ANNUAL EVALUATION FOR SALARY RECOMMENDATION AND RETENTION

The general goals of the School of Business are: first and foremost, effectiveness in teaching, secondly a commitment to intellectual contributions, and finally service to the profession, the region, and the University.

The evaluation of each faculty member will be based on teaching, scholarly activities and service as defined in the "Contributions and Achievements to be Considered" section of this document. The Annual Report, short-term and long-term plans, vitae, teaching and research portfolios will be used in the evaluation of each faculty member. Each faculty member must receive an annual evaluation letter addressing the three areas (instruction, research, and service) identifying strengths and weaknesses as well as recommendations for improvements. For faculty recognition purposes, the School of Business establishes 50/30/20 weights for instruction/intellectual contributions/service contributions respectively.

CONTRIBUTIONS AND ACHIEVEMENTS TO BE CONSIDERED

In making recommendations relative to faculty recognition in the School of Business, the mission of the School is of primary importance. As such, instructional activities will receive the highest priority. Second priority will be given to scholarly activities and a third priority is assigned to service to the region, the profession, and the university. Reflecting the mission of the School of Business, the intellectual activities of the faculty, taken as a whole, should primarily emphasize contributions in applied and instructional research. This should be established by the content of article rather than the name of the journal.

1. Evidence to be used in evaluating a candidate's teaching performance may include but is not limited to (1) peer visits and evaluations; (2) self-evaluations; (3) student evaluations; (4) chair visits and evaluations; and (5) a teaching portfolio (includes examinations and other means of measuring student learning, course syllabi, instructional materials, and other items as appropriate).

2. Evidence to be used in evaluating a candidate's scholarly achievements may include but is not limited to (1) publications in the candidate's discipline and/or in areas candidates teach and/or in areas in which candidates are preparing to teach, (2) papers presented to academic and professional groups, (3) reports of research in progress, (4) activities aimed toward research, training, and public service grants and fellowships, (5) supervision of student research, and (6) relevant continuing education.

The items listed below are deemed to be scholarly activities in the School of Business. Peer-reviewed publications are given higher priority in faculty evaluations. Peer reviewed in the School of Business is determined in accordance with Cabell’s Directory. For works in publications not listed in Cabell’s, review by at least two independent
reviewers before being accepted is required before an item is considered to be peer reviewed.

- Journal articles (academic, professional, and pedagogical),
- Proceedings from scholarly meetings,
- Presentations at academic or professional meetings,
- Scholarly books,
- Chapters in scholarly books,
- Textbooks and supplements,
- Research monographs,
- Reviews/critiques,
- Written cases with instructional materials,
- Instructional software,
- Publicly available research working papers,
- Papers presented at faculty research seminars,
- Publications in trade journals or in-house journals,
- Other publicly available materials describing the design and implementation of new curricula or courses.

3. Evidence to be used in evaluating a candidate's service to the profession, the region, and university may include but is not limited to (1) professional contributions to the community at large; (2) service in professional organizations; (3) contributions to departmental, school, and/or university committees, councils, and other official bodies; (4) contributions toward student development (such as sponsoring student organizations and recruitment activities); (5) speaking to educational, service, or social organizations; and (6) serving as a consultant.