

Overall Expectations for Fort Lewis College Faculty

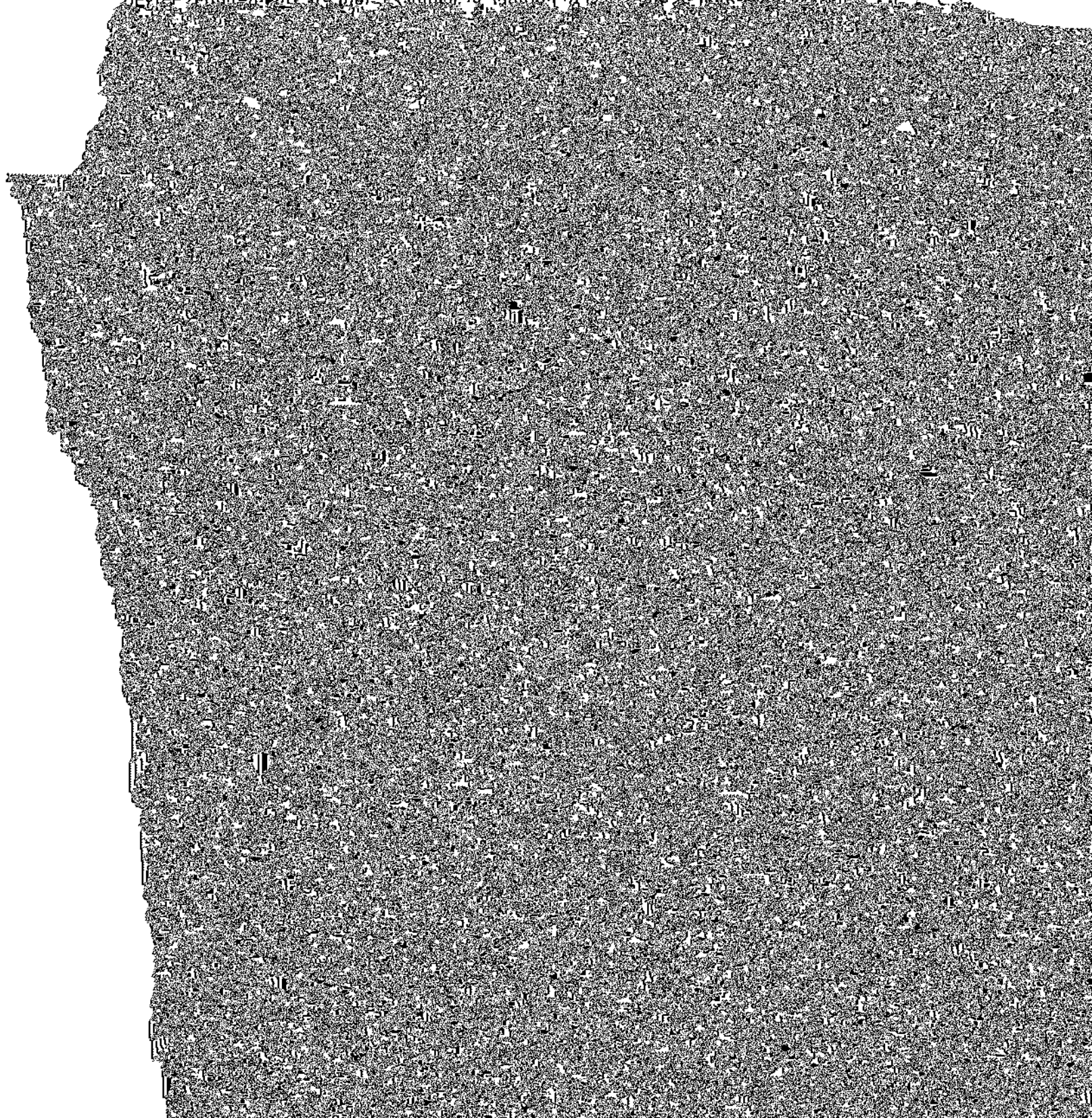
with

School of Business Administration Specific Expectations



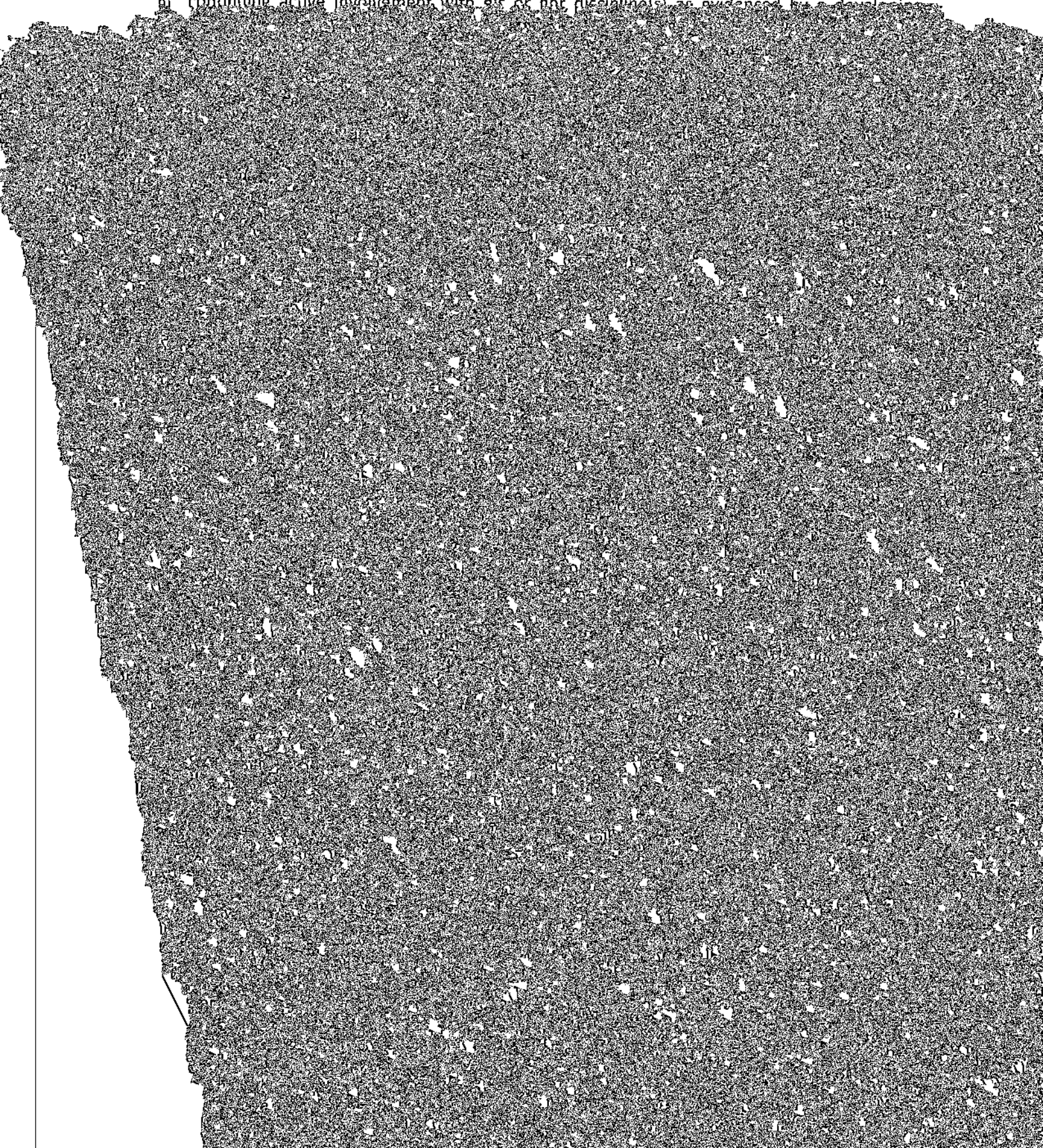
Overall Expectations for Fort Lewis College Faculty

Teaching is defined as traditional classroom or laboratory instruction, as well as personal supervision of one or more students in a learning context for which academic credit is given or through which degree requirements are met. Examples in addition to classroom or laboratory teaching include:



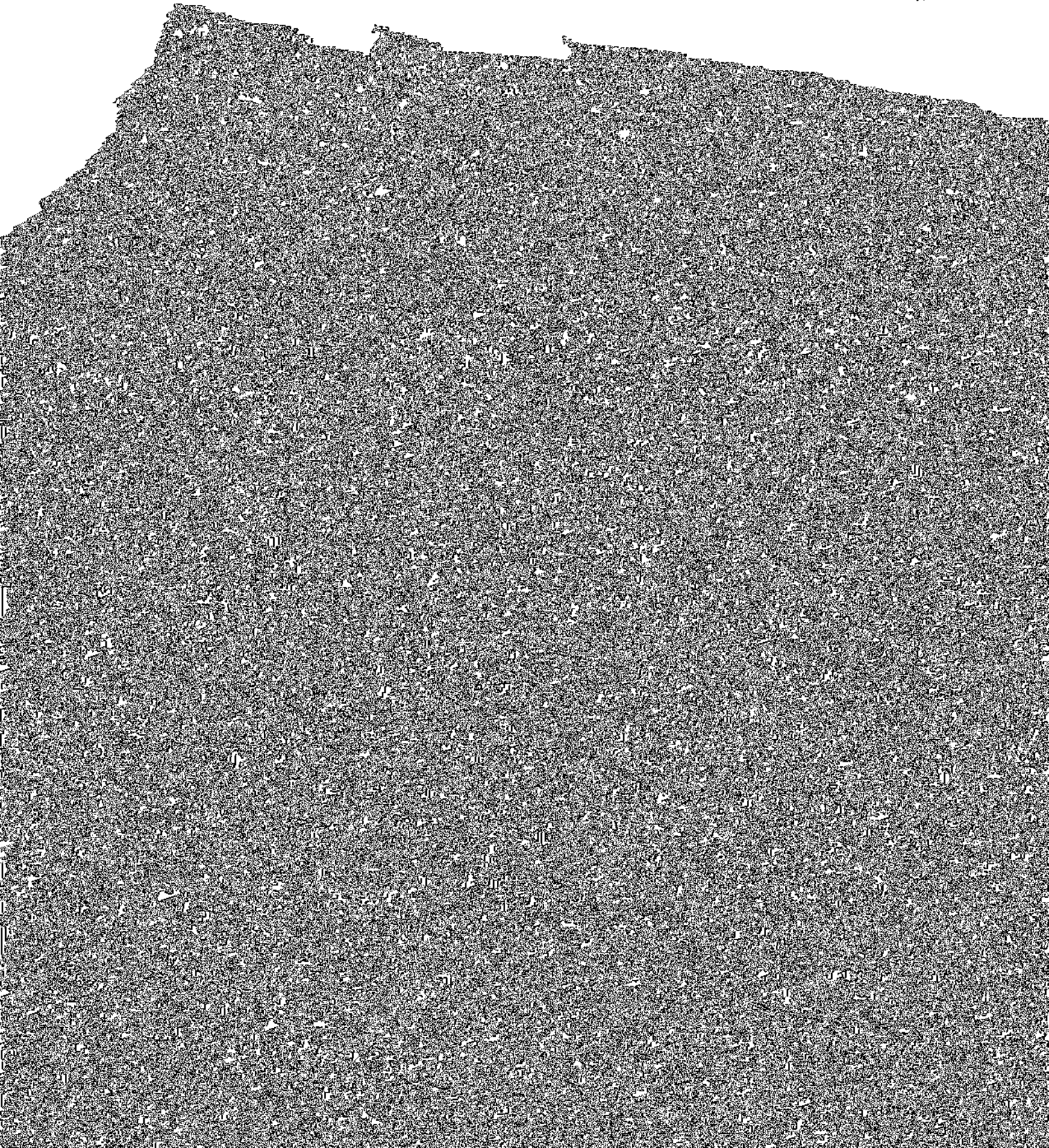
Professor will be shown by increasingly successful teaching performance and increasing independence.

b) continuing active involvement with his or her discipline(s) as evidenced by a development



the promise of continued development as teachers towards meeting the standards for promotion to Professor.

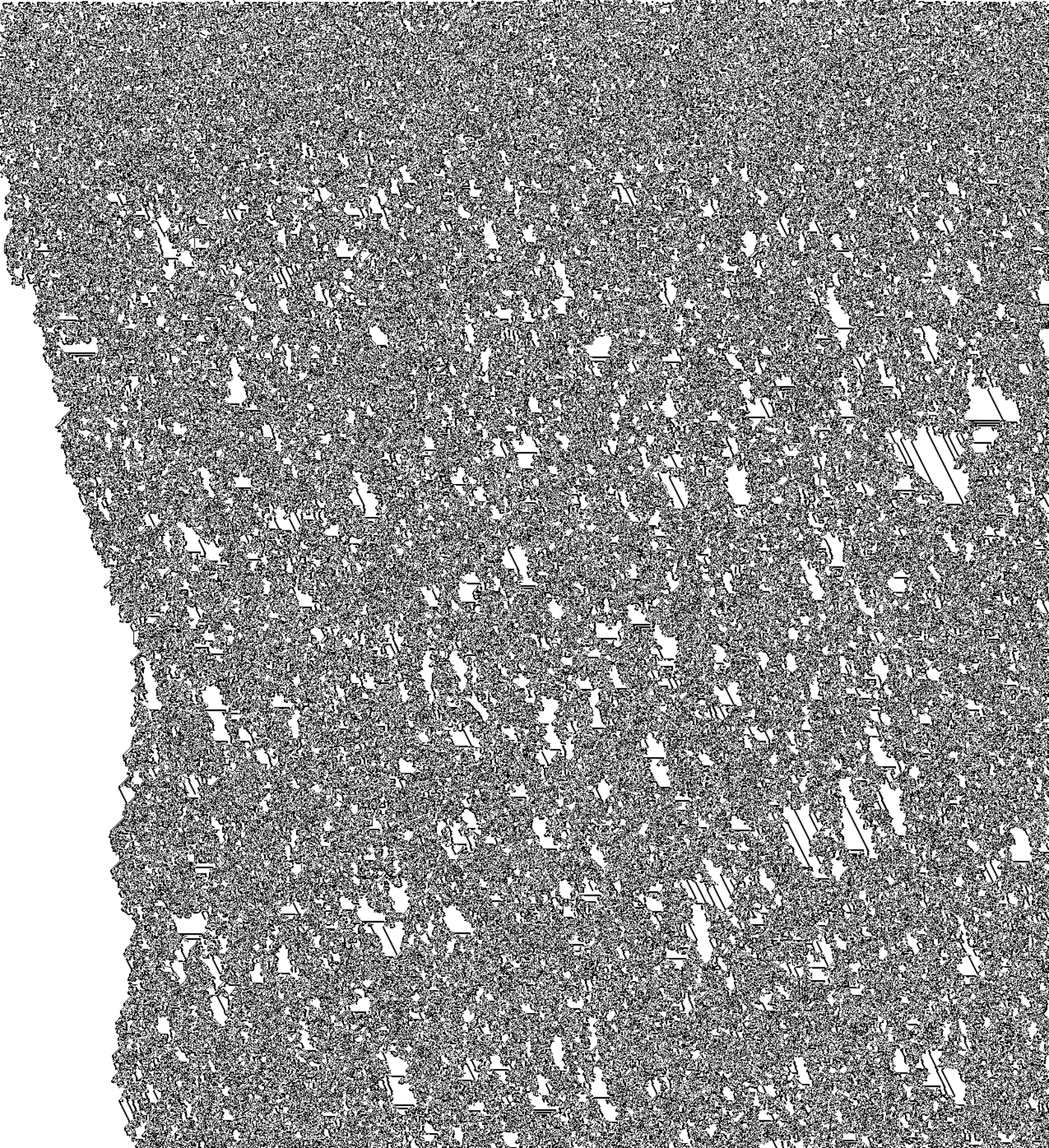
- b) a record of involvement with his or her discipline(s) through ongoing research or creative activity,



members in their own teaching. Even so, Professors are expected to remain committed to their own continuing development as teachers.

- b) a record of sustained engagement with his or her discipline(s) that indicates continued development as a scholar or artist beyond his or her accomplishments at the time of promotion.

(e.g., through independent studies, informal disciplinary and cross-disciplinary advising) in which instruction occurs. The College fosters an institutional climate conducive to the improvement of teaching and learning by encouraging faculty members to discuss their teaching with one another, to invite colleagues to sit in on their courses, and to take advantage of opportunities to teach with



or other skills appropriate to the subject matter. The components of a course—e.g., the organizational structure of course material, course expectations, learning outcomes, and grading standards—should be represented clearly and accurately to students in course syllabi. In cases where faculty members are called upon to collaborate with colleagues or

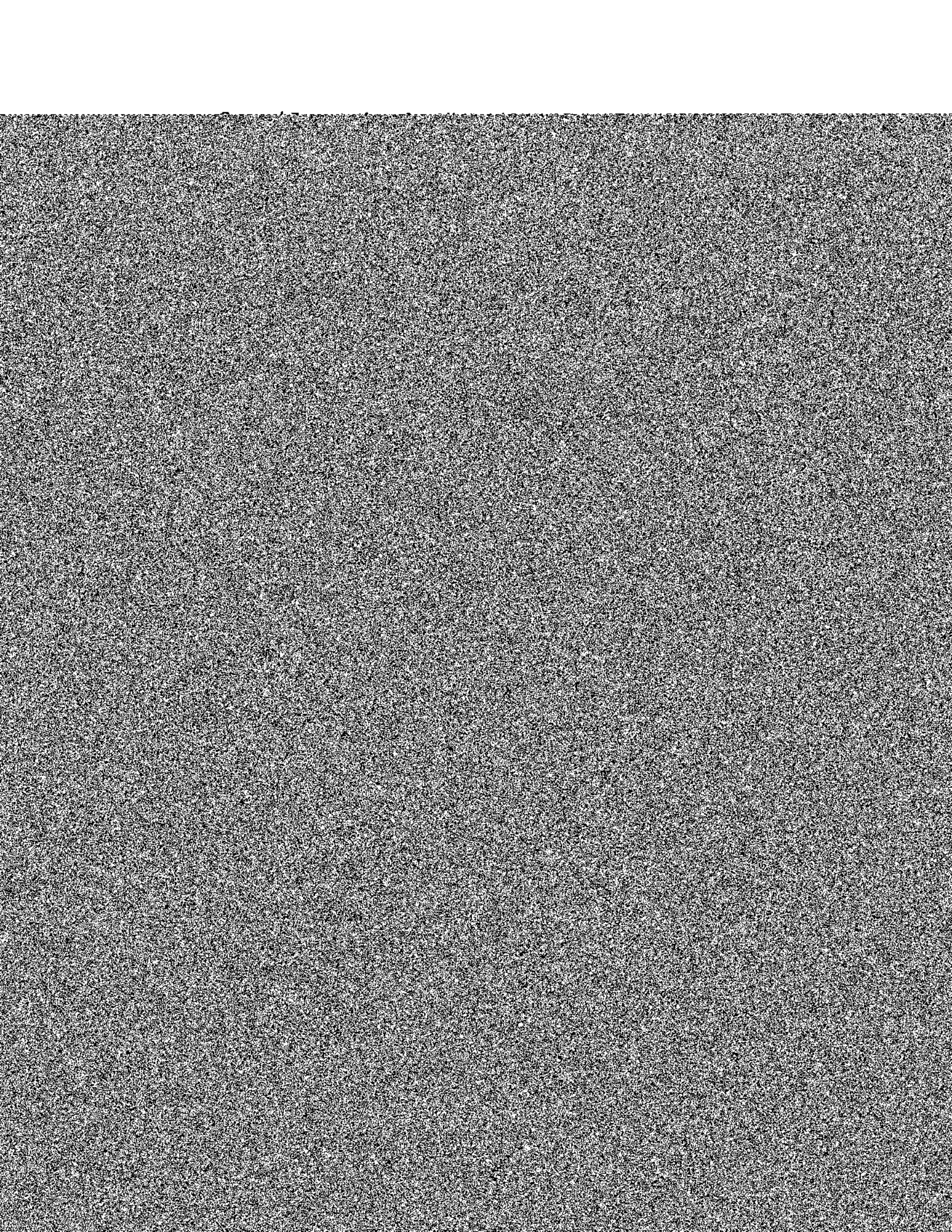
review of syllabi, multiple class visits, team-teaching, discussions of pedagogy, and careful reading of

student papers, evaluation of syllabi, multiple class visits, team-teaching, discussions of pedagogy, and careful reading of

Specific SOBA Expectations: Teaching

School of Business Administration Faculty Teaching Expectations





interpretation of the research or creative work produced by others. It may be disciplinary, interdisciplinary, or multidisciplinary in nature and includes the varieties of artistic interpretation and performance.

- *The Scholarship of Application* involves applying disciplinary expertise or the results of existing scholarship (produced by oneself or others) to the investigation or solution of intellectual

As a general rule, it is reasonable to use the highest quality of evidence available.

- documentation of participation at professional meetings (e.g., membership on panels, responses to papers), or
- documentation of work as the administrator or principal investigator of a College grant,
- documentation of professional awards received for excellence in research or creative activity.

Specific SOPA Departmental Expenditure

Or

- Found on the Cabell's Business Directory with a reported "Journal Citation Reports"® Journal Impact Factor" of 0.500 or above.

Faculty who are unsure if a potential outlet meets publication requirements may request the publication be evaluated by the Personnel Committee to see if it meets standards, positive assessment would then be binding.

Category Two – Peer Reviewed Scholarship

Acceptable peer reviewed scholarship (PRS) includes, published (or accepted):

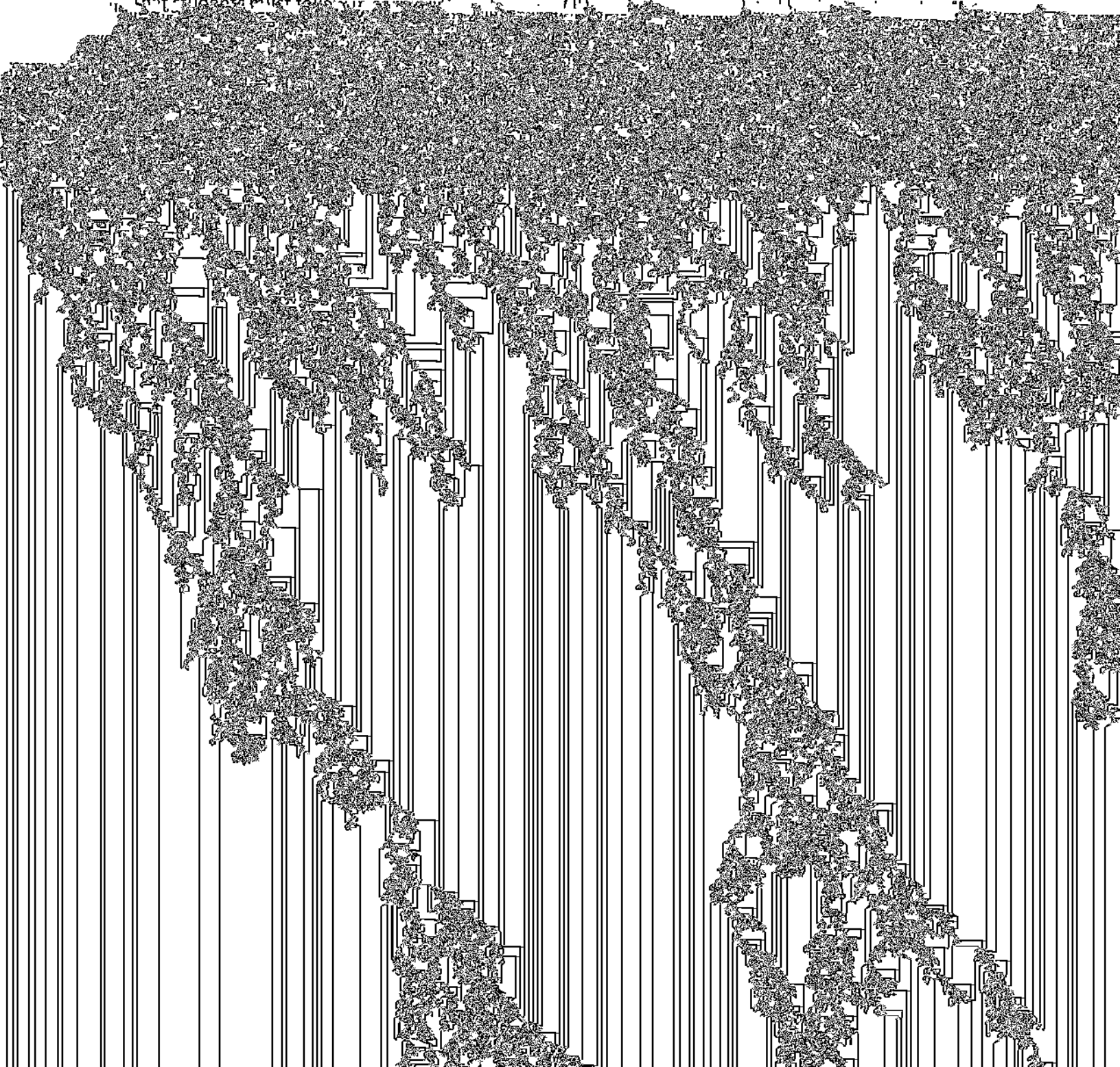
1. refereed academic scholarship journals;
2. refereed case studies;
3. refereed professional research.

It should be noted that the above is the *minimum* research expectation of all SOBA tenured or tenure-track faculty for purposes of determining AACSB qualification and for non-promotion-related scheduled faculty evaluations. Research productivity is not the only factor considered in the evaluation process.

expected to perform active service in all of these categories in any one review period or even across an entire career. However, they are expected to demonstrate that they are effectively performing their share of this important faculty work.

1. *Curricular and program development and oversight*

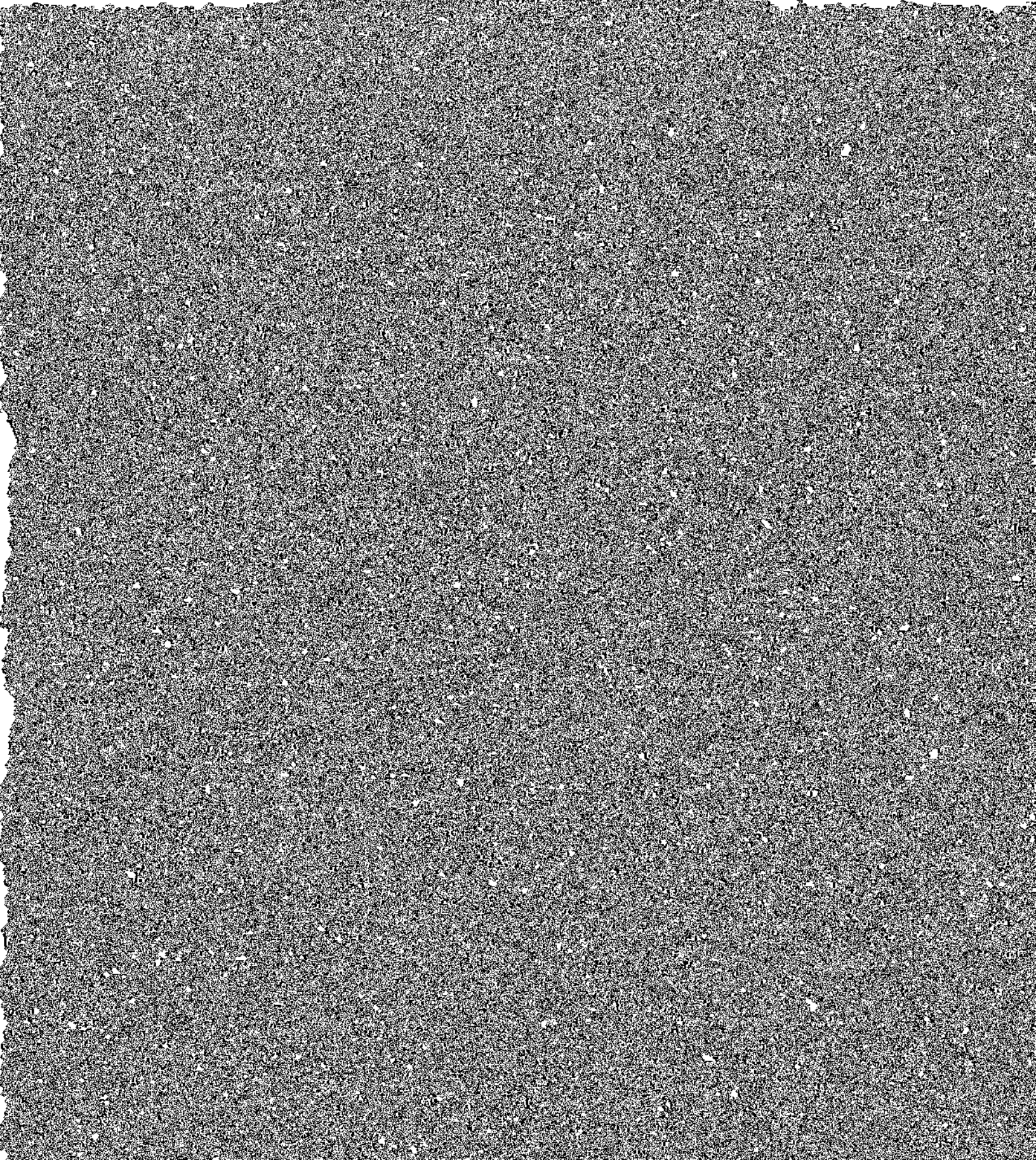
The Faculty is responsible for curricular design and content, and therefore from time to time members of the faculty will be called upon to participate in the evaluation and revision of curricula and academic programs. Faculty members also formulate the academic requirements and regulations that students must follow in carrying out their academic work.



- o Students will have reflected through mentoring activities the best choice of major electives and co-curricular activities to achieve their post-baccalaureate goal.

committee, or engaging in other forms of consulting in the service of one's disciples or professional

Specific School of Business Administration Expectations: Service



4. Service to Departments, Schools, or Academic Programs

SOBA Expectation Statements Approval Page

The SOBA expectation statements listed below are approved for use by all SOBA members.

