distance Learning Council

Motivation: To benefit the greatest number of students in fulfillment of the College's teaching mission, the College is committed to delivering many of its courses via distance, including online, hybrid, webcasting, and 2-way broadcasting.

Faculty interested in developing an online course should submit a written proposal to the department head. Based on the proposal, faculty would receive a stipend for time to develop and teach the online course. The stipend will consist of \$2,000 for developing a course and must be pre-approved. The stipend will be paid after the process is complete, and the course is approved.

- a. Produce all lecture and other materials
- b. Complete the necessary training in the eCourses online learning management system.
- c. Make the online course materials available for review to the Department, the College, and the university's Distance Learning Council and CHITS.
- d. Complete the university's application for approval of distance courses (completing all supporting requirement), and deliver the application to the Department Head.
- e. Work with the COB representative on the Distance Learning Council to get approval from the Council.

The faculty member would receive an additional stipend of \$500 for undergraduate and \$1000 for graduate courses after the course is actually taught by the faculty member. These stipends may be paid as summer grants in line with the University regulations.

If these stipends (\$2,500-\$1,000) cannot be paid due to budget constraints, the faculty will receive a one-course reduction in a regular semester. Instead of the COB, faculty may receive such stipends from the Provost's office as part of campus-wide plan.

List of COB Courses Approved for Delivery Via Distance

Current list as of 10/2/2020, according to CIITS

This list spans multiple pages of this handbook

Course	Course #	Title	Delivery	UDLC Appr
ACCT	2113	Financial Accounting	Internet	10/25/2006
ACCT	3333	Federal Income Taxation I	Internet	12/15/2015
ACCT	5003	Concepts of Accounting	Internet	12/10/2008
ACCT	5003	Concepts of Accounting	Hybrid	7/6/2015
ACCT	5103	Managerial Accounting	Internet	12/18/2009
ACCT	5103	Managerial Accounting	Hybrid	5/15/2014
ACCT	5133	Accounting for Managerial Decision Making	Internet	12/18/2009
ACCT	5143	Accounting Theory	Internet	10/27/2006
ACCT	5143	Accounting Theory	Hybrid	12/9/2014
BCOM	3303	Business Communication	Internet	4/27/2016
BCOM	5203	Managerial Communication	Internet	5/9/2011
BLAW	2203	Legal Environment of Business	Internet	12/18/2013
BLAW	5013	Legal Environment of Business	Internet	6/30/2010
EACC	5213	Accounting for Executives	Hybrid	5/2/2014
ECON	2003	Fundamentals of Economics	Internet	7/10/2014
ECON	2123	Principles of Macroeconomics	Internet	7/7/2011
ECON	5003	Concepts of Economic Analysis	Internet	8/15/2007
ECON	5003	Concepts of Economics	Hybrid	7/6/2015
ECON	5103	Managerial Economics	Hybrid	7/6/2015
ECON	5313	International Trade and Business	Internet	12/18/2009
EECO	5103	Economics in the Global Environment	Hybrid	12/9/2014
EFIN	5103	Topics in Corporate Finance	Hybrid	7/10/2014
EMCO	5203	Executive Managerial Communication	Hybrid	7/10/2014
EMGM	5103	Data Analysis for Managerial Decision Making	Hybrid	7/10/2014
EMGM	5113	Executive Leadership	Hybrid	4/28/2014
EMGM	5303	Executive Strategy	Hybrid	12/9/2014
EMGM	5403	Operations and Supply Chain Management	Hybrid	12/17/2014
EMGM	5503	Business Ethics and Law	Hybrid	7/6/2015
EMGM	5903	Capstone Project	Hybrid	4/28/2014
EMIS	5513	Information Technology and Organizational Value Creation	Hybrid	4/17/2015
EMRK	5433	Marketing in a Global Environment	Hybrid	5/2/2014

FINA	2103	Personal Financial Management and Planning	Internet	12/14/2006
FINA	3103	Principles of Finance	Internet	12/2/2009
FINA	3113	Principles of Real Estate	Internet	5/21/2013
FINA	3333	Investment Analysis	Internet	6/13/2012
FINA	3383	Financial Markets and Institutions	Internet	12/17/2014
FINA	4213	Managerial Finance	Internet	12/18/2014
FINA	4303	Money and Banking	Internet	4/17/2015
FINA	4313	Investment Management	Internet	4/27/2016
FINA	5003	Concepts of Finance	Internet	12/18/2009
FINA	5003	Concepts of Finance	Hybrid	7/6/2015
FINA	5103	Financial Management	Internet	7/10/2009
FINA	5103	Financial Management	Internet	12/18/2014
FINA	5313	Investment Analysis and Management	Internet	11/18/2010
FINA	5333	International Finance	Internet	5/21/2013
FINA	5333	International Finance	Hybrid	5/15/2014
FINA	5383	Financial Markets & Institutions	Internet	7/7/2011
FINA	5383	Financial Markets & Institutions	Hybrid	12/17/2014
MGMT	1013	Introduction to Business	Internet	8/15/2007
MGMT	2203	Leadership and Ethics in Business	Internet	1/8/2013
MGMT	3023	Quantitative Methods	Internet	7/10/2014
MGMT	3103	Principles of Management	Internet	4/15/2010
MGMT	3113	Introduction to Organizational Behavior	Internet	12/18/2013
MGMT	3333	Small Business Management	Internet	12/18/2013
MGMT	3343	Project Management	Internet	12/16/2015
MGMT	3353	Human Resource Management	Internet	1/7/2011
MGMT	4303	Strategic Management and Business Policy	Internet	12/17/2014
MGMT	5003	Concepts of Management	Internet	12/10/2008
MGMT	5103	Organizational Behavior	Internet	5/13/2009
MGMT	5113	Business Statistics	Internet	4/28/2005
MGMT	5113	Business Statistics	Hybrid	7/6/2015
MGMT	5123	Quantitative Analysis	Internet	12/18/2009
MGMT	5323	Strategy and Policy	Internet	5/12/2011
MGMT	5343	Human Resources Management	Internet	5/12/2009
MISY	1013	Intro to Computer Information Systems	Internet	4/6/2007
MISY	1013	Information Systems in a Digital Age	Hybrid	4/27/2016
MISY	2013	Fundamentals of MIS	Internet	12/1/2008
MISY	4343	Cyber-Security for Electronic Commerce	Internet	4/27/2016
MISY	4453	Information Technology Project Management	Internet	12/2/2009
MISY	4453	Special Topics	Internet	12/2/2009

MISY	4523	Strategic IT Management	Internet	6/15/2010
MISY	5103	Management Information Systems	Internet	8/23/2007
MISY	5323	Data Communications and Network	Internet	10/21/2010
MISY	5323	Data Com & Network	Hybrid	12/17/2014
MISY	5413	Applications Database Management	Hybrid	4/28/2014
MISY	5423	Information Systems Analysis and Design	Internet	5/21/2013
MISY	5513	Management Information Systems	Internet	8/15/2007
MISY	5533	Special Topics in MIS	Internet	10/21/2010
MISY	5533	Special Topics in MISY	Hybrid	7/6/2015
MRKT	3103	Principles of Marketing	Internet	12/9/2014
MRKT	4423	E-Marketing	Internet	1/8/2013
MRKT	5003	Concepts of Marketing	Internet	1/8/2013
MRKT	5003	Concepts of Marketing	Hybrid	7/6/2015
MRKT	5303	Marketing and Management	Internet	9/10/2005
MRKT	5313	International Marketing	Internet	8/15/2007

Part IV: Research

College of Business Policy Statement on Editor-Reviewed Articles:

Approved December 2020/COB Faculty

If it is a standard practice or norm of a particular discipline or profession to publish intellectual work where the publication decision is made solely by an editor or editorial board, then such publications could be considered equivalent to refereed journal publications typical of most business disciplines. However, the onus of demonstrating the quality of such publications, through various available metrics (e.g., rank of the outlet, citations, impact) will be on the faculty author.

Faculty Research Incentive Policies

Approved: June 2010/ICC

Edited for clarity: October 2020, Faculty Handbook Editor

These policies are adopted for the purpose of encouraging research and scholarship in the College to support the teaching and scholarly mission of the COB. It is hoped that through a combination of support, recognition and reward, the College of Business can strengthen a culture where high quality research becomes desirable for all faculty members. The policies and guidelines outlined here are subject to budgetary and other administrative considerations. The rules were discussed with members of the Intellectual Contributions Committee in 2010. This committee would review the details from time to time and may suggest modifications.

Munir Quddus, Dean

Dean's Excellence in Research Award

his award recognizes outstanding research accomplishments for the period under consideration. The main criteria for the competitive award is the number of refereed, high quality journal articles accepted for publication or already published. Following AACSB guidelines, the definition of intellectual contributions extends beyond journal articles to include a broad spectrum of research and publications (refereed journal articles, book, chapters in book, proceedings, presentations, working papers, book reviews in journals, other publicly available refereed outlets, etc.). The committee may assign some weight to research related service activities (serving as editor, referee, and program or session chair). Finally, weight should be given to activities that are helpful to colleagues (serving as mentors and co-authors), and results in encouraging research and scholarship in the COB. The overall criteria is the quality and the impact of the faculty research.

Along with the honor, if funds from private donors are available, the recipient may receive a prize/grant of \$1,000. If funds are unavailable, there would be no prize/grant, only recognition. If there are multiple recipients, the prize will be split among the recipients. Additionally, each award winner will receive a plaque, appropriate recognition, and the honor to serve on the research selection committee for the coming year.

Summer Research Grants

Depending on the availability of funds, several competitive summer grants of up to \$6,000 will be made available to full-time tenured or tenure-track faculty. The interested faculty will apply to the Dean's office with a proposal that outlines their research project. The competition will be announced by the Dean's office approximately 45 days before the deadline. A faculty committee (comprising the chair/members of the Intellectual Contributions Committee, previous year's winners, and/or other qualified faculty) will review the research proposals and decide on the winners. Grants will be awarded on a per-project basis without regard to the number of participants. Joint research is encouraged, in particular with professionally qualified faculty and faculty whose publications are lacking. Awards will be announced before the summer teaching schedule is finalized. Grant recipients will commit to teach (at PVAMU or outside) no more than one course during summer and make the proposed research the main focus of their summer.
(continued on the next page)

Continued from the prior page: Summer Research Grants

A COB priority is to enhance the research culture in the college, and increase the number of journal articles being published. A written report on progress made is due from each grant recipient to the Dean by August 31 or the last day of the grant year. *The minimal expected outcome from the grant includes: completion of the research, writing the paper, presentation of the completed paper in-house and submission to a refereed journal.* The recent may add other stipends to this program, such as research grants to faculty who have published in high quality journals in recent years.

Reduced Teaching Load Option

In exchange for a firm commitment and a well-developed proposal, and if the budget allows, a faculty member may request a reduced teaching load. The Department Head will work with individual faculty members, at the time of scheduling courses, to determine if this option is available. Those who receive a reduced teaching load are expected to produce at least one refereed journal article over the reduced-load period. Until this minimal outcome is met, further course load reduction will not be granted.

Reward for Each Journal Article

Whenever a faculty member publishes a journal article (receives the acceptance letter), the faculty can request the COB budget officer to add \$200 to their professional development funds (FPDF) account. These funds are to be used to support professional development expenses such as journal submission fees, journal print expenses, professional travel, and paying organization membership. This incentive may be adjusted from time to time depending on the fiscal environment faced by the COB.

Mentor Award

A faculty who provides substantial support and encouragement to another faculty (especially the non-doctoral professionally qualified faculty) will receive recognition in the form of an appropriately inscribed plaque for each journal article that results from such mentoring. Subject to availability of privately donated funds, small stipends (\$500) will be given to faculty who co-author papers with colleagues who are neither SA nor SP by AACSB standards.

Faculty “Professional Development Funds” – Guidelines

Approved: November 2005/Faculty *Revised: July 2010/BC*

Edited for clarity: October 2020, Faculty Handbook Editor

Whenever a faculty member receives an acceptance letter from a journal editor, the faculty can request the Dean’s office for \$200 to be added to his/her Professional Development Funds (FPDF) account to be used for professional development expenses (e.g., submission fees, travel, or professional organization membership fees).

Making a Deposit in Your FPDF Account

To document your publication, please fill the attached form for each journal article for. Use a separate form for each article. The following should be attached to the form:

- a. Editor’s formal letter of acceptance (an email letter is acceptable), and
- b. A copy of the manuscript/paper

Please make an effort to submit the claim only once for each paper – this could be done at the time of receiving the editor’s acceptance letter. Please submit the package to your Department Head first. The Department Head will pass the information to the COB Budget Officer. Budget permitting, a \$200 deposit will be added to your FPDF account. You can check with the Budget Officer regarding the status of your account. Only journal articles are eligible for this program.

Spending Funds from Your FPDF Account

Given the uncertainty regarding state funding and budgets, please check first with the budget office if funds in your account are available to be spent.

1. Submit receipts/documentation of your eligible expenses (see below) for reimbursement to the COB Budget Officer. To minimize paperwork, wait until your expenses add up to at least \$100.
2. Alternatively, provide the necessary information for a purchase order for a specific expense that you would like support on. This should be done with larger expenses (\$100 or more) and with adequate time in hand (at least 2-4 weeks).
3. Unused balances will be carried over to the next academic year (two years maximum); if you have received professional development funds in the past, these will be deducted from the balance.

Following the stated policy, the FPDF can be used for professional expenses including the following:

1. Journal submission fee.
2. Professional travel related expenses (registration, airline ticket, hotel, etc.); restrictions on foreign travel apply.
3. Membership fee for a professional organization (requires local funds and sometimes President’s approval).
4. Subscription to a journal.
5. Purchase of books and other materials (software, etc.) related to your teaching, research or service. You should make a case for each expense/purchase.

Please be advised that according to the University accounting policy, items that must be inventoried (fixed asset), remain the property of the University. Generally, electronic items (computers, tablets, etc.) fall into this category. System and University regulations apply to all COB activities. *As long as the budget permits, we will support faculty incentives for teaching, research and service. If you have questions, please contact your Department Head, Budget Officer, or Dean Quddus. It may be noted that President Simmons has established \$2 million account for Faculty Enhancement Funds, which are allocated competitively from the Provost's office, with some restrictions.*

**Faculty Professional Development Funds (FPDF)
FORM**

1. Faculty Name: _____
2. PVAMU co-author's (if any): _____
3. Today's date: _____
4. Journal Article Title: _____
5. Name of Journal: _____
(Please attach a copy of your paper)
6. Editor's letter of acceptance date: _____
(Please attach)

Faculty Signature/date

Department Head Signature/date

Part V: Service

College of Business Faculty Meetings

Edited for clarity: October 2020, Faculty Handbook editor

1. College of Business faculty meetings can be initiated in one of three ways: (a) the Dean of the COB can call a meeting at any time, (b) Department Heads can request the Dean to call a meeting, and (c) the COB Faculty can petition the Dean for a meeting. Such a petition requires the signatures of at least four full-time faculty members.
2. The Dean chairs COB faculty meetings. In the absence of the Dean, a Department Head, Assistant Dean, Director of Graduate Programs, or faculty member designated by the Dean can chair the meeting.
3. COB meeting agendas are established by the Dean, with input solicited from Department Heads, Assistant Deans, Directors of Graduate Programs, and faculty. The Dean must approve an agenda item before it is formally entered. The agenda and minutes are shared in advance. The meetings are open to all full-time and part-time COB faculty and staff. The main purpose is to discuss governance and administrative issues, new programs, curriculum, etc. Following Robert's Rules of Order, formal motions are invited on important policy issues; if approved, these are added to the COB faculty handbook as COB policy.
4. COB meetings are generally held monthly, normally in the afternoon, unless rescheduled by the Dean. This is announced in the beginning of the semester to avoid conflicts with departmental committee and Faculty Senate meetings.

Duties and Responsibilities: Discipline Coordinator

1. Each discipline area in the College of Business is represented by a Discipline Coordinator (normally a tenure track or tenured faculty in that particular discipline) appointed by the Department Head (in consultation with the Dean and the discipline faculty) for a term of one academic year.
2. The discipline areas include: Marketing, Management, Economics, Accounting, Finance, and Management Information Systems (MIS). Business Law and Business Communications issues will be coordinated by individual faculty members working with department heads.
3. The responsibilities of the Discipline Coordinator include assisting the Department Head with the following, to ensure high quality programs and continuous improvement:
 - a. Periodically evaluating curricula
 - b. Preparing catalog course descriptions
 - c. Examining the potential for new course offerings
 - d. Ensuring the development and integration of learning objectives in core courses in their discipline
 - e. Recommending course prerequisites
 - f. Exploring new pedagogies and innovations in teaching
 - g. Helping assessment efforts by evaluating student artifacts and closing the loop
 - h. Serving as a liaison between faculty in the discipline and the Department Head
 - i. When called upon, representing the discipline at the Business Council and other forums.

Graduate Student Advising

Students in the MBA and MSA programs are advised by the COB Director of Graduate Programs. (Undergraduates students participating in the 4+1 Accounting program are initially advised by the faculty supervisor and supporting faculty of this program. Once officially admitted with graduate or provisional graduate status to the MSA program, students will receive advising from the COB Director of Graduate Programs.)

Pre-admission advising is also offered by the COB Director of Graduate Programs for those individuals with initial questions on program structure and admissions requirements. Once a student is admitted to the MBA and MSA programs, formal advising includes the review of degree plans, discussion of course offerings, and stipulations pertaining to academic standing as required by the university.

Students in the EMBA program are advised by the EMBA Director and/or the Associate EMBA Director; in addition, EMBA faculty members advise students as they prepare their capstone research projects."

Graduate faculty collaborate with the Director of Graduate Programs and the EMBA Director to identify and assist students whose academic performance needs improvement.

Undergraduate Student Advising

Faculty are required to advise undergraduate students assigned to them by their department head. During preregistration and regular registration periods, faculty are required to post appointment schedules for undergraduate students to meet for advising purposes. Faculty are also expected to advise “walk-in” students when this is practicable and applicable.

Faculty are also expected to participate in the undergraduate “Early Warning” system headed by the Assistant Dean (Recruitment and Retention), designed to assist students whose academic performance is flagging.

COB employs a full time undergraduate advisor for pre-business students. Business majors are assigned a faculty advisor. Students meet with their advisors during preregistration, regular registration, and at other times. Department heads are normally secondary advisors in the system for each business student. Students can meet either their primary or secondary advisor at any time of the year. Just before the semester begins, there is a week devoted to student registration. Advisors make sure they have enough slots on the sign-up sheets for their advisees to make an appointment with them. Besides electronic copies, a file is kept for each student in their respective Department Head’s office with degree completion and advising information. The dean encourages faculty to mentor students. The full-time advisor is focused on helping students who were near completion, but have not returned.

COB Early Warning Advising System

Faculty who teach undergraduate courses participate in the COB Early Warning advising system, which is under the aegis of the COB Assistant Dean (Recruitment and Retention). After the midterm grades are in, the Assistant Dean (Recruitment and Retention) reaches out to students who have received at least one D and counsels them on their academic performance, pointing to resources on campus they can take advantage of.

Selection of the Committee Chairs and Composition of Committees

1. The Chairs of each standing committee are elected in the last COB faculty meeting in the spring semester. These elections are staggered for continuity. Each chair is elected for a two-year term.
2. Chairs receive credit for their leadership role in the service component of the faculty performance evaluation document. The Department Heads evaluate the performance of each respective committee chair in consultation with the Dean.
3. Each committee is composed of a number of faculty; some committees also include staff. Faculty may serve on multiple committees. Membership is based on the faculty member's preferences, field of expertise, and the current needs in the COB. In the beginning of the academic year, Dean appoints faculty to various committees (except for the Chair, who is elected: see item 1 above), in consultation with the Business Council. The faculty members are invited to respond to the initial draft and their requests and preferences are usually accommodated.
4. Full time and part time, tenured, tenure track and non-tenure track faculty are all invited to participate in COB committees as part of faculty governance.
5. Committee members receive credit for their committee related service in the evaluation of faculty performance process (which determines annual merit raises) based on Department Head evaluation in consultation with Committee Chairs.
6. From time to time, the Dean may appoint special Taskforces for a limited purpose, term, and goal. This is done after consultations with the Business Council and with those appointed to the Taskforce.
7. Mid-term chair/member appointments are made by the Dean if there is a need (resignation, illness, other). In doing so, he consults with the Department Head and with the faculty concerned.

Duties and Responsibilities: College of Business Committee Chair

1. Normally elected by faculty members (two year term, renewable) in the last COB faculty meeting in May each year. Reports directly to the Dean on matters pertaining to committee tasks, duties, and responsibilities.
2. Serves an advisory capacity to Dean and Department Heads on matters within the purview of committee responsibilities.
3. Provides leadership for committee members in problem analysis and evaluation, and task performance, as required. Committee Chairs are project managers for all analytical and policy development activities within the area of their committee responsibility.
4. Acts as committee's spokesperson, makes presentations at COB faculty meetings; shares minutes with faculty regularly.
5. Acts as liaison between the Dean, Department Heads, and committee members.
6. Provides information to Department Heads on evaluating the service performance of committee members.
7. Organizes regularly face to face (occasionally online) meetings to perform the tasks assigned by the Leadership team and/or deemed important by the faculty.
8. Ensures committee members participate in the tradition of shared governance.
9. Presents committee recommendations for approval by the COB faculty; approved recommendations are sent to the Dean.

Mission, Strategic Planning and Accreditation Committee

Chaired by the dean, the group serves as the overall umbrella committee with each COB (standing) committee chair represented. The group is responsible for coordinating activities pertaining to periodic formulation/modification of the College of Business vision and mission statements to ensure these conform to the University and TAMUS Mission Statements, and are consistent with the overall goals of the College.

- a. Has a leadership role in AACSB & SACSCOC matters
- b. Has a leadership role in vision/mission statement and COB Strategic Plan matters
- c. Represents the COB during the appointment of a new University President or College of Business Dean
- d. Responds to changes in the mission of the University and/or System

Faculty Composition and Development Committee (FCDC)

Is responsible for evaluating tenured, post tenure and tenure-track faculty performance and making recommendations to the Dean regarding promotion and tenure; advances professional development of the business faculty. Activities of this committee are described as follows:

- a. Development, evaluation, promotion, retention, and renewal: Monitors effectiveness of faculty evaluation tools and methods, and recommends changes if appropriate. Assesses the progress of tenure-track faculty and their readiness for tenure and promotion and makes recommendations to the Dean. Initiates faculty renewal activities, such as summer internships with industry, attendance at developmental workshops and professional conferences, and others.
- b. Size, composition, and deployment: In conjunction with the Dean, Department Heads, and the Director of Graduate Programs, periodically examines the number and composition of tenured and tenure-track faculty, in terms of discipline and subject area within each discipline, to ensure the College has sufficient numbers and type of faculty to support its undergraduate and graduate programs. Evaluates faculty deployment proposals in terms of course load, preps, and teaching location, and makes recommendations for change.
- c. Qualification requirements: In conjunction with the Technology Committee, periodically assesses faculty capability in using new technology and recommends training to correct any deficiencies identified. Consults with the Director of Graduate Programs and the Graduate Committee to establish requirements for teaching graduate classes, consistent with the University Policy on Graduate Faculty.
- d. Provides guidelines for faculty merit raises.
- e. Works on guidelines and criteria for faculty qualifications related to the AACSB faculty categories: Scholarly Academics, Practice Academics, Scholarly Practitioners, Instructional Practitioners.

Curriculum Content and Evaluation Committee

Is responsible for defining the undergraduate curriculum, comparing it with curricula at institutions with similar missions and resources, soliciting opinion as to the adequacy of curriculum from various stakeholders, and recommending changes. Primary focus is on the undergraduate curriculum to ensure it conforms with AACSB and University guidelines

- a. Content: Defines content of current undergraduate curriculum for each discipline, to determine overall contribution of each course to program adequacy, and for each course, documents the learning objectives, methods of instruction, and student outcome measures. Identifies undergraduate courses in which topics of AACSB interest are taught, and insures appropriate objectives, instructional methods, and outcome measures for those topics. Maintains undergraduate curriculum documentation on a current basis.
- b. Planning and evaluation: Using the College mission as a guide, examines the undergraduate curriculum for each discipline in comparison to other schools with similar missions and resources. Conducts surveys of students, faculty, and other appropriate stakeholders to determine adequacy of curriculum from varied perspectives, and recommends curriculum change as necessary.
- c. Works closely with Assessment Committee to ensure “closing the loop” takes place whenever learning deficiencies are found.

Instructional Resources and Responsibilities Committee (Teaching Committee)

Is responsible for determining instructional resource requirements, recommending acquisition of facilities and equipment, and developing teaching standards and means for measuring teaching performance.

- a. Technology resources: Works with the Technology Committee and the Dean's Office to maintain currency in available instructional devices and vehicles; based on composition, preparedness and performance of the student body, recommends adopting new approaches to instruction.
- b. Faculty responsibilities: Works with the Technology Committee to ascertain the state of training of faculty in technology applications, plans training to accompany acquisition of new instructional hardware, and determines extent to which new pedagogies are incorporated in teaching methods.
- c. Teaching quality: Develops standards for faculty classroom performance, establishes methods for measuring quality of teaching and organizes workshops to promote effective teaching.
- d. Organizes teaching seminars, workshops and training to ensure faculty are knowledgeable about innovations in teaching and have the skills and support to implement these.
- e. Develops policies for online/distance education courses.

Student Development Committee

Monitors current state of student recruitment, career planning, and placement of graduates and undergraduates, participates in the student grievance process, evaluates graduate and undergraduate scholarship applications, and monitors the student satisfaction survey results.

- a. In association with the Assistant Dean for development, plans and implements career day activities within the College, and assists students in preparing for University-wide career events. Provides guidance for students in resume preparation. Some committee members also serve on the Student Recruitment and Retention Committee.
- b. Consistent with university guidelines, develops and implements a student grievance process for grade appeals and complaints pertaining to faculty, staff, and procedures/policies. Acts as the student grievance committee for the College. This is also the grade appeals committee for undergraduate and graduate programs.
- c. Acts as the primary student scholarship committee. Develops criteria for scholarship recipients, reviews applications, and makes recommendations for award of scholarships to the Dean.
- d. Monitors the student satisfaction survey (EBI/Skyfactor Benchmarks) results. Responses pertaining to various factors are used to measure levels of student satisfaction. Based on findings, suggestions are made to improve the student experience.

Intellectual and Professional Contributions Committee

Provides recommendations to the Dean regarding directions and policies related to intellectual contributions of faculty.

- a. Develops research incentive policies for the Dean's consideration.
- b. Plans and coordinates the COB research seminars (in conjunction with the Teaching Committee), covering various research methods and techniques for faculty awareness and training, and encourages cross-disciplinary research.
- c. Monitors research output of the faculty and prepares SEDONA (database application) summary of intellectual contributions for Dean and Department Head review.

Works on intellectual and professional contribution policies and guidelines such as those related to the AACSB faculty categories: Scholarly Academics, Practice Academics, Scholarly Practitioners, Instructional Practitioners.

Technology Committee

Advises the Dean and Department Heads on how to maintain a high quality technology environment for student learning, and faculty teaching and research. The COB System Specialist serves ex-officio on this committee.

1. Reviews the Strategic Plan for strategies and action items related to technology issues, works on implementation, and provides input for the AACSB International Annual Maintenance of accreditation reports.
2. Ensures the COB technology infrastructure is top quality.
3. Coordinates with other relevant committees to organize faculty and staff training on various software (such as SAP, Turnitin, Qualtrics, and Microsoft Office products) to increase productivity.
4. Conducts technology needs assessment; surveys the faculty and staff on software and technology service needs; prepares reports on technology usage.
5. Recommends technology improvements based on student feedback on surveys including the Skyfactor Benchworks (formerly EBI) exit surveys.
6. Works with other relevant committees to improve the integration of information technology, including SAP, in curriculum and in teaching.
7. Studies the COB strategic plan and other COB documents to ensure proper planning and budgeting for future information technology commitments.

Graduate Committee

Works with the Director of Graduate Programs on issues related to the COB Graduate Programs (MBA, Executive MBA, MSA).

- i. Chaired by a member of the Graduate Faculty.
- ii. Ex-officio members include: Director of Graduate Programs, Department Heads, Executive MBA Director.
- iii. Curriculum: Is responsible for defining the curricula of the graduate programs, comparing them with curricula at institutions with similar missions and resources, soliciting opinion as to the adequacy of curriculum from various stakeholders, and recommending changes. Ensures the graduate curricula are in conformance with AACSB guidelines.
- iv. Assessment: Works closely with Assessment Committee to ensure “closing the loop” takes place whenever learning deficiencies are found related to graduate program learning objectives..
- v. Admissions: Works closely with the Graduate School and the COB Graduate Admissions Committee to ensure that admissions standards are compatible with the university and COB mission and values.
- vi. Faculty Sufficiency: Evaluates applications for Graduate Faculty status.
- vii. Recruitment and Retention: Works with the Student Recruitment and Retention Committee on issues related specifically to recruitment and retention of graduate students.

Graduate Admissions Committee

Works with the Director of Graduate Programs on admissions-related issues.

- a. Chaired by the Director of Graduate Programs.
- b. Other members appointed by the Dean from the graduate faculty.
- c. Coordinates with the Graduate Committee.
- d. Evaluates application recommendations (admit or deny) made by the Director.

(Student) Recruitment and Retention Committee

Works with the Assistant Dean in charge of recruitment and retention

- a. Chaired by the Assistant Dean in charge of recruitment and retention
- b. Formulates and coordinates policies, procedures and events that strive to increase student enrollment and retention (persistence) in the COB.
- c. Involves the faculty in recruitment and retention activities, including: college fairs and professional meetings; advertising strategy and implementation; development of promotional materials; associations with high schools and community colleges; new student orientation; business major orientation.
- d. Works with University College; COMPASS; Office of Admissions; and other Prairie View entities on recruitment and retention issues.
- e. Oversees the COB Early Warning (intrusive) advising system.
- f. Oversees the COB Professional Development program

Representation in University Standing Committees

The following university-level committees are provided representation from the College. When possible, these representatives are elected in the COB faculty meetings.

- Faculty Senate
- Graduate Council
- University Academic Council
- Library
- Internal Review Board
- University Institutional Effectiveness (Assessment)
- University Service Learning
- Safety
- IT Users Group
- Distance Learning Council
- Hearings (appointed by Provost)
- Admission and Academic Standards
- General Education
- Other (as new ones are created)

Taskforces

Taskforces are formed to accomplish short-term goals and specific one-time projects set forth by the Dean. Depending of the scope of work, the chair or members of the task force may be recommended for special stipend (with approval of the Provost) for the special administrative assignments. Oversight of Taskforces is conducted by a related committee or by the Dean. Recent taskforces include:

1. New Building/Facilities Taskforce
2. MSA 4+1 Taskforce
3. Taskforce on Enhancing Quality Measures in Research in the COB
4. COB Student Academic Integrity Taskforce
5. Taskforce on Non Tenure Track (NTT) faculty promotion

Faculty Recruitment Policies and Procedures

Approved: May 2003/Faculty

Revised: July 2010/Business Council

Fulfilling the mission of the College of Business (COB) requires that faculty provide a high quality management education at the undergraduate and graduate levels, and achieve excellence in teaching, research, and service, with relative emphasis placed in that order. The COB faculty recruitment policies and practices, as outlined below, are consistent with its mission as well as the AACSB accreditation standards.

POLICIES

1. The COB will recruit and hire candidates who meet or exceed the COB requirements of excellence in the areas of teaching, research, and service, with special emphasis being placed on teaching strength.
2. The COB will actively recruit and hire candidates to achieve diversity without compromising the standards consistent with the COB mission.

PROCEDURES

1. The Department Head, based on a detailed needs assessment (enrollment statistics, graduation trends, curriculum, etc.), will request the Dean to recruit faculty.
2. If satisfied with the request, the Dean will seek necessary authorization and budgetary support from the administration to fill the position. The position will be requested through the campus HR recruitment (PAWS) system (request to fill).
3. Following University procedures, the Dean will publicize the position in a national publication, and other media for maximum impact.
4. The Dean will form a Faculty Search Committee (FSC) in consultation with the concerned Department Head, and may ask either the Head or another senior faculty to chair the FSC or be a member of the FSC.
5. The Dean will share the proposed committee membership with the EEOC and HR officer on campus; based on input received, the committee may be modified. Once approved by the EEOC, the Dean will inform the members and the chair to begin the recruitment process; HR will also be informed since the PV Talent platform is used.
6. The FSC will review applications and identify the top candidates for further consideration.
7. The FSC members will then conduct phone interviews, and identify the top candidate(s) for a campus visit.
8. The FSC will rank candidates for the purpose of campus visit and provide recommendation to the Department Head and Dean. The candidate will be informed of the salary limits as budgeted.
9. The Department Head in consultation with the Dean and FSC Chair will make a decision on the candidate(s) to be invited for a campus visit.
10. The Department Head and FSC Chair will organize a campus visit for the top candidates.
11. The campus visit will include an in-class guest lecture, a research presentation, and meetings with individual COB faculty and Provost's office officials.

(Continued on the next page)

Continued from the prior page: faculty recruitment procedures

12. Shortly after the campus visit, the Department Head and the FSC will aggregate input from students, faculty, and administrators who met the candidate for their evaluation of the candidate. However, if additional candidates are scheduled for a campus visit for the same position, the FSC will rank the candidates and make recommendations once the inputs related to the candidates have been aggregated.
13. The Department Head will make a recommendation to the Dean. The Dean may make additional calls to references and supervisors, secure input from the Provost's office, and reach a decision. If the decision is favorable, the Dean will seek informal approval from the Provost and negotiate the details of the offer (salary, rank, tenure, etc.) and submit the final recommendation package to the Provost. If approved by the Provost, the Dean's office will send the official offer letter to the candidate, and upon acceptance, inform the HR office and the COB community.
14. The FSC Chair or the Department Head will supply the campus EEOC official and HR with all papers related to the search, and close the search on PV Talent with assistance from the HR office.

Faculty Mentoring Guidelines, and COB Mentor Award

Faculty Mentoring Guidelines

The College of Business encourages faculty mentoring of their less-experienced fellow faculty. Such mentoring, including being first author on a joint research paper, is encouraged through special COB research grants (including Summer Research Grants) and as a qualification for the Dean's Excellence in Research Award. In addition, COB awards a COB Mentor Award as described below:

COB Mentor Award

A faculty who provides substantial support and encouragement to another faculty (especially the non-doctoral professionally qualified faculty) will receive recognition in the form of an appropriately inscribed plaque for each journal article that results from such mentoring. Subject to availability of privately donated funds, small stipends (\$500) will be given to faculty who co-author papers with colleagues who are in the "other" category (neither SA nor SP) by AACSB standards.

Part VI: Miscellaneous

Protocols for Classroom Technology and Software Requests

Approved: November 2015/Technology Committee

Edited: June 2020, Technology Committee

Edited for clarity: October 2020, Faculty Handbook Editor

Protocol Concerning Classroom and Lab Issues:

1. The faculty member having a lab or technology related issue will create a help desk ticket, and forward the ticket to the COB Tech committee at COB_Tech_Committee@pvamu.edu. The quickest way to initiate a ticket is by calling (936) 261-2525 or completing a ticket at <https://www.pvamu.edu/its/supportservices/helpdesk/>. If the issue is classroom (AV/computer) related, it is flagged as P1 (highest priority). Appropriate support will be dispatched for the ticket.
2. When the technology committee meets, it will review the issues faced by COB faculty, and resolution(s) provided by Information Technology Services. Recommendations, if any, are provided to the COB faculty during the COB meetings to minimize technology related problems.

Protocol Concerning Software Requests:

1. The faculty member requiring software will send an email to the technology committee (COB_Tech_Committee@pvamu.edu) by 2nd week of October for the Spring semester and 2nd week of March for the Fall semester.
2. The technology committee will review the requests and give its recommendation.
3. Appropriate personnel will conduct a feasibility analysis.
4. Based on the analysis, the technology committee will provide its recommendation to COB Dean

Compensation, Benefits, and other Issues

For issues related to errors in faculty pay (no paycheck, wrong payment amount, etc.), please contact the COB Budget Specialist, currently (December 2020) Kasey Knight (who may refer you to payroll or HR)

knknight@pvamu.edu (936) 261-9248

For issues related to benefits, please contact human resources. (936) 261-1730. Should you have difficulty reaching someone by phone, you can visit an HR specialist:
Harrington Science Building, room 109.

Parking:

COB Faculty are required to purchase an annual parking permit. Please visit Parking Management: Harrington Science Building, room 117 or use the portal:

https://prairieview.t2hosted.com/cmn/auth_ext.aspx

Local Eateries and Retailers

Hempstead, TX is the Waller County seat. Downtown Hempstead, with several retail establishments, is located a few miles north of Prairie View.

The city (small town) of Waller, TX , with several retail establishments, is located a few miles south of Prairie View.

Local dining

Near the main entrance to the PV main campus, there are fast food and casual restaurants along Sandra Bland Blvd, and in Panther Plaza on Owens Road. A few miles farther from campus, there are fast food and casual restaurants at these locations:

- Waller-Tomball Rd in downtown Waller, TX
- Hempstead Rd (Business U.S. 290) in Hempstead, TX
- FM 1488 in Hempstead, TX

Local retailers

A Wal-Mart is located on Hempstead Rd (Business U.S. 290) in Hempstead, TX. Across the street from Wal-Mart is Dilorio Farms and Roadside Market.

COB Travel Policy and Guidelines

Approved: October 2005/Faculty

Revised: July 2015/Business Council

1. Subject to the availability of funds, an initial allotment of \$1,500 per faculty member per year for attending a national conference to present a paper; for regional meetings (or when not presenting papers), a maximum of \$1,250 per trip will be allocated; international travel will be supported on a case by case basis with a maximum limit of \$2,000. When planning a trip, reimbursements will be made based on state rates since these are being largely supported by state funds.
2. Budget permitting, a faculty member can add funds to the available annual amounts by “borrowing” from next year’s travel fund account (maximum one year).
3. Budget permitting, a faculty member can move funds from his or her current travel account to support next year’s travel needs (for a maximum of one year).
4. A faculty member can use his/her professional development funds or FPDF (earned from success in refereed journal publications) to add to their travel funds.
5. Budget permitting, additional funds from Dean’s office (or other sources on campus) may be available (for a second conference).
6. Faculty members are encouraged to apply for travel funds from grants and other sources on campus (Center for International Business Education travel support for faculty International Business research, Center for Teaching Excellence, etc.).
7. Faculty members are expected to use good judgment in planning their trips. As employees of a public university we must hold ourselves to the highest standards as responsible stewards of taxpayer funds. This includes, for example: use a shuttle instead of cab or rental car to go to the hotel or airport; economize on hotel expenses by cutting down the number of days attending; share a hotel room with a colleague when possible; reduce travel by presenting multiple papers in the same conference; other ways in compliance with the campus travel policies and guidelines – these change from time to time.
8. For reimbursement, a faculty member is expected to attach the complete set of papers including the COB travel reimbursement form. A copy of the conference program and the paper must be also be attached. This will assist the College in documentation for the accreditation purposes.
9. For teaching/pedagogical conferences, a faculty member is expected to make a presentation to colleagues upon return to share the information learned.

DEAN'S EXCELLENCE AWARD POLICY AND FORMS

Approved: October 2002/Faculty

Revised: June 2010/ Business Council

The COB is dedicated to quality teaching, scholarship, and service to the profession, institution, and the community. It is reasonable that in each of these three categories, faculty members who make outstanding contributions during the immediate past performance evaluation period should receive an appropriate reward and recognition.

1. College of Business faculty members will receive competitive awards in the area of research, teaching and service once a year.
2. The faculty nominate their colleagues for the awards in research and service; students nominate faculty for the teaching award(s).
3. For the research and service awards, a Faculty Awards Committee will invite the nominees to provide supporting materials by the deadline (normally April 1st). The committee will deliberate, reach consensus, and inform the Dean of its recommendations (normally by April 10th).
4. For the teaching award, a student committee, with input from the Dean, will determine the award recipient(s).
5. The awards will be given during the COB Awards and Recognition day.
6. The Dean will appoint the Faculty Awards Committee.
7. The winner in any (one of three) category will not be eligible in the same category for the next performance evaluation period.
8. The committee is not bound to select a candidate (in any category) each year, since the aim is to recognize only outstanding performance; for example, if none of those nominated meet the criteria of excellence in teaching for a year, no teaching award need be given that year.
9. A faculty can be nominated in multiple categories and may choose to compete in more than one category.
10. In each case, if corporate unrestricted funds are available, the award recipient will receive a stipend of up to \$1,000 or less (depending on budget).
11. The recipient will also receive a weight during the next merit pay consideration.
12. The award recipient will receive a plaque, appropriate recognition during the COB annual award ceremony, and the honor to serve on the next year's committee.

1. **Excellence in Research**

This award recognizes outstanding research accomplishments for the period under consideration. The main criteria for the competitive award is the number of refereed, high quality journal articles accepted for publication or already published. Following AACSB guidelines, the definition of intellectual contributions extends beyond journal articles to include a broad spectrum of research and publications (refereed journal articles, book, chapters in book, proceedings, presentations, working papers, book reviews in journals, other publicly available refereed outlets, etc.). The committee may assign some weight to research related service activities (serving as editor, referee, and program or session chair). Finally, weight should be given to activities that are helpful to colleagues (serving as mentors and co-authors), and results

in encouraging research and scholarship in the COB. The overall criteria is the quality and the impact of the faculty research.

2. Excellence in Teaching

This award is given to one or more COB faculty nominated by and recommended by students for their teaching excellence. The focus should not be exclusively on classroom instruction. Other aspects of being an educator and professor should be recognized. The student opinion surveys should play an important, but not exclusive role. The nominee's teaching portfolio should be evaluated. What innovations did the nominee carry out? How did the faculty enhance the level of teaching in the College? The students have an opportunity to nominate their best professor, and a select group of student leaders (student organization presidents or their representatives) make the final recommendation to the Dean, who makes the final determination. The winning faculty member becomes the COB nominee for the President's teaching award for the year. The faculty who comes in second in this competition normally receives a teaching award based on corporate funds. Both faculty--those in first and second place--receive a stipend (depending on budget).

3. Excellence in Service

Candidates who excel in service to the institution, the profession and the community may compete for this award. The ultimate criteria for this award is the impact faculty had on students, profession, institution and the community. The nominee should document all relevant service activities over the award period, and explain the impact of his or her contributions. The award committee should consider the entire gamut of good citizenship (committee chairs, committee members, student club advisors, mentors for students and colleagues, officers in professional organizations, community service, etc.) relevant to this award.

Dean's Excellence Awards, 2xxx

Nomination Form

College of Business, Prairie View A&M University

Nomination Deadline: March xx, 2xxx. Please submit to the Assistant Dean.

(Email is acceptable.)

Faculty Member Nominated: _____

Nominated By: _____

Award Category:

Research

Service

College of Business Dean's Excellence Award in Teaching
(COB Nominee for the President's Award)

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Professor Nomination Form

Professor's Name _____

Professor's Department _____

Explain in a paragraph why you feel this professor deserves to be recognized for his or her teaching abilities and interest in student learning.