PRAIRIE VIEW A&M UNIVERSITY

COLLEGE OF BUSINESS
FACULTY HANDBOOK

November 22, 2005 (latest update)
April 11, 2003 (First adopted)

In Pursuit of Excellence and Accreditation

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COLLEGE OF BUSINESS FACULTY HANDBOOK

DUTIES AND RESPONSIBILITIES:

1. **Dean**

   a. Is chief administrative officer of the College

   b. Responsible directly to the Provost

   c. Has overall budgetary responsibility for the College, makes final determination on fund allocation, and reallocates allocation of funds in response to changing circumstances.

   d. Resource/facility management responsibility. Monitors facility condition and requests maintenance and repair as necessary.

   e. Evaluative responsibility. Is the primary evaluator for department chairs and Director of Graduate Studies; performs a secondary evaluation role for all faculty; Consults with department chairs regarding the service component of faculty evaluation, regarding the performance of committee chairs. Considers appeals by faculty regarding performance evaluations.

   f. Oversight responsibility. The dean, as chief administrative officer, can reverse any committees to gather information and evaluate grievances from faculty members or students.

   g. Develops strategy and manages implementation

   h. Designates committee chairs and composition; Assigns tasks to committees, and assesses their performance.

   i. Recruitment and retention of students. Announces College-specific recruitment and retention policies.

   j. Faculty recruitment. Initiates recruitment action, designates search committee chairs and committee composition, may participate in assessment of applicants, makes offers and negotiates terms of employment.

   k. Curriculum oversight. Insures the College curriculum reflects mission obligations, is periodically reviewed, and expeditiously changed, as needed.

   l. Faculty Development. Considers recommendations by department chairs for development for individual faculty members, provides guidance to faculty development committee, and develops priorities and provides funds and other support for development activities.

m. Fundraising.

n. Acts as sole official spokesperson for the College.

o. Acts as primary official who deals with external constituents.

p. Chairs the Business Council.

2. **Department Chair**

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

b. Reports directly to the Dean.

c. Teaches two courses each long semester.

d. Prepares course scheduling for Fall, Spring, and Summer semesters.

e. Supervises advising and registration.

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

g. Resolves student grievances regarding grades and instructor conduct.

h. Conducts faculty recruitment activities, and may chair search committees.

i. Hires adjunct faculty as needed.

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

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

l. Responsible for development and execution of the departmental budget.

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

n. Evaluates the faculty, using University-approved form and other instruments prescribed by the Dean. Consults with Dean regarding service performance committee chairs, and committee chairs regarding the performance of committee members. Insures implementation of student evaluation of faculty.

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

p. Mentors and develops faculty in areas of teaching, research, and service, and conducts new faculty orientation.

q. Acts as spokesperson for the department

r. Serves as member of the Business Council

3. **Director of Graduate Studies**

a. Reports directly to the Dean

b. Performs administrative and operational tasks pertaining to graduate programs in business, which include but are not limited to: scheduling graduate classes, maintaining student records, enrolling and advising potential and enrolled students, evaluating candidacy for graduation and sponsoring student and alumni organizations.

c. Conducts analyses of program effectiveness and overall student performance.

d. Serves as member of the Business Council, the University Graduate Council, and College Graduate committee.

ASSESSMENT COORDINATOR (MAY 6, 2005)

The position of Assessment Coordinator has been created to respond to the increased emphasis in the College on the assurance of learning through various assessments. This is related to the new emphasis and standards from accreditation bodies such as SACS and the AACSB International towards continuous improvement.

The position of Assessment Coordinator will be assigned to a faculty member in the College of Business, preferably full time and on tenure track. The Coordinator would receive a one-course reduction in one semester. The approximate number of hours estimated for the year for this role is 150 hours (estimated hours spent on teaching one course). Some secretarial support from the Office of the Dean will also be made available.

The following specific assessment functions will be performed by the accreditation coordinator.

1. **Major Field Test (MFT) -** Work with the Dean's office in ordering the materials on time (spring semester), identifying the student group to be tested, the faculty (s) who may be involved, pretest orientation of students, arranging for the test site and monitoring the test, mailing the test results to ETS, working with Curriculum Committee, the Instructional Resources and Responsibilities Committee, Department Heads and other faculty groups to analyze the results, and make recommendations to improve student learning to complete the circle.

2. **EBI/AACSB survey of student satisfaction** – Annually in the spring semester, work with the Dean's office to order the surveys, identify the student group and faculty who would be involved

in implementing the surveys, collect, return the surveys to EBI for analysis, work with the chairs of the Student Committee and other faculty groups to analyze the results and make recommendations to improve student satisfaction; work with the Dean's office, Department Heads, and Committee chairs to implement the recommended policies.

3. **Course-embedded assessment** – Work with the Department Heads to ensure that early in the semester and academic year every faculty teaching a business core course is made aware of the course embedded learning objectives for their courses; that these are tested during the semester, that the test results are obtained from the faculty, and the results analyzed for continuous improvement.

4. **Data Analysis and Storage –** In each case, codify the assessment results into tables, for the Self-Study and for sharing with the University Institutional Relations and the Provost's office and outside constituents.

5. **Contact person:** Serve as the contact person for overall assessment in the College of Business; this would require the Coordinator to serve on the Student Committee and the Curriculum Committee in the College of Business, and on appropriate University committees.

Discipline Coordinator (May 6, 2005)

Each discipline area in the College of Business is represented by a Discipline Coordinator appointed by the Head of Department for a term of one academic year. The discipline areas include Marketing, Management, Economics, Accounting, Finance, and Management Information Systems. The responsibilities of the Discipline Coordinator include assisting the Head of the Department with the following, to ensure high quality and continuous improvement:

- Recommending and evaluating curricula
- Preparing catalog course descriptions
- Scheduling courses
- Examining the potential for new course offerings
- Ensuring the development and integration of learning objectives in core courses
- Prescribing course prerequisites
- Exploring new pedagogical material and innovation in teaching
- Examining assessment issues
- Liaising between faculty and the Head of Department
- Representing the discipline at the Business Council and other forums.

4. COB Committee Chair

a. Reports directly to the Dean on matters pertaining to committee tasks, duties, and responsibilities.

b. Serves in advisory capacity to Dean and Department chairs on matters within the purview of committee responsibilities.

c. 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)

d. Acts as committee spokesperson

e Performs liaison between the dean, department chairs, and committee membership.

f. Consults with department chairs in evaluating the service performance of committee members.

h. Areas of committee responsibility

1. **Mission and Strategic Planning Committee**: Responsible for coordinating activities pertaining to formulation or modification of the College Mission. Reviews vision and mission statement for College every two years to insure it conforms to the University Mission Statement, and is still consistent with the overall goals of the College. Periodically reviews to revise statement, and upon occurrence of the following triggering events:

a. Appointment of a new University President or College of Business Dean.

b. Change in mission of the University and/or System.

2. **Faculty Composition and Development Committee**: Responsible for review of performance of tenure-track faculty and recommendation for promotion and tenure and policies related to faculty development.

a. Faculty planning. In consultation with the Dean and Department Chairs, develops and, as necessary, modifies 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 insure faculty size and competences remain adequate, in terms of the College mission.

b. Development, (evaluation) promotion, retention, and renewal. Monitors effectiveness of faculty evaluation tools and methods, and recommends change/modification if appropriate. Forms sub-committee of tenured faculty to assess progress of tenure track faculty, and assess readiness for tenure and promotion. Recommends such action to the Dean. Develops method for exit interview/assessment of departing faculty and assists Dean and Department Chairs in assessing retention problems. Initiates actions to provide renewal activities for faculty, such as summer internships with industry, or attendance at developmental conferences and workshops.

c. Size, composition, and deployment. In conjunction with the Dean, Department Chairs, and Graduate Program Director, periodically reviews the number and composition of the faculty, in terms of discipline and subject area within discipline, to insure the College has sufficient numbers and type of faculty to support its undergraduate and graduate programs, without undue reliance on adjunct faculty. Reviews proposals pertaining to deployment of faculty in terms of course load, preps, and teaching location, and makes recommendation for change.

d. Qualification requirements. Periodically reviews faculty capability for using new technology and recommends training to correct deficiencies. Consults with Graduate Program Director to establish requirements for teaching graduate classes, consistent with University Policy on Graduate Faculty.

3. **Curriculum Committee**. Responsible for defining the curriculum as now established, comparing it to other curricula at colleges of business with similar mission and resources, soliciting opinion as to the adequacy of curriculum from various stakeholders, and recommending appropriate change. Insures conformance to topics of AACSB special interest.

a. Content. Defines content of current curriculum for each discipline, determining overall contribution of each course to program adequacy, and for each course, documents the learning objectives, methods of instruction, and student outcome measures. Identifies courses in which topics of AACSB interest are taught, and insures appropriate objectives, instructional methods, and outcome measures for those topics. Maintains curriculum documentation on a current basis.

b. Planning and evaluation. Using the College mission as a guide, examines the curriculum for each discipline in comparison to other schools with similar mission 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.

4. **Instructional Resources and Responsibilities Committee**. 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. Committee maintains currency in available instructional devices and vehicles, and based on graduate and undergraduate composition of the College recommends adopting new approaches to instruction.

b. Faculty responsibilities. Ascertains state of training of faculty in technology applications, plans training to accompany acquisition of new instructional hardware, and determines extent to which new approaches are embedded in teaching methods.

c. Teaching quality. Develops standards for classroom presentations. Establishes methods for measuring quality of teaching. Organizes workshops to promote effective teaching.

5. **Student Affairs Committee**. Monitors current state of student recruitment, career planning, and placement of graduates and undergraduates, establishes student grievance process, and promotes graduate and undergraduate scholarships.

a. Recruitment. Develops policies for recruitment of new students, and recruitment implementation plans. Provides representation at high school college nights and similar events.

b. In association with the Dean’s office staff and others, plans and implements career day activities within the College, and assists students in preparing for University-wide career events. Establishes guidance for students in resume preparation and assembles the College Resume Book.

c. Develops and implements a student grievance process for complaints pertaining to grades, faculty, staff, and procedures. Acts as the student grievance committee for the College.

d. Acts as the student scholarship committee. In that capacity develops criteria for scholarship recipients, reviews applications, and makes recommendations for award of scholarships to the Dean.

6. **Intellectual Contributions Committee.** Develops policies to encourage intellectual contributions by the faculty.

a. Develops research incentive policies for Dean's consideration.

b. Plans and conducts periodic research seminars covering various research methods and techniques, and illustrating completed work or work in progress by faculty.

c. Monitors research output of the faculty and prepares annual summary of publications for Dean and Department Chair review.

7. **Technology Committee**. Advises the Dean and Department Chairs on advances in technology which would be appropriate for the College.

a. Establishes and maintains inventory of College of Business hardware and software available for students and faculty;

b. Surveys faculty for software needs and recommends purchases to the Dean.

c. Recommends change/upgrading as technology advances

d. Insures proper licensing of software and installation of hardware and software.

e. Establishes procedures for operating instructional and homework computer labs. Works with the computer specialist in the COB.

8. **Graduate Committee**. Assists the Director of Graduate Studies in preparing policies for admission and retention at the graduate level, and other elements of the graduate program as required.

a. Assists the Director of Graduate Studies in establishing policies for conducting graduate programs and curriculum issues.

b. Prepares recommendations for Dean on admission, retention, new courses and other initiatives and policies in the graduate programs.

c. Advises Director of Graduate Studies regarding program expansion needs; recommends graduate faculty appointments to the dean.

9. **Social Activities**. Plans the COB social calendar to build and enhance a sense of community and bonding between faculty, staff and students.

10. Special Taskforces. These are formed by the dean from time to time to work on specific assignment such as the self evaluation report, the improvement of writing in the College. The chair and members are appointed by the dean in consultation with faculty and department heads.

5. **Business Council**

a. Comprised of the Dean, Department Chairs, Director of Graduate Studies, Accreditation Coordinator and other faculty as determined by the Dean

b. Meets weekly to exchange information on administrative tasks and requirements and assist the dean make decisions. The meetings are announced in advance, and these meetings are normally open to faculty and staff interested in the agenda.

c. Discusses policy matters to assist the Dean in the decision making process (development of new policies and changes to current)

6. **Selection of the Committee Chairs and Composition of Committees**

a. Chairs are normally elected by the faculty in the last faculty meeting in the spring semester. Committee Chairs serve two-year term, but initially, will be appointed to staggered terms to prevent complete turnover of experience in any given year. When mid-term vacancies have to be filled, the Dean makes the appointment after due consultation with faculty and department heads.

b. Chairs will be given credit for service in the evaluation of faculty performance document of the Prairie View evaluation system. Department heads evaluates the performance of each respective committee chair in consultation with the Dean. The chairs are responsible for evaluating the performance of each committee member to assist the department heads in their evaluation. The chairs document the progress made and present periodic reports to the faculty.

c. Committees will be composed of four to six members. Faculty may serve on more than one committee. Membership will be based on the faculty member's field of expertise, interest, and needs of the College of Business. Only tenured faculty serve in the Faculty Composition and Development Committee. All full-time faculty are eligible to serve on the COB committees. Part-time adjunct faculty members may be appointed depending on their interest and contract specifications.

d. Committee members receive credit for service in the evaluation of faculty performance document of the Prairie View evaluation system, based on Department Chair evaluation in consultation with committee chairs.

7. **College Meetings**

a. College faculty meetings can be initiated in one of three ways: (a) the Dean of the College of Business can call a meeting at any time; (b) Department chairs can request the Dean to call a meeting; and (c) the College of Business Faculty can petition the Dean for a meeting. Such a petition will require the signatures of at least four full-time faculty members.

b. The Dean chairs college faculty meetings. In the absence of the Dean, a designated Department Chair, MBA Director, or faculty member will chair the meeting.

c. College meeting agendas are established by the Dean, with input solicited from Department Chairs, MBA Director, and faculty. These are shared in advance. The dean must approve an agenda item before it is formally entered. The faculty hear reports from the committee chairs, representatives on the University committees, and the faculty advisors of student organizations. When placed on the agenda, recommendations from committees maybe presented, discussed and approved by the faculty.

d. Meetings will be held monthly, normally on a Friday afternoon, unless rescheduled by the Dean. The meetings are open to all COB faculty and staff members. Full-time faculty members are expected to attend these meetings. Part-time faculty members are welcome to attend.

8. **Standing Committees**

The following university-level committees will be provided representation from the College. This list may change over time as new committees and taskforces are created. To the extent possible, the representatives are elected in the COB meetings; if that is not possible, the dean makes the appointment in consultation with faculty and the department head.

- Senate
- University Academic Council
- Library
- Research (IRB)
- Assessment
- Safety
- Graduate Council
- IT Users Group
- Distance Learning Council
- Admission and Academic Standards

9. **College-Unique Procedures and Practices**

- Student Advisement Procedures
- Class Cancellation Request
- Faculty Research Incentive Policies
- Dean's Excellence Award Criteria
- Minimum Standards for Promotion and Tenure
- Criteria for Graduate Faculty Designation
- Student Grade Appeal Process
- Admission To the College of Business
- Minimal Teaching Standards (University Policy)
- Advising Procedure in the College of Business
- Travel to professional meetings.
- How faculty recruitment and selection is handled (need identification, advertisement, screening of responses, interview, offer and acceptance).

10. **Additional Procedures/Practices to be Written As Needed**

- How course scheduling is done
- How SOS system is implemented in the classroom
- How faculty evaluation is done
- How student scholarships are awarded

APPENDIX

MISSION AND STRATEGIC PLAN

MISSION STATEMENT
(Revised and Approved: May 2005)

The vision of the College of Business is to be a premier business institution that empowers students to realize their dreams through an excellent education.

The mission of the COB is to provide a diverse student body with a business education that produces readily employable professionals who are productive, ethical, entrepreneurial, and prepared to succeed in a competitive global economy. The College is committed to the pursuit of excellence in teaching, research and service. We will achieve these goals through an outstanding faculty and by building partnerships with stakeholders. While undergraduate education remains our primary focus, the COB aspires to expand its graduate programs. The student experience will be distinguished by personal attention, teamwork, leadership training, and an understanding of the link between business and society.

April 15, 2005

FACULTY

FACULTY RECUITMENT POLICIES AND PROCEDURES

Approved: May 14, 2003/COB Faculty

The mission of the College of Business (COB) is to 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 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 to join the faculty 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 demographic diversity of the faculty, whenever possible and without compromising the standards consistent with the COB mission.

PROCEDURES

1. The Department Head, based on the needs assessment, will request the Dean to hire faculty and provide information on the number, area(s), and period for which the requested faculty is (are) needed.
2. If satisfied with the request, the Dean will seek necessary authorization from the administration to fill the position(s).
3. Following the University procedures, the Dean will publicize the position(s) in a national publication, and may use other media as well. The position may also be advertised through the placement centers of the relevant professional associations, and the interested candidates may be interviewed by the COB representatives at that time.
4. The Dean will form a Faculty Search Committee (FSC) in consultation with the concerned Department Head, and may include the Department Head to chair the FSC or as a member of the FSC.
5. The FSC will review the applications and identify the top candidates for further consideration.
6. The FSC members will then conduct telephone interviews, and identify candidate(s) for a campus interview. The Department Head and/or Dean may join the FSC during telephone interviews, if possible.
7. The FSC will then rank the candidates for the purpose of campus visit and provide its recommendation to the Department Head.
8. The Department Head, in consultation with the Dean, will make a decision on the candidate(s) to be invited for a campus visit.
9. The Department Head arranges for the campus interview.

10. The campus interview may consist of in-class teaching, research presentation, meeting with the COB faculty and some University administration officials, etc.
11. Shortly after the campus visit, the FSC will gather input from the students and faculty, and make a recommendation regarding the candidate to the Department Head. However, if additional candidates are scheduled for a campus visit for the same position, the FSC will rank the candidates and make recommendations regarding them once the input related to all the candidates have been received.
12. The Department Head will make a recommendation to the Dean of the COB. The Dean will 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 recommendation to the Provost and the President for approval. If approved, by the Dean's office will send the official letter of offer to the candidate.

Faculty and Staff Ethical and Professional Guidelines
(Approved by COB Faculty, January 28, 2005)

(Sources: Adapted from 'Ethical Principles in University,' Society for Teaching and Learning in Higher Education, 1996; 07.01 Ethics Policy, TAMUS Employees – Revised Nov. 30, 2000; 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*

> 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 discomforting are dealt with in an honest 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.

8. *Respect for Colleagues*

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

9. Respect for Institution

> A university instructor is aware of and respects the mission, core values, educational goals, policies and standards of the institution in which he or she teaches.

DEAN'S EXCELLENCE AWARD FOR FACULTY

Approved: October 22, 2002/ Faculty

The COB is dedicated not only to quality teaching and scholarship but also service to the institution, the profession, and the community. It is reasonable that in each category faculty members who make extraordinary contributions for the year should receive appropriate reward and recognition.

College of Business faculty members would receive competitive awards in the area of research, teaching and scholarship once a year. The faculty members would nominate their colleagues for the award. The period under consideration would be May to April. The award committee will invite those nominated to provide documentation by April 1. The committee will deliberate, reach consensus, and inform the dean by April 10th. The awards will be given in the college of business honor's day. The dean will appoint the awards committee. Normally, the award committee will consist of the previous year's winner. This will ensure that the winner in any category sits out a year and cannot be nominated for the next year in any category. The committee is not bound to select a candidate for each award category every year, since only excellence (performance beyond the normal expectations) is to be recognized. For example, if none of those nominated meat the criteria of excellence in teaching for a year, no award need be given that year. The same faculty can be nominated in multiple categories and may chose to compete in multiple categories. In each case the recipient will receive a bonus grant of $1,000. The award will also be taken into consideration for merit pay adjustment. Additionally, the award winners will receive a plaque, appropriate recognition, and the honor to serve on the next year's committee.

1. **Excellence in Research**

The main criteria would be the number of refereed, quality, journal articles accepted for publication or published during the immediate past year. Gradually, this criterion would be expanded beyond numbers to include the entire spectrum of intellectual contributions as defined by the AACSB (refereed journal articles, book, chapters in book, proceedings, presentations, working papers, book review in journal, other publicly available refereed outlet) but also research related activities (serving as editor, referee, chair of program or session). Weight would also be given to activities that are helpful to colleagues (mentors and co-authors) and result in encouraging research and scholarship in the COB.

2. **Excellence in Teaching**

This award is to be given to the COB faculty nominated by peers and recognized by students for their teaching excellence. The focus would not be only on classroom instruction. Other aspects of being an educator and professor would also be recognized. The student opinion surveys should play an important but not the exclusive role. The entire teaching portfolio would be evaluated. What innovations did the nominee carry out? How did the faculty enhance the level of teaching in the College? If feasible, students will be invited to nominate their choice (or to write supporting letters for a nominee) for this award. This should be one of several factors taken into consideration by the award committee.

3. Excellence in Service

Candidates who excel in service to the institution, the profession and the community may compete for this award. The important criteria would be impact, not just participation. The nominee would document all of the relevant service activities over the award period and explain the impact of his or her contributions. The Award committee would consider the entire gamut of good citizenship (committee chairs, members, student club advisors, mentors for students and colleagues, officers in professional organizations, community service) for a university professor for this award.

DEAN'S EXCELLENCE AWARDS FOR FACULTY
Nomination Form (2002-2003)

Faculty Nominated: ___________________________

Award Category:
___Teaching
___Research
___Service

Brief Narrative – Why This Faculty Member Deserves The Award This Year?
(No documentation is necessary at this time)

Nominated by: _______________________

Date: ________________

MINIMUM STANDARDS FOR PROMOTION AND TENURE

Approved: May 27, 2002/FCDC
Approved: September 26, 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:

TENURE AND/OR PROMOTION TO THE RANK OF ASSOCIATE PROFESSOR

1. Three refereed journal publication
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.

CRITERIA FOR GRADUATE FACULTY DESIGNATION

Approved: September 26, 2002/FCDC, Faculty

THE COLLEGE OF BUSINESS GRADUATE FACULTY DESIGNATION CRITERIA

The College of Business graduate program shall adhere to the standards and criteria for accreditation by the Southern Association of Colleges and Schools and the American Assembly of Collegiate Schools of Business. These standards require the COB to have a set of criteria based on which a faculty can be assigned to be a part of the graduate faculty. Dean at the COB may nominate a faculty to serve on the graduate faculty.

As outlined by the Graduate School, the initial appointments to membership in the graduate faculty shall be for a period of not more than three years. Subsequent appointments to associate membership shall not exceed two years. Appointment to full membership in the graduate faculty shall be for not less than two nor more than five years. The following graduate faculty designation criteria for the COB have been developed based on the Graduate School requirements outlined in the Faculty Handbook.

THE GRADUATE FACULTY (revised and approved fall 2004)

Full Membership

1. Full-time appointment at the rank of Professor, Associate Professor, or Assistant Professor.
2. Terminal degree or recognized equivalent preparation in the field of assignment.
3. At least two years of graduate level teaching experience.
4. An established record of scholarship and leadership in the field. At least five pieces of intellectual contributions, including three or more refereed journal articles, in the last five years. Other examples of intellectual contributions include, research monographs, scholarly books, chapters in books, textbooks, proceedings from scholarly meetings, papers presented at faculty research seminars, publications in trade journals, in-house journals, book reviews, written cases with instructional materials, instructional software, and other publicly available materials describing the design and implementation of new curricula or courses.

Associate Membership

1. Full-time or special appointment at the rank of Professor, Associate Professor, or Assistant Professor.
2. Terminal degree or recognized equivalent preparation in the field of assignment.
3. At least three pieces of intellectual contributions, including one or more refereed journal articles (or the equivalent, such as a recently completed dissertation), in the last five years. Other examples of intellectual contributions include research monographs, scholarly books, chapters in books, textbooks, proceedings from scholarly meetings, papers presented at faculty research seminars, publications in trade journals, in-house journals, book reviews, written cases with instructional materials, instructional software,

and other publicly available materials describing the design and implementation of new curricula or courses.

Special Membership

1. Temporary appointment at the rank of Professor, Associate Professor, or Assistant Professor.
2. Terminal degree or recognized equivalent preparation in the field of assignment, or appropriate business experience.

Some scholarly activities.

Faculty & Staff Travel Guidelines
October 21, 2005

1. Subject to the availability of funds, an initial allotment of $1,250 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 $1,000 per trip would be used; international travel will be supported on a case by case basis with a maximum limit of $1,500. When planning a trip, reimbursements will be made on state rate basis since these are accreditation (state) funds.
2. A faculty member can add travel funds above these limits by borrowing from next year's travel fund account (maximum one year).
3. A faculty member can move savings from his or her travel account to next year's travel fund (maximum one year).
4. A faculty member can use his or her professional development funds (earned with journal publications) to supplement the travel funds.
5. Budget permitting, on a case by case basis, additional funds from dean's office may be available (for a second conference).
6. Faculty members are encouraged to apply for travel funds from other sources (Center for International Business Education travel support for Faculty Development in International Business (FDIB) workshops, University Center for Teaching Excellence).
7. Faculty members are expected to use good judgment in planning their trips since these are taxpayers dollars (e.g., use a shuttle instead of cab or rental car; economize on the number of days attending, share room with a colleague when possible, other savings).
8. With re-imbursement paperwork, a faculty member is requested to attach the completed COB travel reimbursement form. A copy of the conference program and the paper should be attached. This will assist the College in collecting information and documentation for accreditation purposes.

Travel Reimbursement Form
(Approved - October 21, 2005)

1. Faculty Name: ____________________________

2. Today's Date: ____________________________

3. Conference Information:
   a. Professional Association _______________________________________
   b. Conference Title/Name ____
   c. Location ____
   d. Dates ____________________________

4. Travel dates: ____________________________

5. Your activity (select all that apply):
   a. __Presented paper; attach program page and copy of your paper
   b. __Discussant; attach program page
   c. __Organized session; attach program page
   d. __Officer in association (give particulars); attach paperwork
   e. __Other; please describe and document
   ____

6. Copy of paper and conference program attached: ___ Yes; ___ No

7. Briefly describe how this conference benefited you as a researcher, teacher and academic professional:

8. Give a brief description of how this (travel) activity is connected to achieving the COB mission:

Faculty and Staff Mentor Protégé Program for Students
(Approved By Faculty - November 18, 2005)

The PVAMU College of Business faculty and staff are committed to preparing students for success in their career and in life. As stated in the mission statement, we are committed to educating the students and teaching them skills that will empower them to succeed in achieving their goals in life. The faculty and staff are interested in working closely with our students, educating the whole person, so that students are readily employable as graduates. This (faculty and staff) mentoring program, along with others in place, is expected to help us achieve our mission.

- Each faculty and staff person will volunteer to work closely with at least five students each semester.
- Faculty and staff early in the semester will identify the students they want to mentor and share the list of their selected protégés with their supervisors.
- The selection of these students is left to the individuals with the expectations that each mentor will pick a diverse group (freshman or senior, high GPA students and those at risk).
- It is expected that each faculty and staff will work with a new group of students each semester to spread the benefits or this mentorship across the entire body of business students. There can be exceptions made to this if a faculty-student team would like to extend the mentoring relationship into a second semester.
- Mentoring will be done informally through meetings outside of the class in faculty offices; although face to face contact is preferred, email can also be an effective tool to communicate with your protégé on a regular basis. The mentoring discussions will revolve around student life issues in College with a view to providing a sympathetic ear, and giving personal and professional counsel and guidance to students; if a student is in need of specialized assistance (counseling etc), the faculty would point to the responsible University office; if there are issues relating to student life or academic success, the mentor would point to the available resources (reading room, tutorial services, placement support, financial assistance, scholarships, housing, formal mentors etc) in the College.
- Suggested activities include student shadowing the faculty for a day, attending a leadership or development seminar together, luncheon meeting.
- Once a semester, the faculty will have a luncheon meeting with each protégé; the COB will pick the cost of the mentor protégé meal (approximately $7.50 per person).
- Faculty and staff are expected to keep records of their interactions with students in the program so that these efforts can be documented, and the program effectiveness assessed in a formal manner.
- If a mentor protégé relationship does not work out for some reason, the department head will work with both parties to find a resolution.
- The faculty and staff can include these efforts in their annual performance evaluation as evidence of their collegiality, good citizenship, and firm commitment to the mission of the College of Business.

Distance Education Incentive Plan
Discussed/Approved by COB Faculty, May 12, 2004

1. Given that the College is committed to using technology in instruction, we must create incentives to increase the number of distance education (online) courses we offer.
2. This commitment is made in the OCR Accreditation Plan submitted to AACSB International.
3. From our past experience in offering online courses, it is evident that the demand at the undergraduate level is not sufficient. However, there is strong demand at the graduate level. Given the nature of our graduate programs (part time, evening, weekend) it does make sense to concentrate our efforts in developing and offering online courses in the graduate programs. The Graduate Committee concurs with this view.
4. While we are interested in developing online versions of all graduate courses, the following "concept" courses (students with non-business background must take) would be our first focus for online instruction,

ACCT 5003 – Concepts of Accounting
ECON 5003 – Concepts of Economics
FINA 5003 – Concepts of Finance
FINA 5013 – Legal Environment of Business
MGMT 5113 – Business Statistics
MRKT 5003 - Concepts of Marketing

5. Graduate faculty interested in developing an online course should submit a written proposal to the department head and the director of the Graduate Programs in Business. Based on the proposal, the faculty would receive a stipend for time to develop and teach the online course. The stipend will consist of $2,500 for developing a course. The stipend will be paid after the process is complete and the course approved.
    a. Produce all lecture and other materials
    b. Complete the necessary training in Web CT
    c. Make a presentation of the online course materials to the Dept. and the College
    d. Make a presentation of the online course materials to the University Distance Education Council
    e. Work with the COB representative to get approval from the Council.

The faculty member would receive an additional stipend of $1,000 (or a one course reduction) after the course is actually taught by the faculty member. These stipends may be paid as summer grants given the University regulations.

STUDENTS

STUDENT RECRUITMENT FRAMEWORK

(Approved COB Faculty, May 2004)

I. ASSUMPTIONS:

1. Targeted profile for entering student:

    a. SAT score preferably higher than 1000 and/or ACT composite score of higher than 21 and/or graduate in top15% of graduating class.

    b. Involved in community projects and programs.

    c. Exhibit outstanding citizenship.

    d. Exhibit strong interest in business.

2. Majority of recruiting resources will be focused on recruiting opportunities within the major metropolitan area surrounding PVAMU.

3. The undergraduate enrollment will increase at a rate of 5% per year.

4. By the fall of 2008, 10% of the students enrolled in the College of Business will be of Hispanic or White or International heritage.

5. The College will have a full-time recruiter on staff.

6. There will be an emphasis on upper division transfers from other universities and colleges.

7. The graduate business programs will increase at a rate of 8% per year.

8. A minimum of 30% of the graduate courses will be offered at satellite campuses by 2015.

    a. The NW campus will continue to be used for classes.

    b. One additional satellite campus will become operational.

II. SOURCES OF UNDERGADUATE STUDENTS

1. Upper class(Juniors and seniors)
    - a. Transfer students
        - Community Colleges
            - HCC
            - Blinn
            - NHMCCD
        - PVAMU
            - Engineering
            - Nursing
            - Education
            - Arts & Sciences
            - Agriculture
            - Architecture
            - Criminal Justice and Psychology
        - Four year universities
            - Public
            - Private/proprietary

2. New students (Freshman/Sophomores)
    - Public Texas Metropolitan School Districts
    - Private Texas Metropolitan School Districts

III. SOURCES OF GRADUATE STUDENTS

1. From PVAMU
    - Engineering
    - Nursing
    - Education
    - Business
    - Agriculture
    - Architecture
2. External
    - Four year universities
    - Public
    - Private/proprietary

IV. CONTACT CHANNELS

1. Current students
2. Alumni
3. Civic Associations
4. Newspapers
   a. Local, small town newspapers to attract mature students who want to go back to college.
   b. Metropolitan newspapers to increase program awareness
5. Radio
6. TV
7. Campus visits
8. Chambers of Commerce
9. Service clubs
10. Professional associations
11. Speakers bureau
12. Corporate meetings/presentations
13. School Districts
14. Hospitals

V. PROJECTIONS

Assumptions:
1. 10% of the students will graduate annually
2. Undergraduate student population in College of Business will increase 5% per academic year.
3. Graduate population will increase 8% per academic year.
4. Assumes a retention rate of at least 80%

TOTAL NUMBER OF STUDENTS

		3yr	5yr	10yr
year	2004	2007	2009	2014
New(Fr/So)	800	966	1071	1303
Upper (Jr/Sr)	380	440	489	619
Sub total	1180	1406	1560	1922
Grad	150	188	220	324
Total	1330	1594	1780	2246

APPLICATION FOR ADMISSION TO COLLEGE OF BUSINESS

Approved: March 2003/Business Council

Student Name: ______________________________

S.S. No. ______________________________

Phone: ______________ **e-mail:** ______________

Address: ______________________________

____

Current Major (if any): ______________________________

Current Minor (if any): ______________________________

In order to be admitted to a College of Business academic program, the following requirements must be met at the time of making the application:

Test/ GPA/ Earned Hrs.	Minimum Requirement*	Student's Score	Course	Minimum Requirement	Student's Grade
A. TASP:			**ENGL 1123**	**C**	
Reading	**240**		**ENGL 1133**	**C**	
Writing	**250**		**MATH 1113**	**C**	
Math	**240**		**MATH 1153**	**C**	
			ADSY 1013	**C**	
B. Earned Hours	**45**		**MGMT 1013**	**C**	
C. Cum GPA	**2.30**		**ACCT 2113**	**C**	
			ECON 2113/ 2123	**C**	

- **The minimum requirement for TASP test does not apply if a student is TASP-exempt.**

Student's Certification:

I have satisfied the minimum requirements as stated above and do hereby request admission to the College of Business with a major in: (circle one)

(a) Accounting (b) Finance (c) MIS (d) Management (e) Marketing

______________________________ ______________________________

Student's Signature Date

Student Information Checked: ______________________________

Department Secretary Signature & Date

Admission to the College Recommended: ______________________________

Department Head Signature & Date

Admission Approved: ______________________________

Dean Signature & Date

STUDENT ADVISING PROCEDURES

Approved: October 22, 2002/Business Council

Objective: To improve student advising in the College of Business. Not only the faculty intends to do a better job in putting students in the right courses but also wishes to build relationship with their advisees so that the students would perceive the process to be helpful and friendly; we also wish to minimize the number of errors in advising.

1. Each faculty member would be allotted a list of students as their advisees. The dept. heads will prepare and post these lists. For the initial list, this would be done on a random basis or with some thought given to the majors; if students wish to change their advisors, they would petition to the dept. heads for the change. Faculty members should advise students on their list and direct others to the dept. secretary. Please use this opportunity to interact with the students in a friendly manner to build relations. Remember, the students are our clients. Further, they will be participating in multiple surveys (in-house survey; AACSB/EBI) on their experience in the College of Business. We want the students to have a pleasant experience.

2. A student sign-up sheet will be posted on each faculty door ten days prior to the pre-registration and advising period. The faculty members would first have an opportunity to block off the times they are in class or meeting before posting. The students would be invited to sign up for the time they wish to see the advisor.

3. The faculty members would make a good effort to keep their appointments with their advisees. If for any reason, you miss your appointment, please call the dept. secretary so that they can arrange for another advisor for the student. These are half an hour slots that should normally be enough to advise a student. The student who fails to keep her/his appointment would be advised later.

4. On the day and time of advising, the student will first go to the secretary who will find the file and send the student with the file to the advisor; the advisor uses the SIS system to find the right courses and registers the student into those courses. If you have an advising related question about advising, feel free to contact a colleague or the dept. head or secretary. After the process is complete the student walks away with a printed list of courses he/she has registered for. The file is returned to the dept. secretary.

5. After an initial run, the system will be evaluated to see if it is working and what changes need to be made. Thank you for your patience and help in making the new advising system succeed in the College of Business.

STUDENT GRADE APPEAL FORM

Approved: Fall 2002/Student Committee
Approved: Spring 2003/Business Council
(This appeal should be activated within 30 days of grade receipt)

Student: ____________________ S.S. #: _________________ Major: _________________

Course: _____________________ Section: _____________ Semester: _________________

Instructor: _________________ Grade Received: _______ Expected Grade: _________

____

Explanation of grade appeal: (Grievance, rationale, remedy, remedy sought): Please type or print clearly.

Instructions: You are first advised to contact your course instructor about your grade. If you are not satisfied with this discussion, you may use this form to begin a formal grade appeal process. Please be patient as this process takes time. We will contact you within 30 days of your appeal with the outcome – Thank you.

Student Signature: _____________________________ Date: ____________________

Phone: _____________________________ Email: ___________________________

A) Instructor's Evaluation: (Please attach ALL pertinent materials for others to evaluate the appeal)

Instructor Signature: ________________________________ Date: _____________
Resolved: Yes _______ No______

B) Department Head Evaluation:

Department Head Signature: ______________________________ Date: ____________
Resolved: Yes: _____ No: _____

C) Appeals Committee Evaluation:

Faculty Appeals Panel Signatures: 1. _________________ 2. ____________________

3. ________________ 4. _________________

*This process will take up to 30 days.

INTERNSHIP/COOP PROGRAM POLICY AND PROCEDURES
Approved by COB Faculty, September 19, 2003

Overview:
An internship or cooperative education (co-op) program provides students with an on-the-job work experience organized in an educational and academic manner. The benefits to students, employers, and the University are listed below.

Benefits to students:

1. The student can better evaluate his or her chosen academic major.
2. Classroom theory and principles become more meaningful through practical application in work assignment.
3. The student can earn academic credit.
4. Upon graduation the student will have the advantage of professional experiences to help him or her in the job market.
5. The student can earn money to help finance his or her academic career.
6. The student can secure networking opportunities and an opportunity for a permanent future job.
7. The experience is an excellent addition to the student's resume.
8. Often, it opens employment opportunities in the same firm.

Benefits to employers:

1. The employers and the student can observe each other for an extended period of time at work rather than only during short job interviews when considering long-term positions.
2. Upon returning to campus the student becomes a contact for the employers seeking other prospective employees.
3. Employers reduce their training costs.
4. Support institutions of higher education.

Benefits to the University:

1. Creates ties with the governmental, business, and industrial community.
2. Provides faculty members with the opportunity to gain additional information about their subject matter.
3. Helps in updating curricula to keep courses aligned with on-the-job requirements.
4. Builds bridges with our customers.
5. Improves the image of the College.
6. Brings in donation for support of academic programs.

College of Business Co-op Courses:

In the College of Business, for credit co-op and internship courses are considered "unrestricted electives." The College of Business offers the following co-op and internship courses during the Fall, Spring and Summer semesters.

ACCT 3393, Accounting Internship I
ACCT 3493, Accounting Internship II
ADSY 3393, Information Systems Internship I
ADSY 4393, Information Systems Internship II
FINA 3393, Finance Internship I
FINA 4393, Finance Internship II
MGMT 2291, Co-op Education I
MGMT 2293, Co-op Education I
MGMT 3391, Co-op Education II
MGMT 3393, Co-op Education II
MGMT 4391, Co-op Education III
MGMT 4393, Co-op Education III

Internship Opportunities & Eligibility:

Students seeking a co-op or internship should schedule an appointment with the College of Business internship coordinator. Students may secure their own co-op or internship positions. They may also seek assistance from the University Career Services office or from the internship coordinator in the College of Business. The sponsoring companies, firms or entities, will determine acceptance of interns. Requirements may include resume review, interviews, etc.

To obtain academic credit for a co-op or internship experience, a student must register for a co-op or internship course with the respective College of Business department head, pay related tuition and other fees, and earn a satisfactory grade.

A student is eligible for a College of Business co-op or internship based on the following criteria:

1. Minimum 2.5 overall grade point average
2. Have obtained at least sophomore status.
3. Must have completed the three hour Introduction to Management Information Systems class or equivalent.
4. Must have the approval of the department head.

To qualify for an accounting, information systems, or finance internship, the student must also have completed six hours of coursework in the respective field with at least 2.5 grade point average.

Students may earn a maximum of six total credit hours for internships and are limited to registering for three internship credit hours per semester. Internships for academic credit should require a minimum of 150 hours of work per semester (roughly 10 hours per week). Employers may require more. The internship may or may not include compensation, scholarships, housing, or transportation. Prior to interning, a student briefing is provided by the faculty supervisor. The purpose of the briefing is to review the internship purpose, course requirements, and the grading methodology. Students may contact the department head during the internship. These discussions are motivational and informal. During the semester the internship coordinator or faculty supervisor will place a call to the contact manager in each firm. The primary purpose of these calls is to review the progress of interns and to plan future recruitment activities. A formal request for evaluation is mailed to employers at midterm with a requested return date before the end of the semester. A self-addressed return envelope is provided for this purpose.

Assessment of Learning (Grading):

The final grade for an internship includes the job supervisor's evaluation (50%), the student internship report and presentation (40%), and the student's daily journal (10%). The report is graded by the faculty supervisor and may be reviewed by the department head. The faculty supervisor submits the final grade.

Report:

Students enrolled for academic credit are required to submit the report well before the end of finals week. The purpose of the report is to establish if the objectives of the internship were met. The report should not be a chronological diary. It should be a ten to fifteen page, single-spaced typed narrative and contain the following.

1. Name of the immediate supervisor on the job, his or her title, and means of communication with the supervisor including phone, fax, email and postal address.
2. Objectives of the job assignment during the internship.
3. Intern's position with the organization (including organization chart)
   a. The technical nature of the job, if applicable
   b. The administrative or managerial duties of the job.

4. Details of specific assignment which should include
   a. Objectives of the assignment
   b. Description of tasks
   c. Method or approach to completing tasks
   d. Source of information required to perform tasks
   e. Impact of the intern's responsibilities on the unit or department
   f. Summary of the skills learned and/or the job training completed
   g. Extracurricular involvement
   h. Assessment of academic preparedness to fulfill job requirements
   i. The most valuable thing learned from the experience
   j. How the internship could be improved

Supervisor Evaluation:

The immediate supervisor evaluates an intern's job performance based on ten attributes. The attributes relate to knowledge, skills, and abilities. The evaluation is based on a scale of zero through one hundred. One hundred is the highest performance score and zero is considered the lowest. The evaluation form is used as an indication of student performance for grade assignment and evaluation forms in aggregate are used to measure the college's success at meeting stated educational goals.

Daily Journal:

As part of the requirements of the course, each intern maintains a daily/weekly chronological journal of his or her internship experience. This should include a description of daily tasks, difficulties encountered, and other general comments. The student also completes a student evaluation at the end of the internship. This would help the college in deciding if future students should intern with this company.

Qualifying Companies and Firms:

The minimum qualifications of a company or firm for participation in the College of Business internship program are as follows:

(a) Provide objectives of the job assignment;
(b) Agree to distribute job descriptions to the College Of Business prior to start of the student internship;
(c) Provide the name of the student's supervisor or an organization contact person and necessary contact information;
(d) Agree to prepare a timely student performance evaluation.
(e) Agree to stay in touch with faculty supervisor
(f) Agree to mail in the supervisor evaluation in time for the final grade (by May 1, December 1, July 1, August 1)

The final approval of the internship position to be used as an academic credit course is made by the department chair.

College of Business
Prairie View A&M University
Supervisor Evaluation

Print or Type

Student Name ______________________________ SS#_____________________
Semester ___________________________________Course__________________
Employer ____
Supervisor completing evaluation ____
Title ____
Phone #______________________________________Email __________________

Grading Scale: 90-100 Excellent, 80-89 Good, 70-79 Satisfactory, Below 70 Not Satisfactory.

Suggested Attributes	Scoring Scale (10 Maximum)
Resourcefulness/Creativity	_____________
Knowledge of Subject	_____________
Communication Skills	_____________
Action- Oriented/Tenacity	_____________
Computer Literacy	_____________
Ability to Work in a Team	_____________
Dependability	_____________
Poise/Maturity	_____________
Work Ethics	_____________
Growth Potential	_____________
Total Points (Maximum 100)	_____________

Other Comments:

Supervisor's Signature__________________________ Date ______________

Please mail the form to College of Business at:
Internship Coordinator
P.O. Box 638
Prairie View
Texas 77446

Internship Student Report

Print or Type

Student___________________________________ SS#_____________________
Semester__________________________________ Course __________________
Company or Firm ____
Graded by ____(Faculty)
Reviewed by ____(Department Head)

The report (paper) should include a narrative of the internship experience including the following:

1. Name of the immediate supervisor, his or her title, and means of communication with the supervisor including phone, fax, email and postal address
2. Objectives of the job assignment during the internship
3. Intern's position with the organization (including organization chart)
    a. The technical nature of the job, if applicable
    b. The administrative or managerial duties of the job

4. Details of specific assignment which would include
    a. Objectives of the assignment
    b. Description of tasks
    c. Method or approach to tasks
    d. Source of information required to perform tasks
    e. Impact of the intern's responsibilities on the unit or department
    f. Summary of skills learned and/or the job training completed
    g. Extracurricular involvement
    h. Assessment of the academic preparedness to fulfill job
    i. The most valuable thing learned from the experience
    j. How the internship could be improved

The paper may be graded based on grammar, content, readability and overall quality.

Grading Scale: 90-100 Excellent, 80-89 Good, 70-79 Satisfactory, Below 70 Not Satisfactory.

	Points	Score
1. Narrative of Experience	(25)	_____
2. Content and Completeness	(50)	_____
3. Grammar	(25)	_____
Total	(100)	______

Signature: ______________________________ (Faculty) Date ______________
Signature: ______________________________ (Department Head) Date _______

Internship Grade

Print or Type

Student___________________________________ SS#________________
Course____________________________________ Term______________

1. Intern Supervisor's Evaluation ____________ x 50% = __________
2. Student Report ____________ x 40% =__________
3. Daily Journal ____________ x 10% = _________

Total Score __________

Course Grade __________

Signature:____ (Faculty Supervisor)

Date: _________

College of Business
Student Evaluation (of Internship Experience)

Student_______________________________ Company __________________
Course________________________________ Term _____________________
Faculty Supervisor _____________________ Job Supervisor______________

Rank the following from Poor (1) to Excellent (5)

1. The internship was a challenging experience 1__ 2__3__4__5__
2 The internship was a learning experience 1__2__3__4__5__
3. The internship work environment was positive 1__2__3__4__5__
4. I received adequate mentoring from my job supervisor(s). 1__2__3__4__5__
5. I received adequate supervision from my faculty supervisor 1__2__3__4__5__
6. My academic classes prepared me for my internship 1__2__3__4__5__
7. My computer skills were sufficient for me tom perform my job 1__2__3__4__5
8. My overall internship experience was positive 1__2__3__4__5__
9. I would recommend internship with this company to other PV students 1__2__3__4__5__

Comments:

Signature: _________________________________ (Student) Date: _____________

HONORS PROGRAM PROPOSAL
(Adopted by Faculty: December 9, 2004)

Objective:

The objective of the College of Business Honors Program is to increase academic achievement in the College of Business and to provide opportunities for motivated students to excel. The program will provide an opportunity for a self-selected group of students to achieve academic excellence and develop skills vital to sustained success following graduation. It will also create an atmosphere encouraging all business students and faculty to aspire to higher standards. The smaller class setting and motivated students will enable faculty to develop and use innovative and rigorous teaching and learning techniques.

Elements:

1. Small (up to 20 students) sections of fundamental and advanced courses:

    a. Learning evaluation factors will emphasize the development of writing skills through essay examinations and research and writing assignments.

    b. Both faculty members and students will be committed to higher performance standards.

    c. Enrolling students will be aware of the heightened course requirements prior to enrollment and will therefore be committed to higher levels of effort and attainment.

2. The enhanced efforts and achievement of students successfully completing these special courses will be given special recognition in a number of manners, including manners through which potential employers will be able to recognize students with higher-than-average motivation and achievement. Potential means of recognition include:

    a. Special notations on student transcripts for honors sections taken and for completion of the Honors Program.

    b. Monetary rewards in the form of scholarships on successful completion of a minimum number of honors sections.

    c. Preference in registering for honors sections to students in the Honors Program.

    d. Exclusion of unsuccessful students from subsequent registration for honors sections – with “unsuccessful” including both failure to achieve minimum requirements and voluntary withdrawal from prior honors sections.

    e. Recognition certificates that include the number of honors sections completed.

3. Additional opportunities exclusively for Honors Program participants:

   a. Weekend colloquia designed to broaden students' perspectives on success – in business, society and personal satisfaction.

   b. College of Business sponsorship for honors students' participation in regional, national, and international academic conferences and contests.

4. Student admission to the Honors Program will be voluntary and consistent with the University's "open admission" policy.

   a. Initial admission will be based on the student's desire and commitment to participate in the program. Freshman students must have passed the TAKS/TASP [however designated now or in the future]. Sophomore and higher level students must have passed English 1133.

   b. All students registering for an honors section will be required to make a written acknowledgment of the additional, more rigorous, standards for honors sections and commitment to successful completion of those standards.

   c. Students wishing to obtain an Honors Program notation on their transcript will have to enter the program no later than the beginning of their second Sophomore-year term.

   d. Students who do not satisfactorily complete an honors section will be permanently dropped from the Program.

   e. Students participating in the University Honors Program will be given preferences equal to, and subject to the same requirements as, students participating only in the COB Honors Program.

   f. To the extent seats are available in honors sections, students not participating in the Honors Program will be allowed to register for honors sections only with the same commitment as students participating in the Honors Program and subject to the same standards as Honors Program students.

Program Features:

1. The Honors Program will be structured in a manner similar to an academic minor.

   a. To complete the program students will be required to take a minimum number of honors sections (18 to 21 credit hours) at various levels.

   b. Sections in COB general-requirements courses will be designated as honors sections, with registration limited to honors program participants (allowing participation by other students to the extent seats are available). Courses potentially included: All “3103” courses, Econ 2113, 2123, Fina 2203, 2213, Acct 2113, 2123, selected upper-level courses in each major field. During their senior year, each honors student will be required to complete an internship, independent research and writing (“independent study”) project, or a “capstone” course with a supplemental research and writing component. Unless unavailable, students will select honors sections in their major for higher-level courses.

2. The Honors Program will be coordinated by a full-time person who will work closely with faculty teaching honors sections, department heads, the Dean’s office and registration advisors to build the program and ensure success. If a faculty member, the coordinator will receive a one-course reduced teaching load or a summer research grant to develop and support program goals.

3. A special effort will be made to track the careers of Honors Program graduates and seek graduates’ advice for the purpose of evaluating the Honors Program.

TEACHING – INSTRUCTION

Prairie View A&M University
Minimal Instructional Responsibilities (Provost's Office: 8-7-01)

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, minimally one hour per week for each semester credit hour taught.
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.

As a part of my contract with Prairie View A&M University, I agree to adhere to these minimal instructional responsibilities.

____________________________ ____________________________

Printed Name Signature

COURSE EMBEDDED ASSESSMENT PROGRAM
(Approved: 5/12/04)

Preamble

We, the faculty of the College of Business at Prairie View A&M University, in recognition of:

- Our mission of educating our students;
- The desire of students and alumni to preserve and enhance the value of a PVAMU Business degree;
- The requirements of accrediting agencies (SACS, AACSB International) for colleges to assess the learning of their students at all levels;
- The demands of the public for accountability of educational institutions, educational processes, and educators; and
- The expectations of future employers about the knowledge and skills we have instilled into our students and graduates, hereby establish this Course-Embedded Assessment Program in order to:
- Demonstrate our students' success in learning;
- Assure the preparation of our students for future courses and for careers; and
- Identify areas of strength and areas for potential improvement in our teaching.

Learning Objectives

We, the faculty, will develop a set of course learning objectives for each course in the College of Business. These course learning objectives will be broad enough to encompass the majority of the material covered in the course. They will also be specific enough to leave no doubt as to what material will be covered in the course and the level of knowledge expected of the student who successfully completes the class. *Guidelines for writing learning objectives are provided on page 4 in this document.*

We will review and revise the course learning objectives as appropriate prior to the start of each term. This will be done by the faculty teaching the course that term. It is expected that the course learning objectives will remain fairly stable over time, but it is recognized that changes in course learning objectives are necessary due to the dynamic nature of knowledge and the world around us.

For courses with multiple sections in a given term, we will use a common set of course learning objectives for each section as specified above. For courses with multiple faculty, the department chair will appoint a lead faculty member prior to the start of each term to facilitate faculty agreement on common course learning objectives for that term.

We will include the course learning objectives in the course syllabus.

We will provide the course learning objectives for all COB courses to the Dean by the end of the first week of each term. By the end of the third week of each term, the Dean will disseminate a package of all course learning objectives to all faculty in the COB. We will use this to assure that necessary content is being delivered in the appropriate courses, ensure that prerequisite courses provide the necessary preparation for subsequent courses, and facilitate the reduction of redundancy across the curriculum.

We, as individual faculty members, may identify additional learning objectives or sub-objectives above and beyond the course learning objectives for courses and/or sections we teach. These additional objectives may be included in the syllabus. They do not need to be disseminated to other faculty. They do not need to be assessed or reported.

Assessment

We will assess each course learning objective individually and report the results.

We, as individual faculty members, will have the responsibility of developing assessment methods for each of the course learning objectives. These assessment methods will include objective evaluation criteria. Our assessment methods may include common questions across sections.

Each of us will submit documentation to the Chair of the Instructional Resources and Responsibilities Committee showing the methods (including specific assignments, questions, evaluation criteria, etc.) used to assess each course learning objective and the success rate achieved by the students.

Continuous Improvement Plan

Success rates of 70% or more for a given course learning objective are considered acceptable and no corrective action is needed. Success rates of 50% to 70% are indicative of areas we need to monitor closely.

Course learning objectives with success rates of less than 50% are indicative of areas where we need to improve. We will identify and document the most likely causes of the low success rate. We will also develop an action plan to improve our success rate on that learning objective.

Possible action plans include, but are not limited to:

- A revision of the assessment method.
- Additional class time devoted to the course learning objective.
- Additional reading materials assigned for the course learning objective.
- Use of new examples to explain the concepts.
- Additional homework assigned for the course learning objective.
- Adoption of a new textbook.
- Complete revision of the class.

Implementation

We will pilot this program during the Spring 2004 term in the undergraduate core COB courses. During this term, learning objectives have been defined by the faculty for each of the core COB courses. Also during this term, these guidelines have been developed. For this pilot program, we will assess those learning objectives that are still reasonable to assess at this stage of the semester.

We will provide results (with the documentation described above) to the Chair of the Instructional Resources and Responsibilities Committee or another faculty member specifically appointed for this task within two weeks after final course grades are required.

The Chair of the Instructional Resources Committee will summarize the results and review them with the Dean and the faculty prior to the start of the next Fall or Spring semester.

Just as we seek continuous improvement in our teaching, we will evaluate this Course-Embedded Assessment Program at the start of each academic year to identify and implement appropriate modifications.

Guidelines for Learning Objectives

There should be a minimum of ten course learning objectives for each course. Courses may have fewer learning objectives if: (a) they are broad enough to cover the majority of the content to be learned in the course; (b) they are specific enough to leave no doubt as to what students are expected to learn in the course; and (c) they are measurable.

Course learning objectives should use process verbs similar to those in the table entitled "Bloom's Taxonomy of Educational Objectives" (on page 5) to indicate the level of cognition expected of the students. More advanced courses should place progressively more emphasis on higher levels of cognition.

Course learning objectives should be presented in the following format. (Course heading information should not be repeated for the presentation of the learning objectives in the syllabus.)

Prairie View A&M University
College of Business
MGMT 9999: LEARNING OBJECTIVE FORMAT
Spring 2004

Course Learning Objectives

Upon successful completion of this course, the student should [know/be able to]:

1. Develop and write useful learning objectives using Bloom's Taxonomy.
2. Replace "MGMT 9999: LEARNING OBJECTIVE FORMAT" with the course number and name.
3. Recognize that words between "[" and "]" are optional and may be replaced with other similar verbiage as necessary.
4. Demonstrate mastery of the material at the appropriate level of cognition.
5. Etc.

Bloom's Taxonomy of the Cognitive Domain

LEVEL	DEFINITION	SKILLS DEMONSTRATED	SAMPLE VERBS	SAMPLE BEHAVIORS
Knowledge	Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.	• Observation and recall of information • Knowledge of dates, events, places • Knowledge of major ideas • Mastery of subject matter	List, define, identify, label, collect, name, find, match, select	The student will define the 6 levels of Bloom's taxonomy of the cognitive domain.
Comprehension	Student translates, comprehends, or interprets information based on prior learning.	• Understanding information • Translate knowledge into new context • Interpret facts, compare, contrast • Order, group, infer causes • Predict consequences	Explain, summarize, paraphrase, illustrate, interpret, distinguish, differentiate, compare, contrast, relate	The student will explain the purpose of Bloom's taxonomy of the cognitive domain.
Application	Student selects, transfers, and uses data and principles to complete a problem or task with a minimum of direction.	• Use information • Use methods, concepts, theories in new situations • Solve problems using required skill or knowledge	Use, solve, compute, demonstrate, apply, construct, calculate, complete, build, model	The student will construct an instructional objective for each level of Bloom's taxonomy.
Analysis	Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question.	• Seeing patterns • Organization of parts • Recognition of hidden meanings • Identification of components • Break into parts and relate parts	Analyze, compare, contrast, separate, arrange, classify, infer, categorize, simplify	The student will compare and contrast the cognitive and affective domains.
Synthesis	Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.	• Use old ideas to generate new ones • Generalize from given facts • Relate knowledge from several areas • Predict, draw conclusions	Create, design, hypothesize, invent, develop, integrate, compose, formulate, generalize, originate, combine, compose	The student will design a classification scheme for educational objectives that combine the cognitive, affective, and psychomotor domains.
Evaluation	Student appraises, assesses, or critiques on a basis of specific standards and criteria.	• Discriminate between ideas • Assess value of theories, presentations • Make choices on reasoned argument • Verify value of evidence • Recognize subjectivity	Assess, judge, evaluate, critique, justify, test, measure, recommend, defend, dispute, rate, appraise	The student will judge the effectiveness of writing objectives using Bloom's taxonomy.

This material has been borrowed and adapted from the following sources:
http://education.calumet.purdue.edu/vockell/edpsybook/bloom/bloom's _taxonomy.htm (accessed 4/20/04)
http://www.chiron.valdosta.edu/whuitt/col/cogsys/bloom.html (accessed 4/20/04)
http://www.coun.uvic.ca/learn/program/hndouts/bloom.html (accessed 4/20/04)
http://www.kcmetro.cc.mo.us/longview/ctac/blooms.htm (accessed 4/20/04)
All of which are based on:

Bloom, B.S., Engelhart, M.B., Furst, E.J., Hill, W.H., and Krathwohl, D.R. (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: The Cognitive Domain*. New York: Longman.

CLASS CANCELLATION/MISSED CLASS
(Approved: January 2003/Business Council)

Semester _____________
Date(s) 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 to be missed
   ____ _________________
5. Reason for missing scheduled class (if traveling for professional reasons, attach conference information)
   ____
   ____
6. Who would be responsible for meeting the class in your absence or when and how the missed class would be made up?

____
___

7. Who would inform the students, in case of 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 _________________________________
9. REPORT SUMITTED ON: ___________

CLASSROOM BEHAVIOR GUIDELNES AND EXPECTATIONS
(Approved by COB Faculty on August 17, 2004)

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 classes begin - do not be tardy. .
2. Stay for the duration of the class - do not leave the class unless prior permission has been granted.
3. Turn off your cell phone, personal data assistant (Palm Pilots), pager and other electronic devices that may be distractions to others – no phone calls or text messaging are allowed while the class is in progress.
4. Do not disturb or distract the class - avoid unnecessary 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.
6. Do not engage in inappropriate physical gestures or body language; do not use expletives or profanity in the classroom or the hallways.
7. Do not bring in food and/or eat or drink in the classrooms or computer labs. The student lounge is located in room 1B121. 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.
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, apologize.
14. Understand that violations of the above may result expulsion in expulsion from the class or the program.

I pledge to abide by these guidelines for classroom behavior.

____

(Student name)

RESEARCH – INTELLECTUAL CONTRIBUTIONS

FACULTY RESEARCH INCENTIVE POLICIES

Approved: November 22, 2002/ICC & Faculty

These policies are adopted for the purpose of encouraging research and scholarship in the College so that a solid progress is made towards AACSB accreditation. It is hoped that through a combination of recognition and reward, we can grow a culture in the College of Business where ongoing quality research becomes desirable and normal on the part of all faculty members. These rules outlined below are subject to change if they contradict any university policy, or if budgetary and other conditions change. The rules were discussed with the members of the Intellectual Contributions Committee in 2001-2002. This committee would review the details from time to time and may suggest modifications.

Munir Quddus, Dean

October 22, 2002

1. Dean's Excellence in Research Award

The main criteria would be the number of refereed, quality, journal articles accepted for publication or published. The criterion would eventually be expanded beyond journal articles to include the entire spectrum of intellectual contributions as defined by the AACSB (refereed journal articles, book, chapters in book, proceedings, presentations, working papers, book review in journal, other publicly available refereed outlet) but also research related activities (serving as editor, referee, chair of program or session). Weight would also be given to activities that are helpful to colleagues (mentors and co-authors) and result in encouraging research and scholarship in the COB.

In each case the recipient will receive a $1,000 grant. The award amount is indicative and subject to the availability of funds and university regulations. Additionally, the award winner would receive a plaque, appropriate recognition, and the honor to serve on the next year's committee.

2. Summer Research Grant

Depending on the availability of funds, four (4) competitive summer grants of $5,000 each are available for full-time tenured or tenure-track faculty. The interested faculty would apply to the Dean's office with a proposal that outlines the research project by a date announced by the Dean's office approximately 45 days in advance of the final submission date. A faculty committee (Dean, Chair of the Intellectual Contributions Committee, previous year's winner) would consider the merit of the research proposals and the probability of success in publication. Grants will be awarded on a per-project basis without regard to the number of participants. Joint research is encouraged even if one faculty receives the award. Award(s) would be announced before summer teaching schedule is finalized. Grant recipients would commit not to teach (at PVAMU or outside) or to go on extended travel during the summer so that the entire focus is on research.

Our vision 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 30 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 journal.

3. Reduced Teaching Load Option

Faculty members may elect to take a reduced teaching load (nine hours per semester) in return for a firm commitment to conduct research that would result in a journal article. The department chairs would work with individual faculty at the time of scheduling to see if this option is available. Faculty members who receive a reduced teaching load are expected to produce at least one journal-quality article over the reduced-load period. Until this minimal outcome is met, further course load reduction would not be granted.

4. Merit Raise Formula for Publishing Journal Articles

For the first quality refereed journal article (preferably in a CABELL-listed journal, but not limited to those) each year, the author would receive $1,500 as the annual merit raise (added to the base salary) at the next-subsequent date for determining merit raises. For a two-author joint publication, each author would receive a $1,000 annual merit raise. For a three-author joint publication, each author would receive a $750 annual merit raise. For a four-or-more-author joint publication, each author would receive a $500 annual merit raise. The number of joint authors will be determined without regard to the authors' affiliation. For subsequent articles published during a single year, a lesser annual merit raise may be awarded. Naturally, awards can go only to PVAMU faculty.

NOTE: *The award figures are indicative and subject to the availability of funds to the College, College accreditation commitments, and university regulations*. However, the link between the per-author award amounts in merit raise would be preserved to the extent possible.

5. Reward for Each Journal Article

Whenever a faculty member receives the acceptance letter from the editor, the faculty can request the secretary in the Dean's office to place $200 into their account to be spent for any professional development expense (*e.g.*, submission fees, travel, professional -organization membership fees).

6. Mentor Award

A faculty who provides substantial support and encouragement to another faculty (especially one not yet "academically" qualified) should receive recognition in the form of an appropriately inscribed plaque for each journal article that results from such mentoring.

7. Revisions and New Incentives (Approved by Faculty in fall 2004)

In the absence of regular, periodic merit raises, the following policies would be used by the dean to keep the incentives for research and scholarship in place.

- For each refereed journal article (counted once at the time of the formal acceptance letter is received), the faculty member would receive a one time reward of $500. This will be paid once a year, in summer, in the form of a research grant. For multiple co-authored papers, each author will receive the same amount ($500).
- If the co-author(s) was/were not academically qualified (AQ) by AACSB standards (has less than 2 refereed journal articles since 2000), the first author (mentor) would receive an additional $500 to be paid in summer as research support.
- For writing and submitting a grant proposal for possible funding, a faculty would apply to the department head for support; if the department head recommends, the incentive payment could be up to $500 to be paid in summer as research support.
- The summer competitive research grant policy may be modified to allow the grant recipients to teach a maximum of one class during the summer.
- Professional development funds for each journal article published will remain at $200. These funds would be used for professional uses (submission fees, travel, membership fee, etc)
- Payment of one time reward as summer grant would not preclude the direct connection between research productivity and merit salary increases (when made available from the state). However, no specific formula to connecting a raise in the base salary to productivity would exist simply because the total funds received cannot be predicted and would have to be shared by all faculty member based on merit in teaching, research and service.

FACULTY PROFESSIONAL DEVELOPMENT FUNDS - GUIDELINES
(Approved by Faculty – November 18, 2005)

According to the research incentives policy approved by the COB faculty (Fall 2002),

> "Whenever a faculty member receives the acceptance letter from the editor, the faculty can request the secretary in the Dean's office to place $200 into their account to be spent for any professional development expense (*e.g.*, submission fee, travel, professional organization membership fee)."

I. <u>Making a Deposit in Your FPDF Account</u>

To document your publication, please fill the attached form for each journal article for which you would like to request funds. Use a separate form for each article. The following should be attached to the form,

a. Editor's letter of acceptance (an email letter is acceptable), or
b. Copy of the manuscript/paper (if it is already published)

Please submit the package to your department head first. The department head would pass the information to the dean's office. A $200 deposit will be made in your FPDF account. You can check with the dean's office regarding the status of your account. Journal articles published since November 2002 are eligible for this program.

II. <u>Spending Funds from Your FPDF Account</u>

a. Submit receipts/documentations of your eligible expenses (see below) for re-imbursement to the dean's office. To minimize paperwork, you may want to wait until your expenses add up to at least $100.
b. 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 two weeks).
c. Unused balance 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 balance.

Following the stated policy, the FPDF Funds can be used for the following expenses,

1. Journal submission fee.
2. Professional travel related expenses (registration, airline ticket, hotel, etc); there are some restrictions on foreign travel.
3. Membership fee for a professional organization (requires local funds).
4. Subscription to a journal.
5. Books and other related materials (software, etc) for your teaching, research or service

Please be advised that according to the University accounting policy, items that must be inventoried (fixed asset), would be the property of the University. Generally, electronic items fall into this category. System and University regulations apply to all COB policies. As long as the budget permits, we would continue to support faculty incentives for teaching, research and service. If you have questions, please contact your department head or dean.

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: ________________________________
6. Editor's letter of acceptance date:_________________

____
Faculty Signature/date

____
Department Head Signature/date

____
Received in the Dean's office/date

CURRICULUM AND ASSESSMENT

Plan for Monitoring & Evaluating Curriculum
Approved by COB Faculty; May 12, 2004

The following is a plan for the collection of input from various stakeholders in the COB regarding the effectiveness of programs offered in the College of Business. These stakeholders include alumni, Advisory Board members, recruiters, faculty, and current students.

All stakeholder information will be reviewed each Fall during the COB Retreat.

COB Alumni

Initial steps will be taken to build an email database. The COB, utilizing a Prairie View Alumni Website, will request alumni who enter the site to provide their email addresses. In addition, utilizing the initial contact with COB alumni in the alumni database, alumni will be asked to sign onto the Prairie View Alumni Website and provide their email addresses.

Annually, alumni in the email database will be requested to sign on to the website and answer a short questionnaire regarding the effectiveness of their academic program in preparing them for the careers they had planned.

COB Advisory Board Members

Advisory Board members and, when possible, targeted individuals within their organizations, will be requested to provide feedback on curriculum during the Fall Advisory Board meeting.

In advance of the Fall meeting, Advisory Board members will be sent details of each program offered in the COB, with any changes made during the year highlighted. They, and any relevant colleagues within their organizations, will be asked to consider the business environment during the previous year and note any additions/deletions in various programs that might be warranted. Proposed changes may then be discussed during the Advisory Board meeting and formally recorded.

Recruiters & Employers

Names and addresses of Career Fair recruiters (University Career Fair in the Fall and COB Career Fair in the Spring) will form a database of PV recruiters. Approximately one month after each Career Fair, recruiters will be surveyed.

A questionnaire will include the following items:

- Have you interviewed PV students and for which positions?

- What were the strengths and weaknesses of the student's academic program for the position?
    - Was the student hired?
    - What specific factors led you to hire/not hire the student:
      Extracurricular activities?
      Specific coursework?

COB Faculty
During Fall COB Faculty Retreat, faculty will review and discuss curriculum. Interested faculty members may follow up on suggestions.

Current COB Students
During registration advisement, advisors will provide graduating seniors a form soliciting their opinions regarding the effectiveness of their academic program in preparing them for a career in their major, courses and coursework they consider most and least valuable, and desired courses/programs not available.

PROGRAM LEARNING OBJECTIVES/GOALS
(Adopted by Faculty, January 28, 2005)

Bachelors of Business Administration (BBA)

1. Each student shall be able to integrate knowledge from various disciplines (including management, marketing, accounting, economics, information systems and communication) to solve business problems.
2. Each student shall participate in team activities and demonstrate flexibility when working with others.
3. Each student must understand how ethical, social, technological, environmental and global issues affect management decisions.
4. Each student shall be adept at quantitative analysis, computer usage, and oral and written communication, including graphic presentations.
5. Each student shall be prepared to transfer from college to entry-level positions in the public, private or non-profit sector

Masters of Business Administration (MBA)

1. Each student shall learn a variety of business disciplines and use an integrated approach to solve complex business problems.
2. Each student shall be able to contribute to the strategic mission of a firm and its value chain.
3. Each student shall understand how business activities impact a firm's performance.
4. Each student shall promote teamwork and flexibility and understand how they benefit an organization.
5. Each student must understand how ethical, social, technological, environmental and global issues affect business decisions.
6. Each student shall speak at a level that is suitable to formal business.
7. Each student shall write at a level that is suitable to formal business documents

Masters of Science in Accounting (MSA)

1. Each student must understand accountancy theory, GAAP and practice with regard to business problem solving.
2. Each student shall use domestic and international accounting, taxation, and strategic cost management tools for accomplishing tasks in private, public and non-profit organizations.
3. Each student shall promote teamwork and flexibility and understand how they benefit an organization.
4. Each student must understand how ethical, social, technological, environmental and global issues affect business decisions.
5. Each student shall write at an acceptable level for expressing critical accounting information to decision makers in formal documents.
6. Each student shall speak at an acceptable level for expressing critical accounting information to decision makers via formal presentations.

NEW COURSE/PROGRAM PETITION PROCEDURES
(Approved by COB Faculty, January 28, 2005)

This document presents procedures to be used in seeking approval of a new course or a new program into the COB curriculum. New programs include majors, minors, and certificates. These procedures acknowledge that the Dean, department head(s), faculty, and students should be informed and consulted throughout the process. These procedures are intended to ensure that new course/program proposals are sufficiently well thought out and supported within the COB before they are forwarded to the appropriate University Council for approval. The process can be initiated at any time and proposals may be submitted at any time. However, to have new courses/programs in the university Catalog for the next academic year the deadline for submitting proposals to the University Councils occurs in late January. Such proposals should be received by the COB Curriculum Committee by the beginning of November.

1. The process for petitioning can begin in a variety of ways. It may begin with a faculty member expressing an interest to:
    a. the affected department head(s) if the course/program will be housed within the department(s); or
    b. the Dean or other program head if the course/program will be inter-departmental or require the creation of a new program area;
    c. other faculty members as a sounding board.

   It may also begin with the Dean, department head, or other program head requesting development of a new course or program.
2. The petitioner will prepare a case, with supporting documentation that establishes a demand for the course/program, and present the case to the affected faculty, department head(s), the Dean, or other program head. Petitioners are encouraged to consult with affected parties frequently before investing too much time in developing extensive supporting documentation. However, they are advised to begin looking ahead to the formal documentation requirements that are required for consideration by the full COB faculty. Ideally, when formally presenting a proposal the petitioner will be able to demonstrate support from:
    a. the affected department head(s), program head(s), or the Dean; and
    b. faculty within the affected area when the course/program is to be taught by faculty within the functional area; or
    c. a substantial portion of the full COB faculty if the course/program will be inter-departmental or require the creation of a new program area.
3. The formal proposal will be presented to the COB Curriculum Committee for review using the following documentation:
    a. for new program proposals, documentation required by the Texas Higher Education Coordinating Board (THECB) will be completed.
    b. for new course proposals, the attached New Course Proposal Form and the THECB Course Inventory Update form will be completed.
4. Upon approval by the COB Curriculum Committee, the formal proposal will be presented to the full COB faculty for discussion and approval.
5. Once approved by the COB faculty, the proposal will be forwarded to the Dean.
6. Once approved by the Dean, the proposal will be forwarded to either the University Graduate Council (graduate courses/programs) or the University Academic Council (undergraduate courses/programs).

New Course Proposal Form

This form consists of two parts**.** Part 1 is the **Course Justification** and Part II is the **Course Syllabus**. Required topics are in bold type; instructions for each topic follow.

Part 1: Course Justification

Department: ____

Course Prefix: ____

Course Number: ____

Title of Course: ____

Credit Hours: ___________________________

A. **Course Description and Objectives:**

1. Describe the general purpose and content of the course.
2. Discuss the general and specific objectives of the course (do not list).
3. Include prerequisites.

B. **Course Justification**

1. Indicate how the course will uniquely contribute to the education of students in the department and/or COB and the reasoning behind the proposal. Indicate whether the new course will constitute an addition to an existing major or minor, an elective or required course, or establishment of a new major or minor.
2. Describe how the proposed course relates to other courses in the major and/or department, as well as the COB programs. Justify any duplication of content. If the course could legitimately be offered by a different department, indicate the content of discussions with that department Chair and the outcome of those discussions.
3. Indicate the projected enrollment in the course and the probable source of students. For example, will students come solely from within a major, from another major within the COB, or from other areas of PVAMU?
4. Describe how stakeholder input was obtained and summarize the nature of that input.

C. **Course Integrity**

1. Describe any special admission requirements and/or any new prerequisite requirements of the new course. List any courses for which the new course will be used to meet requirements. Indicate if the new course will be a service course for other programs.
2. Provide a list of faculty members who are qualified to teach the course and include information as to their qualifications. Indicate how the courses currently being taught by these faculty members will be covered. If new faculty will be needed to teach this course, indicate the number and general qualifications of such new faculty.
3. Discuss any special facilities or equipment needed to teach this course.
4. Discuss the sources and extent of advice and consultation that have been used in preparing the course, including discussions with other departments and individual faculty members.

D. **Course Costs**

Identify the sources of revenue which will be used to meet course costs, including amounts which are available or are expected to be available. Describe any special grants which may be sought to support this course.