SBS Faculty Governance Manual

Suffolk University Sawyer
Business School
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Contents

Contents 2
I. Introduction 4
II. Vision, Mission, & Strategic Objectives 4
A. Our Vision: 4
B. Our Mission: 5
C. Our Strategic Initiatives: 5
D. Intellectual Vibrancy: 5
III. Faculty Governance 5
A. The Faculty Assembly 6
B. Chairperson of the Faculty Assembly 6
C. Academic Departments 6
D. Sharing of Responsibility with Departments 7
E. Committee Membership and Purpose[1] 7
F. Committee Operations 12
G. Committee Elections[2] 13
H. Task Forces 14
IV. Faculty Appointment, Re-Appointment, Annual Review, Third-Year Review, Tenure, Promotion, and Sabbatical 15
A. Overall Requirements 15
B. Policy Regarding Faculty Qualification and Maintenance of Status 19
C. Annual Review Process 26
D. Third Year Review 27
E. Procedures Concerning Tenure Track Faculty Non- Reappointment 28
F. Procedures Concerning Non-Tenure Track (NTT) Faculty Non-Reappointment 29
G. Academic Freedom 29
H. Tenure and Promotion 30
I. Dismissal Proceedings for Tenured Faculty 36
J. Policy on Faculty Retention 37
K. Sabbatical 38
L. Non-Tenure Track (NTT) Faculty Appointment and Promotion 40
M. Other 44
APPENDIX 1: GUIDELINES FOR PREPARATION OF APPLICATIONS FOR

PROMOTION, TENURE, AND THIRD YEAR REVIEW 45
APPENDIX 2: FACULTY SENATE CONSTITUTION 49
APPENDIX 3: SERVICE CATALOG 54
APPENDIX 4: PROMOTION CRITERIA FOR NON- TENURE TRACK FACULTY 56
APPENDIX 5: SBS ANNUAL REVIEW PURPOSE STATEMENT 64

I. Introduction

This is the "SBS Faculty Governance Manual" (also referred to in this document as "the manual"). This manual reflects policies that have been voted on by the faculty and focuses on faculty governance, faculty review (including all PTR processes), curriculum review and revision, and the Sawyer Business School (SBS) By-Laws adopted in 1974 (see Appendix 1 for the By-Laws).

Departments and Department Chairs, faculty committees, and SBS administrators are responsible for implementing the policies set by faculty and published in this Manual. Actions and communications must be in accord with this Manual and not conflict with it.

The Sawyer Business School faculty is committed to continuous quality improvement and continuous reassessment of this document. Changes to the Manual must be voted on by participating Sawyer Business School faculty.

A **participating** faculty member actively engages in the activities of the school in matters beyond direct teaching responsibilities. Such matters might include policy decisions, educational directions, advising, research, and service commitments. The faculty member may participate in the governance of the school, and be eligible to serve as a member on appropriate committees that engage in academic policymaking and/or other decisions. The individual may participate in a variety of non-class activities such as directing extracurricular activity, providing academic and career advising, and representing the school on institutional committees. The school considers the faculty member to be a long-term member of the faculty and regardless of whether or not the appointment is of a full-time or part-time nature, regardless of whether or not the position with the school is considered the faculty member's principal employment. The individual may be eligible for, and participate in, faculty development activities and take non-teaching assignments for such activities as advising as appropriate to the faculty role as defined at the school.

A supporting faculty member does not, as a rule, participate in the intellectual or operational life of the school beyond the direct performance of teaching responsibilities. Usually, a supporting faculty member does not have deliberative or involvement rights on faculty issues, have membership on faculty committees, nor is the individual assigned responsibilities beyond direct teaching functions (i.e., classroom and office hours). A supporting faculty member's appointment is normally exclusively teaching responsibilities and is normally an *ad hoc* appointment.

The Faculty Assembly consists of participating members of the faculty. Changes to the Manual require a 2/3 vote of participating members of the Faculty Assembly. A quorum of participating faculty is required in order to vote.

II. Vision, Mission, & Strategic Objectives

A. Our Vision:

We foster transformative experiences that cultivate global-minded citizens who advance knowledge, lead positive change, and create value for society.

B. Our Mission:

The Sawyer Business School provides students a world-class business and public service education. Our engaged faculty leverages a central Boston location and fosters collaborations with local, national, and global community partners to generate high-quality scholarship and enhance the integration of classroom lessons with experiential learning. In doing so, we graduate global-minded, knowledgeable, and socially responsible professionals who embrace innovation and change.

C. Our Strategic Initiatives:

1 Faculty Excellence: *Sustain an engaged and diverse faculty whose high-quality scholarship, teaching, practice and influence within and beyond the classroom support our mission and realize our vision.*

2 Educational Experience: *Deliver a world-class transformative educational experience through leadership in experiential education among business schools, including cutting-edge programs that span functional areas.*

3 Educational Outcomes: *Invest heavily in the professional behavior and career success of our students through the mix of skills, experiences and values instilled by the world-class education we provide, including a global mindset and social responsibility; and promote lifelong learning across the programs and services we offer to students, alumni and our community partners, enhancing their ability to create, leverage and lead innovation and positive change.*

4 Brand Recognition: *As a result of the previous initiatives and of effective outreach efforts, be recognized as a leading business school regionally, nationally and internationally by our stakeholders and peers, attracting prospective students worldwide and donors from our alumni community and other support groups.*

D. Intellectual Vibrancy:

To continuously develop our faculty to ensure that a substantial cross-section in each discipline publish in peer-reviewed, discipline-based, or applied outlets.

III. Faculty Governance

The faculty of the Sawyer Business School is committed to a model of shared governance with the School's administration. Faculty responsibilities shared with the administration include creation of Business School policies and strategies; promotion, tenure, sabbatical, and review; curriculum; and faculty development. These responsibilities are carried out through the Faculty Assembly and in the academic departments of the Sawyer Business School.

A. The Faculty Assembly

All members of the Sawyer Business School's participating faculty are members of the Sawyer Business School Faculty Assembly (*Assembly* or *Faculty Assembly*). Members of the Assembly may participate in discussions and vote on all matters brought before the Assembly. The Assembly meets at least monthly during the fall and spring semesters and at other times as needed. Meetings may be cancelled by the Chairperson of the Faculty Assembly if there is insufficient business. A meeting will be scheduled if twelve or more faculty, or the Dean of the Sawyer Business School, request one. The agenda for the Faculty Assembly includes, as needed, a report from the Dean of the Sawyer Business School, reports from the various committees of the Faculty Assembly, and any information items germane to Sawyer Business School governance. All Faculty Assembly meetings, as well as any committee of the Faculty Assembly, except for the Committee on Promotion, Tenure, and Review and the Tenure Appeals Committee, shall be open to all Suffolk University officials, Business School administrators, faculty members (participating or supporting), and staff. Faculty Assembly meetings are conducted according to Robert's Rules of Order. Governance powers not delegated to the Faculty Assembly, nor prohibited by the University Trustees or Business School bylaws, are shared by academic departments, the faculty and administration.

B. Chairperson of the Faculty Assembly

The Chairperson of the Faculty Assembly (Chairperson) calls and presides over all meetings of the Faculty Assembly, serves as a voting member and chairperson of the Faculty Governance Council, and consults with the Faculty Governance Council in setting the agenda for all meetings of the Faculty Assembly. The Chairperson also appoints a faculty member to serve as Parliamentarian of the Faculty Assembly. The Office of the Dean shall provide a secretary to take the minutes of the Faculty Assembly.

The Chairperson of the Faculty Assembly is elected by the Faculty Assembly and serves for three years. The election for Chair of Faculty Assembly shall occur first, before that of committees. The Chairperson must be tenured and academically qualified (SA or PA) and shall not be a member of any other committee besides the Faculty Governance Council, nor shall he/she be concurrently serving as a department chairperson or in any administrative capacity. The Chairperson shall receive a one-course per year reduced load for the entire three-year term and administrative support, as needed. The Chairperson may be subjected to a vote of no confidence by a simple majority of the Faculty Assembly. If a motion of no confidence is made and receives a second, the Dean of the Business School will immediately assume the role of Chairperson of the Faculty Assembly and manage discussion of, and voting on, the motion of no confidence. If the motion passes the Dean shall become acting Chairperson of the Faculty Assemble and shall immediately conduct an election for a new Chairperson.

C. Academic Departments

The primary responsibility for the academic programs and activities of the SBS rests with the faculty and is carried out within the academic departments. Where program responsibility and curricula are shared by more than one department, participating departments

must inform one another of their activities and submit substantive curriculum changes to the appropriate Curriculum Committee, as required under the Curriculum Committee sub-section of this Manual. Departmental responsibility includes course scheduling, recommendations for department members applying for promotion and tenure, contract fulfillment and allocation of all monies allocated to the department subject to Sawyer Business School and University oversight. Under the oversight of the Research Committee, Departments are also responsible for the classification and continuous evaluation of scholarly journals acceptable for 1) promotion and tenure and 2) maintenance of academic qualifications.

D. Sharing of Responsibility with Departments

Where responsibility for a program, major or concentration rests entirely within a single department, that department may, in consultation with the Dean of the Sawyer Business School (or his/her designee): 1) approve new elective courses, change prerequisites for courses, revise course descriptions and 2) revise course requirements for majors and minors. At the same time, any proposed change(s) in the following curricular elements must be reported by the department(s) proposing the change(s) to the Office of the Dean and all other departments: course additions or deletions; course prerequisites; the content of courses listed by other departments of courses listed by other departments as part of the latter's curricula; requirements for majors, minors, and concentrations; and the number of credit hours required for a major or degree. The Office of the Dean shall forward to the respective Curriculum Committee any proposed changes in the preceding list that could have an impact on other programs, departments, or the accreditation status of a program or of the Sawyer Business School. Any department may also bring to the attention of the respective Curriculum Committee any proposed change(s) that the department deems to warrant the Committee's consideration.

To the extent possible, the respective Curriculum Committee shall examine the impacts of the proposed change(s) on other departments, and shall have the option of: (i) bringing the proposed changes(s) to a vote by the Faculty Assembly, with a minimum two-week prior notice to all participating faculty; or (ii) sharing the proposed change(s) with all participating faculty, and inviting all participating faculty to comment on the proposed change(s) over a two-week period (one month outside the regular academic year), at the end of which period the respective Curriculum Committee shall approve or reject the proposed change(s), taking into consideration the comments provided by the faculty and any other information available to the respective Curriculum Committee.

E. Committee Membership and Purpose[1]

1. Faculty Governance Council (FGC)

The Faculty Governance Council sets the agenda for meetings of the Faculty Assembly, discusses and makes recommendations to the Faculty Assembly on policy issues, strategic plans, and priorities, broadly interpreted, and provides necessary coordination of cross-

[1] Faculty Assembly committee structure has previously been amended on Thursday, May 16, 1991, November 21, 1991, March 26, 1992, May 21, 1993, May 17, 1994, May 8, 2003, and November 12, 2009.

committee activities. In order to ensure the effective and efficient operation of committees, the Faculty Governance Council reviews committee agendas, and refers issues for study and action to appropriate committees of the Faculty Assembly and receives reports from Faculty Assembly committees. The Council is also responsible for maintenance of the SBS Faculty Governance Manual and for oversight of policy implementation by Faculty Assembly committees, Department Chairpersons, and Departments. Matters for consideration of the Council or the Assembly may be brought to the Council by the President of the University, the Dean of the Sawyer Business School, or any faculty member. Matters may also be referred to the Council by a motion approved during a meeting of the Faculty Assembly. Members of the Faculty Assembly may also move to remove an item from a Committee agenda and place it before the Assembly for discussion and vote. The latter provision excludes the Committee on Promotion, Tenure, and Review and the Tenure Appeals Committee.

Members of the Council shall be elected annually in the spring by the Faculty Assembly of the Sawyer Business School. Membership shall consist of six academically (SA or PA) or practitioner qualified (SP or IP) faculty members plus the Chairperson of the Faculty Assembly, elected separately, for a total of seven members. The Chairperson of the Faculty Assembly shall also be chairperson of the Faculty Governance Council. The members shall serve for staggered three-year terms. Members of the Faculty Governance Council may not serve on any other Faculty Assembly Committee.

2. Committee on Promotion, Tenure, and Review (PTR)

The Committee on Promotion, Tenure, and Review shall make recommendations to the Dean on all tenure-track and tenured faculty promotions, tenure, third year reviews and sabbatical decisions in accordance with the provisions of Section IV of this Manual.

Committee members shall be elected annually in the spring by the academically qualified (SA or PA) members of the Faculty Assembly. The Committee shall consist of five full-time tenured and academically qualified (SA or PA) faculty members with no more than one from each department, at least one of which shall be a Full Professor. Deans and department chairpersons are not eligible for service on the Committee on Promotion, Tenure, and Review. Committee members shall serve for staggered three-year terms. Any vacancies shall be filled by election by the academically qualified (SA or PA) members of the Faculty Assembly.

Faculty who are applying for promotion are not eligible to serve as members of the Promotion, Tenure, and Review Committee during the year their application is considered. Members of the Committee on Promotion, Tenure, and Review applying for sabbatical must excuse themselves from discussion and voting on their own applications.

4. Undergraduate Program Curriculum Committee (UPCC)

The purpose of the Undergraduate Program Curriculum Committee is to make recommendations to the Faculty Assembly on the systematic review, revision, or creation of undergraduate programs, broadly interpreted. The Undergraduate Program Curriculum Committee also addresses substantive matters concerning assurance of learning, admission, retention, academic standing, academic support services, pedagogy, and curriculum. The

Undergraduate Program Curriculum Committee consults with the Faculty Governance Council in setting its agenda and workload for the academic year.

Responsibility for Student Learning

The Undergraduate Program Curriculum Committee is responsible for the systematic review of program learning outcomes in a manner consistent with excellence in education. The Undergraduate Program Curriculum Committee shall work with the Chairs and academic directors of undergraduate and graduate programs to review, analyze, and interpret assessment data and address ways that undergraduate curriculum can be strengthened to best meet the school's learning goals.

5. Graduate Program Curriculum Committee (GPCC)

The purpose of the Graduate Program Curriculum Committee is to make recommendations to the Faculty Assembly on the systematic review, revision, or creation of graduate programs, broadly interpreted. The Graduate Program Curriculum Committee also addresses substantive matters concerning assurance of learning, admission, retention, academic standing, academic support services, pedagogy, and curriculum. The Graduate Program Curriculum Committee consults with the Faculty Governance Council in setting its agenda and workload for the academic year.

Responsibility for Student Learning

The Graduate Program Curriculum Committee is responsible for the systematic review of program learning outcomes in a manner consistent with excellence in education. The Graduate Program curriculum committee shall work with the Chairs and academic directors of undergraduate and graduate programs to review, analyze, and interpret assessment data and address ways that graduate curriculum can be strengthened to best meet the school's learning goals.

Both the Undergraduate and Graduate Curriculum Committees shall be elected annually in the spring by the Faculty Assembly. Membership consists of five members each of the academically (SA or PA) or practitioner qualified (SP or IP) faculty. At least two must be academically qualified (SA or PA) faculty. Members of the Curriculum Committees shall have staggered terms of three years. Any SBS program director or academic director not elected to the Committee may serve in an ex officio capacity without a vote. Such a person shall be excluded from the Committee's deliberations prior to a vote if so requested by the Committee's chairperson.

6. Faculty Life and Development Committee (FLDC)

The purpose of the Faculty Life and Development Committee is to promote faculty career development and job satisfaction and to address other related matters referred to the committee by the Faculty Governance Council. In fulfilling its duties, this committee shall consult with the Faculty Governance Council, meet with the Dean of the Sawyer Business School at least once per semester, and report to the Sawyer Business School Faculty Assembly at least once per academic year.

Members of the FLDC shall be elected annually in the spring by the Faculty Assembly. Membership shall consist of five members of the academically (SA or PA) or practitioner qualified (SP or IP) faculty who will serve three-year, staggered terms. At least two members must be tenured. Members may be re-elected to consecutive terms.

7. Research Committee (RC)

The purpose of the Research Committee is to: 1) review and approve the criteria used by academic departments to develop lists of peer-reviewed journals that are acceptable for promotion and tenure; 2) review research proposals and award research grants to Sawyer Business School faculty members; 3) develop strategies to encourage and support faculty research activities; and 4) address matters referred to the Committee by the Faculty Governance Council. The Research Committee will apply the journal selection criteria as outlined in this Manual. In reviewing department journal selection criteria, the Research Committee will invite department representatives to present and discuss proposed criteria.

Members of the Research Committee shall be elected annually in the spring by the Faculty Assembly. Membership shall consist of five academically qualified (SA or PA), participating faculty members. The members shall serve for staggered three-year terms. Any vacancy shall be filled by election by the Faculty Assembly for the remainder of the term.

8. Committee of Department Chairpersons

The Committee of Department Chairpersons shall be composed of chairpersons of each academic department in the Sawyer Business School. The purpose of this committee is to 1) be a forum for discussion of common concerns of chairpersons and the Dean and 2) to consider issues referred by the Faculty Governance Council.

9. Teaching Committee (TC)

The purpose of the Teaching Committee is to support teaching at the SBS. Responsibilities of the TC include 1) Developing and implementing new initiatives that promote and transfer expertise on all matters of teaching, learning, and pedagogy; 2) Promoting and reviewing pedagogical grant proposals as well as suggesting additional teaching rewards; 3) Considering the recommendations provided by the Teaching Task Force to the faculty on May 12, 2011; 4) Proposing ways and means SBS can leverage teaching as a strategic and competitive advantage.

Membership on the committee shall consist of 5 full-time faculty members, at least one of whom is tenured. Members will serve for 3-year terms**.**

Committee membership will be determined in the spring of each year with nomination and election procedures to be the same as for the FLDC, UPCC, GPCC, & RC.

When appropriate, the committee shall invite and seek expertise from the CTSE personnel and resources.

10. Non-Tenure Track Promotion Committee (NTTPC)

The Non-Tenure Track Promotion Committee (NTTPC) shall make recommendations to the Dean on all promotion applications submitted by Non-Tenure Track faculty in accordance with the provisions of Section IV of this Manual.

NTTPC members shall be chosen for a three-year term as follows: one tenured faculty member elected by the Faculty Assembly; two NTT faculty members at the rank of Senior Instructor, Associate Professor of Practice, or higher, elected by the Faculty Assembly. Initial appointments to the NTTPC shall have staggered terms, with one member chosen for a three-year term, a second member for a two-year term, and a third member for a one-year term. NTT faculty members elected to NTTPC shall recuse themselves from consideration of their own applications for promotion.

11. Faculty Senate

A Faculty Senate whose purpose is to increase effective communication across the 3 schools of the University and between faculty and the top administration was established in May 2012. The full constitution for this senate exists as an appendix to this Manual.

The SBS will select 4 representatives to the Faculty Senate by means of nomination and voting. All full-time, participating faculty are eligible for nomination and to serve on the Senate (with the exception of the Dean of the SBS as per the ratified Senate Constitution) and except for all Associate and/or Assistant Deans of the SBS. There are to be no exclusions for any other service positions. Nominations for Senators will be held annually at the April faculty meeting where nominees will have an opportunity to speak to the Assembly in support of their candidacy. Elections will happen via closed ballot at the May Faculty Assembly meeting.

12. Undergraduate Academic Shared Committee (UASC)

The Undergraduate Academic Shared Committee (UASC) shall be a standing committee of the university. Changes to the charge or composition of the committee shall be made by the Provost, but only with the joint approval of the faculty assemblies of the College of Arts and Sciences (CAS) and the Sawyer Business School (SBS). The UASC will replace the Shared General Education Curriculum Committee (SGECC) and the Shared Curriculum Assessment Committee (SCAC).

Responsibilities of the UASC are: 1) The committee will evaluate and approve courses to fulfill requirements in the shared undergraduate curriculum; 2) The commi4ee will oversee the assessment of shared undergraduate curriculum learning goals; 3) The committee will evaluate the relevant assessment results and consider how these results should shape the shared undergraduate curriculum; 4) As needed, the committee will propose changes to the shared undergraduate curriculum; 5) The committee will facilitate discussions and propose academic policies that affect all undergraduate students. The commi4ee shall not consider issues that affect undergraduates only in CAS or in SBS; and 6) The committee will facilitate discussions and collaboration between CAS and SBS in order to support the creation of shared majors, minors, programs, etc.

Membership
The SBS Representation on the UASC shall consist of the following:

1. A representative of the UPCC that will serve a term of three (3) years.
2. A representative of the TC that will serve a term of three (3) years.
3. A representative of the NTT faculty that will serve a term of two (2) years; and
4. Two open positions to be filled by full-time participating faculty, via an open nomination process, for two (2) year terms.

Committee members who are unable to attend any given meeting of the UASC may designate a replacement for that meeting.

Operations of the UASC:

1. The incoming Chair or designee shall convene the first meeting of the academic year, not later than the last day of September.

2. The committee shall select a Chair-elect from among its voting members. The Chair and Chair-elect should come from different schools. The chair-elect will serve in that position for one year, and as Chair of the committee in the following year. The Chair and Chair-elect will work collaboratively to set

the agenda for committee meetings.

3. Administrative support for the committee will be provided by the Dean's office of the school of the current Chair of the committee.

4. Matters of significant importance – such as new undergraduate policies, adding or removing a shared general education requirement, or substantially changing a learning goal, or curricular restructuring – need to be approved by the Faculty Assemblies of CAS and SBS, in the form proposed by the committee (i.e. without amendments).

Reporting

The UASC Chair shall report annually to the Faculty Assemblies of SBS and CAS and the Provost. The annual report will highlight the work of the committee, provide information about current assessment efforts and results.

13. University Budget Committee

According to the University Handbook, the SBS Faculty will select a representative to the University Budget Committee. Responsibilities include:

- Provide advice to the President on key budget parameters to recommend to the Board of Trustees for use in the annual operating budget.
- Evaluate the impact of various levels of the key budget parameters on target financial ratios for the University.
- Oversee the Cost Savings and Revenue Enhancement Initiative for the University which includes:
  Reviewing the submission of innovative ideas from the University community to create efficiencies in operations and strengthen and diversify revenue streams.

The SBS will select one (1) representative to the University Budget Advisory Committee by means of nomination and voting for a three-year (3) term, starting with the 2025-2026 academic year term. The SBS representation to the Budget Advisory Committee shall be elected in the spring by the full-time, participating faculty members of the Faculty Assembly.
All full-time, participating faculty members are eligible for nomination and to serve on the Budget Committee, except for all Associate and/or Assistant Deans of the SBS. There are to be no exclusions for any other service positions.

F. Committee Operations

Officers

Each Committee shall elect its own Chair and Vice Chair by July 1 of each new academic year, except for the Faculty Governance Council whose Chair is elected by the Assembly in a separate vote. In the absence of an elected Chair or Vice Chair, the Faculty Governance Council shall designate a faculty member to call a meeting of a Committee for the purpose of electing a Chair and Vice Chair. The Dean of the Sawyer Business School or his/her designee may serve on each Committee in an ex officio capacity without a vote.

Meetings

Meetings of the Committees shall be called at the discretion of the Chair or upon petition to the Faculty Governance Council by the Dean of the Business School or by a majority of the faculty members of the Committee provided that each Committee shall meet at least two times during the Fall Semester and two times during the Spring Semester. All committees, with the exception of the Committee on Promotion, Tenure, and Review and the Tenure and Promotion Appeal Committee, may function through subcommittees upon which non-committee members may serve, but the subcommittees shall report to the full Committee. All Committees and subcommittees shall keep a written record of their proceedings and decisions, along with the time and place of the meeting and the members present, which shall be publicly available, except that the records of the Committee on Promotion, Tenure and Review and the Tenure and Promotion Appeal Committee will not be publicly available. Each committee will distribute an Annual Report to the full faculty by June 15 summarizing their past year's activities. Meetings shall be conducted in accordance with the provisions of a current version of Robert's Rules of Order.

Committee Agendas

Except for the Committee on Promotion, Tenure, and Review and the Tenure Appeals Committee, all committees shall consult with the Faculty Governance Council in setting their annual agendas. Agendas should be set by September 30th of each academic year. The purpose of this requirement is to coordinate faculty efforts and maintain reasonable committee workloads.

G. Committee Elections[2]

[2] Original handbook language on Committee Elections: "The first election for these Committees shall be held during a special faculty meeting in September, 1991. New committee membership terms begin July 1 following the spring elections. The members of the first

The elections of Faculty Assembly Committees shall be supervised by the Chairperson of the Faculty Assembly or his/her designee.

Nominations and elections for committees shall be held in two rounds of two consecutive meetings of the Faculty Assembly during the spring. The first round in February and March will elect members of the Faculty Governance Council and the Committee on Promotion, Tenure, and Review. All other committees will be elected during the April and May meetings.

In the first meeting in each round, the Chairperson of the Faculty Assembly will receive designated committee nominations in a regular, open meeting of the Faculty Assembly. Faculty Assembly members must be present to be nominated for any faculty assembly committee or position or may give their consent by written proxy. The Chairperson shall allow time for Assembly members to ask questions of nominees and for nominees to make a statement, if they wish, explaining their interest in the position or reason(s) for declining the nomination.

Voting for the nominated candidates shall take place through electronic means that provide reasonable assurance of a single and anonymous vote for each participating faculty member. Participating faculty members shall be able to vote over a period of one week after the closing of nominations. Voting shall be administered by the Assistant Dean for Administration on behalf of the Faculty Governance Council, which shall report ballot counts and results to all participating faculty. After the elections to the Faculty Governance Council and PTR are announced, persons who ran but were not elected are eligible to run for the remaining committees in April and May.

Membership in any Sawyer Business School faculty committee may be terminated after two consecutive unexplained absences upon majority vote of the Committee. The remainder of the term shall be filled by another faculty member chosen by special election. There are no limits to the number of terms that a faculty member may serve, EXCEPT that, after two full consecutive terms of service in the same committee, an incumbent faculty member will only be able to opt for re-election if there are no other candidates for the position. This rule will only apply to consecutive terms of service, and not to former committee members who stand for election after not serving on that committee for one or more terms.

For all "off-cycle" elections, faculty who wish to serve will submit (via e-mail) their interest plus a brief statement two weeks prior to the next meeting of the Faculty Assembly to FGC. FGC will then collect all this information and e-mail it to all faculty assembly members at least one week in advance of the next meeting. Voting will take place as it does in the spring committee elections.

H. Task Forces

group elected to the Policy and Strategic Planning Committee shall be elected to one, two, or three year terms in order to establish the staggered terms. All subsequent elections for Committee membership shall be held in the spring. Election shall be by secret ballot. Election shall first be held for the Promotion, Tenure, and Review Committee. Election shall next be held for the Policy and Strategic Planning Committee. Election shall next be held for the Graduate Program Committee. Election shall then be held for the Undergraduate Program Committee. At the end of a term on a Sawyer Business School Faculty Committee a faculty member shall be eligible for election to that same Committee."

As necessary the Dean of the Sawyer Business School or the Faculty Governance Council may appoint a temporary task force to focus upon a particular problem, issue, or matter and designate its chair. The task force shall report to the Dean or to the Faculty Governance Council, depending on the method of appointment. All task force meetings shall be open to all members of the Faculty Assembly. All task forces shall keep a written record of decisions, along with the time and place of the meeting and the members present, which shall all be available on the SBS Shared Governance Materials platform and/or learning management system. Meetings shall be conducted in accordance with provisions of a current version of Robert's Rules of Order.

IV. Faculty Appointment, Re-Appointment, Annual Review, Third-Year Review, Tenure, Promotion, and Sabbatical

The faculty search and appointment process for full-time faculty must follow the guidelines in the University Faculty Handbook, Section Four: Search for and Appointment of Full-time Faculty.

A. Overall Requirements

In the Sawyer Business School, teaching and intellectual contributions are considered to be co- equal, with service commanding a lesser but significant attention in a ratio of 40:40:20. This ratio is fundamental to the assessment of tenured and tenure track faculty members, and represents the aggregate investment of the faculty at large. It is acknowledged that there is a need for some flexibility in these basic ratios for faculty with particular talents or investments in any of the three areas. However, such flexibility should be consistent with our being accountable for overall productivity across the three dimensions at the departmental level.

The following areas shall be considered when conducting annual reviews, 3rd year reviews, recommending candidates for appointment, re-appointment, promotion, tenure and sabbaticals.

1. Teaching
2. Research
3. Service
4. Current and projected needs of the University

The above requirements apply in a modified manner to non-tenure track (NTT) full-time faculty, notably the substitution of professional development for research. The specific requirements for appointment and promotion of NTT full-time faculty are described in the appropriate part of this Section.

1. Teaching Function

Teaching, broadly defined, is a primary function of all universities and is central at Suffolk University. When effective, teaching makes a significant contribution to creative development, advancement and dissemination of knowledge. Accordingly, effective teaching is essential.

a) Illustrations of teaching: Illustrations of teaching include, but are not limited to, the following (not rank ordered):

i. Classroom teaching in programs leading to academic degrees.

ii. Teaching in university-related continuing education programs and comparable programs developed for professional organizations.

iii. Directing undergraduate or graduate courses or projects, including theses and dissertations that carry academic credit.

iv. Working with students outside the classroom on course materials and counseling students on course selection, career choices, and related matters of student concern.

v. Serving as a directed study instructor.

vi. Preparing teaching materials such as textbooks, books of reading, cases, course syllabi, bibliographies, and computer programs.

vii. Developing a course, sequence of courses, curriculum changes, of new and effective techniques of instruction for academic programs, university-related continuing education

viii. Programs and educational programs of professional organizations.

ix. Publications or the presentation of papers or seminars on teaching.

x. Serving as a professional consultant to public or private organizations provided that such professional interactions and activities enhance a faculty member's teaching.

b) Evidence of Teaching Effectiveness: Evidence of teaching effectiveness includes but is not limited to the following (not rank ordered):

i. Various student evaluations, especially the Sawyer Business School evaluation which has been validated. Student input is a valuable source of evidence on teaching effectiveness, particularly if student evaluations are available over a period of years.

ii. Evaluations of courses taught in university-related continuing education programs and in comparable programs for professional organizations.

iii. Faculty evaluation, particularly if based on classroom visit, on attendance at public lectures, on presentations before professional groups by the faculty members, on the results of the faculty member's teaching, in prerequisites for other courses, or on participation in team teaching.

iv. The nature and content of theses, dissertations, and individual or group special studies completed under the faculty member's supervision.

v. Recognition or awards for distinguished teaching.

vi. Publications on teaching in respected journals of pedagogy.

vii. Presentations on teaching at other universities.

viii. Opinions of former students, particularly graduates who have achieved notable professional success.
ix. The number and caliber of students attracted to the University by the Faculty member's reputation as a scholar.

2. Research Function[3]

High quality, creative research has long been an integral part of academic disciplines and has become increasingly important for professional schools. It is essential for the survival of any professional academic discipline, and it enhances the reputation of the researcher and his or her department, college and university. Its benefits accrue to the researcher, his or her students, academic and professional colleagues, and the larger society. Faculty members should show intellectual attainment, productivity, and creativity in their writings including evidence of continuous and effective research.

a) Working Definition of Research: Research is the creative development, advancement and dissemination of knowledge. It may involve:

i. Creation of empirically validating ideas and theories, either descriptive or normative.

ii. Expansion, analysis or creative synthesis of ideas and theories.

iii. Application of knowledge originally within the professional field.

b) Evidence of Research Effectiveness

The test of research effectiveness requires evidence of intellectual attainment and productivity, as judged by the faculty member's academic and professional peers. Both the quality and the quantity of research are to be evaluated, along with the continuity of the effort. The standards of excellence by which a faculty member's research is evaluated should be in accordance with the quality of research attainable in the faculty member's field. Significance, impact on the field, innovation, and rigor are important tests. Being theoretically connected, empirically validated, and capable of application are all valuable characteristics. Work qualifies as research only after it has been presented, and it must be openly available for evaluation by the academic and professional community. Reports, surveys and studies prepared solely for restricted use and not openly available do not qualify as research. Research results can be communicated as (not rank ordered):

i. Publications in peer reviewed journals.

ii. Peer reviewed monographs.

iii. Peer reviewed scholarly books.

[3] Throughout this documents research means intellectual contributions.

iv. Papers delivered at peer reviewed colloquia, symposiums, academic meetings, or meetings of professional groups.

v. Publications in non-peer reviewed journals.

vi. Publication of textbooks, casebooks, reading books, or other instructional materials, particularly when they are adopted at other colleges and universities.

vii. Publications of cases or chapters within textbooks.

viii. Textbooks, reports, circulars, and similar publications normally considered evidence of teaching ability or service contributions may be judged research when they present new ideas or incorporate scholarly research.

ix. Publications or the presentation of papers or seminars on teaching.

x. Papers in established working papers series.

xi. Serving as editor of a journal.

xii. Unpublished papers.

The significance of where and how research is communicated must be carefully evaluated during peer review. Consequently, published work outweighs unpublished work, high impact outweighs low impact, and referred work outweighs non-refereed work, because these forms of communication enlarge the audience to whom the work is available and provide processes for determining the merit of the research. Work in progress is also to be considered whenever possible, along with the faculty member's demonstrated ability to bring work to a successful conclusion. In the case of joint research, the specific role of the faculty member who is being considered for tenure or promotion must be established as clearly as possible. Research effectiveness is judged by the candidate's peers. Appraisals of publications or other works in the scholarly and critical literature also provide important testimony of peer judgment.

Peer review is defined as a process of independent review prior to publication of a faculty member’s work by an editorial board/committee widely acknowledged as possessing expertise in the field. The peer review should be independent; provide for critical but constructive feedback; demonstrate a mastery and expertise of the subject matter; and be undertaken through a transparent process notwithstanding that the individuals involved may be anonymous. Such a review ensures the work is subjected to the expected “scrutiny by academic peers or practitioners prior to publication.” Peer review is one important way in which the individual and institution can demonstrate overall quality of intellectual contributions.

3. Service Function

Effective service is indispensable in coping with administrative and academic complexities of the University and the concerns of the community. Faculty members have service obligations to faculty areas, the School, the University, and the general public to make available their professional knowledge and expertise in service beyond that provided through teaching and research. Tenure track faculty are not expected to serve on school-wide elected faculty

committees until after their second year of Suffolk employment. After the second year, tenure track faculty are expected to serve on elected faculty committees.

a) Illustration of Service: Appendix 3 of this Manual ("Service Catalog") provides a comprehensive, but not exhaustive, listing of all major forms of acceptable service at SBS, as guidance for SBS faculty members with regard to the Service Function.

b) Evidence of Effectiveness

All faculty members have service obligations, and committee work is a normal function and expectation of an academic institution. When service activities are offered as evidence of performance, letters or other documentation of this productivity or creativity will be requested. Such requests may be from persons at various levels within the University, other universities, or other organizations which are recipients of the service. These people include:

i. Immediate superiors or persons in other senior positions.

ii. Peers in areas of service.

iii. Members or leaders of recipients outside organizations.

B. Policy Regarding Faculty Qualification and Maintenance of Status

Suffolk University Sawyer Business School deploys and maintains a faculty consistent with the standards established by The Association to Advance Collegiate Schools of Business (AACSB). This section outlines the criteria employed to assure that these standards are met in a manner consistent with the mission of the college and university.

Faculty Categories: Sawyer Business School faculty members are categorized according to their initial academic preparation and professional experience, and, to their sustained academic and professional engagement activities.The following four categories are used to classify faculty, inclusive of those holding administrative appointments (e.g., chairs, directors, and deans), deployed by SBS. Faculty that do not meet the school's maintenance criteria for the four categories are classified as Additional (A) category.

	Academic (Research / Scholarship)	Applied / Practice
Professional experience, substantial in duration and level of responsibility	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
Doctoral degree	Scholarly Academics (SA)	Practice Academics (PA)

Minimum SA ≥ 40% Minimum

Minimum SA+PA+SP+IP ≥ 90%

1. Practitioner Qualification (non-tenure track)

a) Scholarly Practitioner (SP)

Initial Academic Qualification

Each Sawyer Business School Scholarly Practitioner faculty must possess a relevant Masters Degree and appropriate professional credentials, and demonstrate sustained professional engagement in the fields in which they teach.

Maintenance of Status as a Scholarly Practitioner (SP)

Faculty members eligible for consideration are those who are actively engaged in publishing intellectual contributions as well as professional experience at a significantly high level of impact and engagement.

Individual faculty will be considered to have SP status providing they meet the following minimum conditions within a rolling window of the most recent five and ½ calendar years ending June 30 of each year (we report on a calendar year resulting in a 5 ½-year window). SP faculty must continue to maintain the current PQ standard and meet the new SP standard by October 2019.

1. Must have at least one of the following:
    a. Published (evidence of acceptance is equivalent to publication) one peer reviewed article in disciplined-based, applied or pedagogical journals related to their academic discipline/teaching field.
    b. Published one scholarly book relevant to the faculty members' discipline that involves original scholarly research.
    c. Published one trade book on a topic relevant to the faculty members' discipline with field-based research that is of sufficiently high quality.
    d. Published one textbook relevant to the faculty members' discipline that is of sufficiently high quality.
    e. Recognized and impactful ongoing media presence (e.g., blog) in the faculty member's teaching field.

AND

2. Professional Practice: Demonstration of continued significant and substantive discipline relevant professional practice in the faculty member's teaching field through consulting, professional work in the field, and/or recently retired (within last five years) from ongoing full-time work in the field.

AND

3. Visibility: Continuing and persistent visibility to, and contribution to the Sawyer Business School's reputation among, relevant professional and business groups through participation as a board member, professional groups, and/or other activities that place faculty in direct contact with business or other organizational leaders.

We also recognize that a Scholarly Practitioner faculty member will have a portfolio of other intellectual and professional contributions. Consistent with the mission of the school, faculty members perform intellectual activities which contribute to the faculty member's professional development, the goals of the department, and the mission of the Sawyer Business School. These activities include, but are not necessarily limited to: Maintenance of relevant professional credentials, including completion of required continuing education credits and relevant new coursework, in the faculty member's teaching field; Professional board membership, new business development, professional or scholarly publications, or professional society leadership in the faculty member's teaching field; participation in meetings in the faculty member's teaching field and other related activities; continuing education assignments; creation and delivery of executive education courses; development of discipline-based practice tools, and preparation of new course materials or teaching aids; delivering invited professional speeches for regional or national professional organizations; presentations of papers at regional or national professional meetings; Publications in trade journals; non peer reviewed article for a nationally recognized practitioner journal; full-time faculty internships in a professional work environment related to the faculty member's instructional field; documented continuing education relevant to the instructor's professional discipline; regularly updated and ongoing blog with current information relevant the faculty member's teaching area.

b) Instructional Practitioner (IP)

Initial Academic Qualification

Each Sawyer Business School IP Faculty must possess a relevant Master's Degree and appropriate professional credentials, and demonstrate sustained professional engagement in the fields in which they teach. Exceptions may be made for faculty members with extensive senior level professional experience.

Maintenance of Status as an Instructional Practitioner (IP)

Individual faculty will be considered to have IP status providing they meet the following minimum conditions within a rolling window of the most recent five and ½ calendar years ending June 30 of each year (we report on a calendar year resulting in a 5 ½-year window). IP faculty must continue to maintain the current PQ standard and meet the new IP standard by October 2019.

1. Professional Practice: Demonstration of continued significant and substantive discipline relevant professional practice in the faculty member's teaching field through consulting, professional work in the field, and/or recently retired (within last five years) from ongoing full-time work in the field.
2. Visibility: Continuing and persistent visibility to, and contribution to the Sawyer Business School's reputation among, relevant professional and business groups through participation as a board member, professional groups, and/or other activities that place faculty in direct contact with business or other organizational leaders.

We also recognize that an Instructional Practitioner faculty member will have a portfolio of other intellectual and professional contributions. Consistent with the mission of the school, faculty members perform intellectual activities which contribute to the faculty member's professional development, the goals of the department, and the mission of the Sawyer Business School. These activities include, but are not necessarily limited to: Maintenance of relevant professional credentials, including completion of required continuing education credits and relevant new

coursework, in the faculty member's teaching field; Professional board membership, new business development, professional or scholarly publications, or professional society leadership in the faculty member's teaching field; participation in meetings in the faculty member's teaching field and other related activities; continuing education assignments; creation and delivery of executive education courses; development of discipline-based practice tools, and preparation of new course materials or teaching aids.

2. Non-Tenure Track Faculty Titles

NTT faculty members may hold the following titles: Instructor, Senior Instructor, Distinguished Instructor, Executive in Residence, Assistant Professor of Practice, Associate Professor of Practice, and Professor of Practice, as defined in Section Three, part C of the Suffolk University Faculty Handbook, plus the following definition for Executive in Residence. An Executive in Residence has accumulated significant senior level professional and business experience. He or she has significant connections and stature in the professional and business communities with which our School interacts; moreover, an Executive in Residence is in the position to facilitate research in his or her field of expertise using professional contacts to help arrange access to field research. A person holding this title must have and maintain SP or IP status.

3. Academic Qualification (tenure track)

a) Scholarly Academic (SA)

Initial Academic Qualification

A faculty member that is classified as SA must (1) Possess a doctoral/terminal degree in the discipline of her or his teaching responsibilities or in a field that is closely related to that discipline; or (2) Have earned their applicable terminal degree within the last five years until either a) they receive tenure or b) their employment contract terminates; or (3) Have achieved all-but-dissertation (ABD) status within the last three years. SA faculty who are more than five years beyond their terminal degree must meet the maintenance standards pertaining to SA faculty outlined below.

Maintenance of Status as a Scholarly Academic (SA)

Individual faculty will be considered to be Scholarly Academic (SA) providing they meet the following minimum criteria in both Category 1 and Category 2, within the most recent five academic years ending June 30 of each year:

Category 1:

- A) Two (2) peer reviewed journal articles in discipline-based, basic, applied or pedagogical journals (evidence of acceptance) related to their academic discipline/teaching field. The journals must satisfy <u>at least one</u> of the following lists:
    1. The Australian Business Deans Council (ABDC) Journal Quality List;
    2. Department/Disciplinary Journal List or Criteria or both maintained by the relevant academic departments/disciplines (these criteria are <u>broader</u> than those used for Tenure & Promotion cases but could include those criteria as a subset). Note that we strive to avoid any predatory journals and rely on predatory journal report (e.g. Cabell) to identify such publications.

OR

- B) One (1) peer reviewed journal article as described above in section A <u>and</u> an externally

published, peer reviewed book/textbook (authored; reputable publisher should be endorsed by Department Chair);

Category 2:

- A) Two (2) additional academic activities as listed in the accompanying Category 2 list ;

OR

- B) One (1) additional qualifying peer reviewed article as described in Category 1 above.

We also recognize that a Scholarly Academic faculty member has a portfolio of other intellectual contributions. Consistent with the mission of the school, faculty members perform intellectual activities which contribute to the faculty member's professional development, the goals of the department, and the mission of the SBS. These activities include, but are not necessarily limited to:

- **Category 2**: Have engaged in **two** (2) academic activities from the following list (which could include two contributions for one of the listed categories):
    1. Additional peer reviewed journal article(s) and/or textbook(s) (not self-published) that have not already been counted as satisfying category 1 requirements.
    2. Publication of textbook(s) (not self-published)
    3. Publication of peer-reviewed, revised edition(s) of textbook that is published by a reputable publisher (in consult with Chair)
    4. Refereed article(s) in an academic book; peer/editor reviewed book chapter(s); or invited book chapter(s) by a reputable publisher
    5. External research grant/award/fellowship(s) (e.g., Fulbright, NSF, NIH, etc.)
    6. Editorship or editorial board membership(s) of a peer-reviewed journal(s)
    7. Editor of book(s), including casebook(s) written by other authors, or guest editorship for special issue(s)
    8. Technical report(s) related to funded research
    9. Refereed conference proceedings
    10. Scholarly book review(s) published in refereed journals
    11. Development and dissemination of instructional materials such as Instructors' Manual, Test Banks, simulations, and/or software
    12. Published case study(ies) or teaching case(s)
    13. Presentation(s) at professional conferences. No more than one may be counted per year.
    14. Subject matter expert presentation(s) for external bodies
    15. Creation/lead on podcast(s)/blog(s), or similar social media that share research, or public/media attention for research
    16. Leadership position(s) in recognized academic and professional societies and associations
    17. Leadership at major conference(s) such as Track chair or Program chair
    18. Ad hoc reviewer for Journal(s) and/or Conference(s). No more than one may be counted per year.
    19. Invited reviewer for external grants awarded by state/federal or foundations (counting as one activity per year)

20. Congressional testimonial(s)
21. Comment Letter(s) to regulatory bodies on proposed regulation
22. Initial posting of publicly available research working paper(s)
23. Others: Faculty request that an activity be counted to be reviewed and approved by the Department Chair and the Dean.

Purpose and Use of This Policy: The sole purpose of this policy is to identify faculty members in the Sawyer Business School, and departments outside the SBS responsible for SBS programs, as Scholarly Academic, Practice Academic, Scholarly Practitioner, or Instructional Practitioner, for the purposes of AACSB accreditation.

This policy is intended to be constructive and all-inclusive, not punitive and restrictive, and to provide developmental goals for the faculty. This policy and any decisions and conclusions made in reliance on it may not be used for any purpose other than the stated purpose. It does not circumvent, subsume, or override any provisions of the University Faculty Handbook.

Changes to SA Qualification Criteria are to be voted on by participating SA Qualified Faculty, as noted in the SBS Faculty Governance Manual.

Peer Review: Peer review is defined as a process of independent review by journals. Depending on the discipline, this may be "double blind" review by referee(s), review by an editorial board/committee widely acknowledged as possessing expertise in the field or by other means that are standard practice in the field. The peer review should be independent; provide for critical but constructive feedback; demonstrate a mastery and expertise of the subject matter; and be undertaken through a transparent process notwithstanding that the individuals involved may be anonymous.

A Scholarly Academic (SA) may not change status to Scholarly Practitioner (SP) or Instructional Practitioner (IP).

b) Practice Academic (PA)

Initial Academic Preparation for PA Qualification

Each Sawyer Business School PA faculty member must meet the initial preparation for the SA qualification.

Maintenance of Status as a Practice Academic (PA)

Faculty members eligible for consideration are those who meet the initial SA qualification and are actively engaged in both publishing intellectual contributions and professionally in the business community at a significantly high level of impact and engagement.

Individual faculty will be considered to have PA status providing they meet the following minimum conditions within a rolling window of the most recent five and ½ calendar years ending June 30 of each year (we report on a calendar year resulting in a 5 ½-year window). SA faculty must continue to maintain the current AQ standard and meet the new PA standard by October 2019.

1. Must have published (evidence of acceptance is equivalent to publication) one peer reviewed article in disciplined-based, applied or pedagogical journals related to their academic

discipline/teaching field.

AND

2. Professional Practice: Demonstration of continued significant and substantive discipline relevant professional practice in the faculty member's teaching field through consulting, professional work in the field, and/or recently retired (within last five years) from ongoing full-time work in the field.

AND

3. Visibility: Continuing and persistent visibility to, and contribution to the Sawyer Business School's reputation among relevant professional and business groups through participation as a board member, professional groups, and/or other activities that place faculty in direct contact with business or other organizational leaders.

We also recognize that a Practice Academic faculty member will have a portfolio of other intellectual and professional contributions. Consistent with the mission of the school, faculty members perform intellectual activities which contribute to the faculty member's professional development, the goals of the department, and the mission of the Sawyer Business School. These activities include, but are not necessarily limited to: Maintenance of relevant professional credentials, including completion of required continuing education credits and relevant new coursework, in the faculty member's teaching field; Professional board membership, new business development, professional or scholarly publications, or professional society leadership in the faculty member's teaching field; participation in meetings in the faculty member's teaching field and other related activities; continuing education assignments; creation and delivery of executive education courses; development of discipline-based practice tools, and preparation of new course materials or teaching aids; delivering invited professional speeches for regional or national professional organizations; presentations of papers at regional or national professional meetings; Publications in trade journals; non peer reviewed article for a nationally recognized practitioner journal; full-time faculty internships in a professional work environment related to the faculty member's instructional field; documented continuing education relevant to the instructor's professional discipline; regularly updated and ongoing blog with current information relevant the faculty member's teaching area.

4. Assistant Professor

Appointment with the rank of Assistant Professor is expected to comply with the categories listed above. An Assistant Professor will customarily apply for promotion and tenure after the beginning of the 6th year at Suffolk. A Doctorate level faculty member with appropriate experience at another university may apply as early as one year after joining Suffolk.

5. Associate Professor

Appointment with or promotion to the rank of Associate Professor requires the possession of an earned doctorate or an equivalent terminal degree in all but the most exceptional cases. An Associate Professor must demonstrate professionally recognized achievement in scholarly endeavors, stimulating teaching, as well as research and publication. A high degree of SBS and/or university service is also required. Associate Professor is a senior rank.

6. Professor (Full)

A professor must ordinarily possess the doctorate or an equivalent terminal degree and must have

demonstrated academic or other professional achievement to a distinguished degree. The doctorate or equivalent terminal degree from an American institution must be accredited by one of the six regional accrediting associations. If received from an international institution, it must be accredited by an appropriate international accrediting association, by AACSB, or by another American accrediting body.

C. Annual Review Process

The specific Annual Review tasks and completion dates are:

1. January 15: All full-time faculty members provide an updated resume and an annual report that includes a faculty development plan using the database (Watermark) maintained by the Dean's office. The documents should be updated for all activities from the prior calendar year.

2. January 15 to March 1: Faculty and chairs discuss evaluation and the Faculty Development Plan.

3. March 1: The chairs' evaluations and the faculty reports are submitted to the Dean's Office. Dean's office start reviewing Chair Reviews and Faculty Annual Reports.

4. March 31 to April 15: Chairs and Dean's office discuss evaluations and propose recommendations for merit increases based on percentages of merit pool (if the dollar amount is not known).

5. April 30: All the reviews are completed.

6. June 1: The Department Chairs and Graduate Program Directors submit an end-of- school year summary of their key activities and accomplishments based on their position descriptions to the Dean's Office.

7. June 15: Contract letters and appointment letters emailed.

8. July 15: Signed letters due in Dean's office.

Below are the steps to be taken during each year's annual review:

Prior to the Annual Review period, each Department will discuss the Department's overall faculty performance during the previous year, as well as the Department's stated goals and objectives. The Chair will discuss this with the Dean of the Sawyer School and this discussion will be shared with the Department, as it is one of the bases for salary increases to Department members. Faculty members are responsible for updating their past year's information on the database currently in use. The Chair must use this as one source of information in assessing performance.

The Chair and the faculty member will have a conversation about their past year's performance in teaching, research, and service, Faculty Development Plans, areas for improvement and progress in meeting the previous year's areas, and the resources required to accomplish his or her goals. This shall be based on the "Overall Requirements" as indicated earlier in this Manual, in relationship to the Department's and the School's goals.

In the discussion and evaluation, the Chair shall provide each faculty member with a recommendation indicating that the faculty member exceeds, meets, or does not meet expectations using a scale to

be agreed upon by the Chairs and made known to faculty members before it is applied. This information will be summarized in writing, signed by the Chair and the faculty member, and discussed by the Chair with the Dean, as well as the amount of money available for merit increases for each Department. If the faculty member objects to any of the Chair's evaluation, it should be stated in writing, signed, and attached to the review. Chairs shall communicate decisions to each faculty member and may meet with them if desired by either party.

D. Third Year Review

An important component of the tenure process is the Third Year Review of all tenure track faculty. The Promotion and Tenure Review Committee (PTR) shall conduct in-depth third year reviews for those individuals. The purpose of the Third Year Review is both developmental and evaluative. In the case of performance that is judged unlikely to result in a subsequent successful application for tenure, the faculty member may receive a terminal contract prior to tenure review. Such a decision must be made on the basis of the most informed judgment possible. The decision must consider long range projections of the faculty member's Department, Sawyer Business School, and University growth and goals and probable changes in emphasis in Department, School and University programs in addition to an individual's qualifications and accomplishments. If denied due to institutional needs, the candidate should be notified of the reason in writing.

Third Year Reviews are intended to provide evaluative feedback to tenure candidates from Chairpersons, PTR, and the Dean. These reviews are also an important factor in subsequent contracts.

Tenure-track faculty are reviewed during their third year at Suffolk University. For example, faculty hired for any term in 20X6 will be required to submit a Third Year Review packet by February 8th of 20X9, These faculty members should plan to upload a Third Year Review packet to a secure web site by February 8th. The Third Year Review packets will contain the following materials:

CEIs (including student comments) for all Suffolk University courses taught; Current

VITA;

Copies of articles in print, and/or working papers Annual

plans and faculty accomplishments;

Annual reviews by the department chairperson, all signed by the candidate to confirm receipt;

A letter from the faculty member providing her/his own evaluation of progress toward tenure over the review period and a plan of activities for the time remaining until a tenure application is due.

The Chair will write a letter to PTR based on all pertinent information of the applicant. This review shall consider but is not limited to teaching, research, and service, and current and projected needs of the university. This will be shared with the applicant prior to sending it to

PTR. In addition, the tenured faculty of a Department (excluding the Chair) will review the application, meet as a group with the faculty member if requested by either party, and submit a separate recommendation letter to the Promotion and Tenure Committee and the Dean with a copy to the candidate including their assessment of the candidate. The letter will reflect the views of all of the tenured faculty members who participate in this process and be signed by these members, but they will not be identified in the text of the letter. In both cases, the recommendation may be positive, negative, or a mixed review. The Promotion and Tenure Committee and the Dean make their own judgments about a candidate; thus, the recommendations of the Chair and the tenured faculty may differ.

A candidate applying for third year review shall have opportunity to review the department chair's and tenured faculty's recommendations. The candidate may append written comments to the recommendations which will then be sent forward to the Promotion, Tenure and Review Committee and the Dean for consideration. The Dean will review all applications.

E. Procedures Concerning Tenure Track Faculty Non-Reappointment

All tenure-track appointments are annual appointments requiring notice of renewal or non- renewal of appointment.

1. Renewal appointments shall be made in writing by the Dean's office no later than June 30.

2. Non-reappointment of tenure-track faculty for reasons of denial of tenure shall follow the provisions of Section Nine, subsection C, of the Suffolk University Faculty Handbook.

3. Notice of appointment non-renewal for reasons other than denial of tenure shall be made in writing by the Dean according to the University Faculty Handbook, Section Nine, subsection B. In these cases, termination of the appointment will proceed according to the following standard:

a) The appointment of a faculty member with three years of service or less will end six months beyond the end of the current appointment.

b) The appointment of a faculty member with more than three years of service will end twelve months beyond the end of the current appointment.

The notice of appointment non-renewal will indicate the length of the final contract extension commensurate with years of service.

c) However, a faculty member dismissed for cause, which includes, but is not limited to, violation of a Suffolk University rule or procedure, shall be terminated immediately.

Recommendations to the Dean regarding non-renewal of tenure-track appointments shall be made by the department Chair after consultation with the faculty member in question. Deans and Chairs should carefully monitor teaching and other activities of tenure-track faculty members and take appropriate actions as needed.

4. Within 10 days of receiving written notification of non-reappointment, a faculty member may petition in writing for reconsideration by the Provost with a copy to the Dean if s/he believes

that the notice of non-re-appointment constitutes a violation of academic freedom. The burden of proof rests upon the appealing faculty member to establish that the non-reappointment constitutes a violation of academic freedom. If, in his/her sole discretion, the Provost grants the faculty member's petition for reconsideration, the Provost will review the petition within 10 days. The Provost will provide a written decision determining if the non-reappointment constitutes a violation of academic freedom within 20 days of receipt of the petition. All decisions by the Provost are final. The appeal procedure does not alter, extend, or change the effective date of the non-re-appointment.

F. Procedures Concerning Non-Tenure Track (NTT) Faculty Non-Reappointment

The notification of NTT faculty non-reappointment follows the schedules outlined in Section 9A in the University Faculty Handbook.

G. Academic Freedom

The purpose of this statement is to promote understanding and support of academic freedom and agreement upon procedures to assure it at Suffolk University. Institutions of higher education are conducted for the common good and not to further the interest of individuals. The common good depends upon the free search for truth and its free exposition.

Academic freedom is a right of scholars in institutions of higher education to study freely, discuss, investigate, teach, and publish. Academic freedom applies to teaching, research, and service. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the faculty in teaching and of the student to freedom in learning. It carries with it duties correlative with rights. Academic freedom in service is fundamental for the protection of the rights of faculty in situations such as serving on SBS committees, job searches, and curriculum development.

(1) The faculty member is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his/her other academic duties; but research for pecuniary return should be based upon an understanding with the administration of Suffolk University.

(2) The faculty member is entitled to freedom in the classroom in discussing the subject area, but should be careful to present the various scholarly views related to his/her subject and avoid presenting totally unrelated material.

Academic Responsibility - The concept of freedom should be accompanied by an equally demanding concept of responsibility. The college or university educator is a citizen, a member of a learned profession, and an officer of an educational institution. When s/he speaks or writes as a citizen, there should be freedom from institutional censorship or discipline, but the special position of the educator in the community imposes special obligations. As a person of learning and an educational officer, one should remember that the public may judge the profession and the institution by one's statements. Hence, the faculty member should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that s/he is not acting as an

institutional spokesperson.

Suffolk University is committed to the solution of problems and controversies by the method of rational discussion. Acts of physical force or disruptive actions which interfere with University activities, freedom of movement on the campus, or freedom for students to pursue their studies are the antithesis of academic freedom to be heard, and freedom to pursue research of their own choosing to members of the academic community or to visitors invited by the University.

H. Tenure and Promotion

1. General Promotion and Tenure Policy

Promotion in rank and granting of tenure are based upon the recognition of past academic achievement, the judgment that this achievement will continue in the future, and the determination that the granting of promotion or tenure fits into the plans and goals of the Department, the Sawyer Business School, and Suffolk University. Length of service within a particular rank and adequate performance of regular duties do not themselves constitute a sufficient basis for promotion or tenure.

The SBS Faculty Governance Manual is the only policy document for governing promotion and tenure. Substantial changes to the tenure and promotion process and standards will only be made through amendments to this Manual.

The decision granting tenure creates an enduring contract between the faculty member and the University. For this reason, such a decision must be made on the basis of the most informed judgment possible. The decision must consider long range projections of Department, Sawyer Business School, and University growth and goals and probable changes in emphasis in Department, School and University programs in addition to an individual's qualifications and accomplishments. If denied due to institutional needs, the candidate should be notified of the reason in writing.

All promotion and tenure proceedings are confidential in nature, and all participating in the process shall refrain from discussion outside of formal sessions of the consideration and discussion prior to a recommendation being made to the Department Chair, PTR, or Dean, but all participating shall recognize the basic confidentiality of all discussions.

Applications for tenure must be submitted no later than the beginning of the sixth year of service. Members of the faculty of the Sawyer Business School, who have served at Suffolk University in the ranks of Assistant, Associate, or Full Professor may apply for tenure prior to their sixth year of service. In cases where tenure is not awarded, the seventh year (or the year following application for tenure for those who apply earlier than their sixth year) becomes a terminal year of service. Applicants may apply only once for tenure.

The promotion and tenure review tasks and completion dates are:

Applicants for promotion and/or tenure should notify the Dean's office by April 1 of the calendar year they intend to present a tenure and/or promotion dossier in the suggested format of the guidelines in attachment 1.

Each dossier must include a written Chair's recommendation and a written recommendation from tenured departmental faculty. To ensure adequate time for review, candidates should plan to make dossiers available to tenured faculty and Department Chairs by September 10. Tenured faculty and Chair recommendations should be available by September 25 for candidate review and response. Candidates may provide written response to Chair and tenured faculty recommendations which may be included in the dossier.

Each candidate should plan to upload their dossier to a secure web site by October 1. In addition to faculty and Chair recommendations, these dossiers should include a personal statement, CV, evidence of teaching effectiveness, intellectual contributions and service.

Late applications will not be accepted.

Candidates for promotion and tenure may subsequently submit to the Dean additional information pertinent to their cases up to noon on November 15. This supplemental information will be considered by the PTR Committee in deliberations leading to its recommendation to the Dean. Prior to the Committee's deliberation, a candidate may also request a hearing in order to present additional material to support the application.

Faculty may submit their personal statement to the Associate Dean who will put it online with other faculty documentation.

Department Chairs and tenured faculty in departments are most knowledgeable about the work of faculty in their departments. Therefore, the Promotion, Tenure, and Review Committee and the Dean will give serious consideration to their advisory recommendations and assessments when considering a candidate's application. After discussion with an applicant and a review of his or her application, the Department Chair will submit a recommendation letter to the Promotion, Tenure, and Review Committee and the Dean including his or her assessment of the strengths and weaknesses of the candidate. In addition, the tenured faculty of a Department (excluding the Chair) will review the application, meet as a group with the faculty member if requested by either party and submit a separate recommendation letter to the Promotion, Tenure, and Review Committee and the Dean with a copy to the candidate including their assessment of the candidate. The letter will reflect the views of all of the tenured faculty members who participate in this process and be signed by these members, but they will not be identified in the text of the letter. In both cases, the recommendation may be positive, negative, or a mixed review. On applicants for promotion to Full Professor, the letter will be written by the Full Professors in the Department; if there are fewer than two Full Professors in the Department, the letter will be written by the Department's tenured members. The Promotion, Tenure, and Review Committee and the Dean make their own judgments about a

candidate; thus, the recommendations of the Chair and the tenured faculty may differ.

A candidate applying for tenure shall have opportunity to review the Department Chair's and tenured faculty's recommendations. The candidate may append written comments to the recommendations which will then be sent forward to the Promotion, Tenure, and Review Committee and the Dean for consideration. Prior to the Committee's deliberation, a candidate may request a hearing with PTR in order to present additional material to support the application. Thus, two specific opportunities (one written, one oral) are afforded to the tenure applicant to present information to support his/her application.

The attainment of tenure status is not automatic. The Promotion, Tenure, and Review Committee reviews the application and makes a written recommendation to the Dean who then makes his or her recommendation to the Vice-President for Academic Affairs and Provost of the University. The Provost will make a recommendation to the President regarding each Faculty member who has not been denied tenure. The President reviews the recommendations of the Provost. The Provost presents to the Board of Trustees only those Faculty members that the President concludes are appropriate for tenure. All decisions regarding candidates for tenure, promotion, and sabbatical are communicated by the Provost to the candidate in writing, with a copy to his or her Chair. Positive recommendations are communicated by the Dean to the full faculty.

Granting of tenure, promotion in rank, and third year review are based upon the recognition of past academic achievement, and the Committee's and the Dean's assessment of whether this achievement will continue in the future. Length of service within a particular rank and adequate performance of regular duties do not themselves constitute a sufficient basis for tenure or promotion.

Per the previously detailed policy requirements of the Sawyer Business School, the Committee applies in general the 40-40-20 weighting to teaching, intellectual contributions, and service respectively in evaluating candidates for tenure, promotion, and third year review as agreed by the faculty.

Performance must reach a threshold standard in each of the three areas of teaching, intellectual contributions, and service for an application to be considered. These standards are described below. Exceeding threshold in one domain of faculty activity does not compensate for falling below threshold in another. Performance is judged for the candidate's entire career with an emphasis on his or her record since joining the Sawyer Business School faculty and especially the most recent years of service. It is important to note that reaching the threshold in all three domains of activity is necessary, but not sufficient. Candidates for tenure or promotion must also meet a standard of excellence in either of the teaching or intellectual contributions domains.

If an application passes threshold standards, the Committee will then conduct a thorough review of a candidate's record as the basis for its recommendation to the Dean in respect to the tenure or promotion action requested by the applicant.

2. Tenure Standards for Assistant and Associate Professors

a) Teaching

The Committee will seek evidence of high-quality teaching in a candidate's record at the Sawyer Business School. This assessment will include, but not be restricted to, the number, mix and level (graduate or undergraduate) of courses taught, the quality of course outlines and currency of course content, evidence of commitment to student success in accomplishing challenging and relevant learning objectives, innovation in teaching methods and subject matter, and course development activities. The Committee, as part of its evaluation, will take into account student course evaluation scores, using an average score of 4.0 on Question #7 of the current Course Evaluation Instrument (CEI) as the threshold for teaching performance[4]. The candidate may exclude two sections with the lowest teaching scores from the calculation of the average scores. For courses taught prior to the introduction of the current CEI, the scores for Question #8 of the previous CEI will be used in lieu of those for Question #7 of the current CEI to compute the average score; at the candidate's discretion, the average score for Question #14 of the previous CEI may also be reported. The same will apply to online courses, as per current practice, until such time as the online CEI is revised. (Specific language for updating based on new CEI is needed).

b) Intellectual Contribution

To meet the threshold for intellectual contributions, a candidate must submit a minimum of four peer-reviewed articles accepted for publication within the previous five calendar years, one of which must have been accepted by a top-quality journal. The top-quality journal can be from a different discipline or Sawyer Business School department journal list. The Committee will consider articles in journals approved by Sawyer Business School departments. For faculty applying for Tenure and/or Promotion, the preponderance of all publications submitted to PTR for review need to be in journals listed on the department's journal list or meet the department's journal criteria. However, a minority of all publications may be considered in the tenure and/or promotion processes if they are listed on the journal list or meet the journal criteria of another department at the Sawyer Business School. Performance is judged for the candidate's entire career with an emphasis on his or her record since joining the Sawyer Business School faculty and especially the most recent years of service.

Academic departments are responsible for creating and maintaining up-to-date lists of approved journals recognized for publishing good quality research by a broad spectrum of peer institutions (as defined by the Faculty Assembly). Departments must also designate "top quality" from the list of approved journals. Acceptable criteria for creating lists of approved and leading journals include but are not limited to: placement on an independently published index; acceptance rate obtained from a journal's editors; published, empirical research indicating impact of a journal on a discipline; placement on an approved list obtained from a peer institution; and reputation as a known outlet for major scholars in a discipline. Department criteria must be defensible to outside accrediting agencies and must be made available for at least annual review, comment, and approval by the Research Committee.

Articles about teaching or curriculum development will only be considered as contributing toward the threshold level of intellectual contributions. No more than one such article will be counted toward meeting the threshold standard.

c) Service

[4] Question #8 asks students for an overall rating of their instructor and Question #14 asks students to estimate their level of learning. Both questions use a 5 point scale with level 5 indicating excellence

The Committee will seek evidence of effective service, in the candidate's profession, department, the Sawyer Business School, Suffolk University, and relevant external constituencies. The primary focus in the years before one comes up for tenure needs to be on teaching and intellectual contribution activities. Tenure track faculty are not expected to perform internal or external service outside of their Department during their first two years at Suffolk. Thereafter, after a candidates' second year at Suffolk, the expectation is that they will perform such service. However, service activities generally should not take up more than 20% of a candidate's time.

d) Excellence in Teaching or Intellectual Contributions

Performance must also meet a higher standard of excellence over and above the threshold standards in either teaching or intellectual contributions. It is difficult to quantify standards for excellence in either teaching or intellectual contributions. However, PTR will consider whether applications both substantively and effectively surpass threshold standards.

3. Tenure Standards for Full Professors

Candidates for tenure, who already hold the rank of full professor who apply for tenure, will be judged against higher standards in teaching, research, and service, especially with respect to their leadership capacity. PTR will consider the candidate's whole career. The threshold for productivity with respect to intellectual contributions will be four articles in good-quality peer- reviewed journals, at least two of which must be in top-quality journals.

4. Tenure Standards for Associate Professors

Associate professors applying for tenure will be judged with the same criteria as Assistant Professors. The threshold for productivity with respect to intellectual contributions will be four articles in good-quality peer-reviewed journals, at least one of which must be in top-quality journals. Associate Professors, who apply simultaneously for tenure and full professor, will be judged separately for tenure and promotion. Their promotion application will be evaluated according to the higher standards in teaching, research, and service which are outlined in the following paragraphs.

a) Promotion

Candidates holding the rank of assistant professor applying to be evaluated for tenure must at the same time apply for promotion to the rank of associate professor.

In considering requests for promotion from tenured associate professor to tenured full professor, the PTR will look for evidence of excellence in teaching OR intellectual contributions, and service. The Committee will also seek evidence of excellence (i.e., leadership and impact) in the service domain. Excellence in service is characterized by the engagement in one or more of service activities (see Appendix 3, "Service Catalog"), with a sustained impact on the University community and its stakeholders, as evidenced by appropriate metrics, including length of time of a service activity. A candidate applying for the rank of full professor will be expected to demonstrate a record of steady productivity in all three domains since the last application. Only people who meet the Sawyer Business School's existing standards for Academic Qualification can make applications for promotion.

The threshold for productivity in respect to intellectual contributions will be four articles since your last personnel action in journals on an SBS Department's list, at least two of which must be in top quality journals. One authored book (not self-published) may be substituted for one of the articles.

The process for applying for full professor is the same as that when one applies for tenure, including the role of the Department Chair and tenured faculty.

5. Tenure Time Clock: Tenure Track Faculty

All faculty members who wish to apply for tenure must do so by their 6th year of tenure-track service. See Appendix 2 for procedures and critical dates of this process. The tenure time clock begins with the first day of September of the faculty member's tenure-track appointment at the Sawyer Business School. The year in which an application for tenure must be made will be included in a faculty member's initial employment contract.

Faculty members may be evaluated for tenure only once during their service at the Sawyer Business School. Applicants not awarded tenure will receive a one (1) year terminal appointment for their next year of service. Tenure track faculty who do not wish to apply for tenure will receive also receive a one-year terminal appointment for their seventh year of service.

There is no time clock policy regarding promotions from Associate to Full Professor (for those already tenured).

Exception:

Leaves of Absence: All leaves of absence will count as part of the faculty member's 6-year service period unless the institution and the faculty member agree in writing prior to the granting of the leave to do otherwise. If a leave of absence is necessitated by an unpredictable or sudden circumstance that precludes advanced planning and agreement about tenure clock timing, any request for tenure clock timing changes must be made as soon as feasible.

Requests for clock timing changes will be reviewed on a case by case basis. Any agreement that results in a change of a faculty member's tenure clock must be reflected in the faculty member's contract stating the revised date for tenure application. Leaves of absence in the 6th year of service may not be used to extend the record of accomplishments to be included in the tenure application.

6. Notification

The candidate and his or her Chair will be notified in writing by the Dean of any decisions regarding his or her application and will have the opportunity to discuss this decision with the Dean or other appropriate administrators.

7. Tenure and Promotion Appeal Process

Appeals to tenure and promotion decisions shall follow the provisions of Section Seven, subsection K, of the Suffolk University Faculty Handbook.

l. Dismissal Proceedings for Tenured Faculty

Dismissal of Tenured Faculty for reasons of financial exigency is subject to the provisions of Section Nine, subsection G, of the Suffolk University Faculty Handbook. When reason arises to question the fitness of a faculty member who is tenured, the University will proceed as follows:

1. Preliminary Proceedings - A series of preliminary discussions will occur between the appropriate Dean, the Department Chair, and the faculty member. If the faculty member so desires, the President may be asked to participate in these discussions. The matter may be terminated by mutual consent at this point; but if an adjustment does not result, the Committee on Promotion, Tenure, and Review should inquire into the matter informally and effect a resolution, if possible. If the matter is not resolved, formal proceedings should be commenced.

2. Commencement of Formal Proceedings - The President shall inform the faculty member in writing of the grounds for the proposed dismissal and of the right to a formal hearing. The faculty member shall be given 15 days from receipt of the President's written communication to request a hearing. If this request is made, a hearing committee shall be established and a hearing date allowing the faculty member 15 days to prepare the defense shall be set. The faculty member should answer the statements in the President's letter not less than one week before the hearing date. Suspension of the faculty member during the proceedings is justified only if immediate harm to Suffolk University, the faculty member or others is threatened by his/her continuance. Any such suspension shall be with pay.

3. The Hearing Committee - The hearing committee shall comprise an academic dean of a college not representative of the faculty member in question, the elected faculty members of the Committee on Promotion, Tenure, and Review, and one member of the faculty elected by the faculty specifically for the hearing. Any member of the committee who, because of personal involvement, may lack objectivity in the matter at issue should be excused from the proceedings and replaced by another elected faculty member. The committee shall elect its own chair.

4. The Formal Hearing - In conducting the hearing, the committee shall consider the grounds for the proposed dismissal, the faculty member's written response, and the evidence presented to support each of the grounds proposed by the administration. The President may designate a representative to assist in the presentation of the case. The faculty member shall have the option of securing counsel to present a defense. A stenographic record of the hearing may be maintained. The hearing committee shall determine the order of proof, shall conduct the questioning of witnesses, and shall secure the presentation of evidence. The faculty member (or counsel) and the President (or representative) shall have the right, within the limits established by the hearing committee, to question all witnesses. It should not be necessary to follow formal court procedure. Before a decision is rendered by the committee, it should allow the faculty member (or counsel) and the President (or representative) to argue orally before it and to present written briefs. The committee shall make explicit findings with respect to each of the grounds of removal presented. The President and the faculty member shall be notified in writing of the committee's decision and shall be given access to a copy of the record of the hearing. The President should transmit the full report of the hearing committee to the Board of Trustees.

5. Consideration by the Board of Trustees - The decision of the hearing committee may be appealed to the Board of Trustees for reconstruction. If the Board of Trustees chooses to review the case, its review should be based on the record of the previous hearing, accompanied by opportunity for argument, oral or written or both, by the principals at the hearing or their representatives. The final decision regarding dismissal rests with the Board of Trustees.

6. Publicity - Except for simple announcements governing the time of the hearing and similar matters, public statements about the case by either the faculty member of the administration should be avoided until the proceedings have been completed.

J. Policy on Faculty Retention

Background

At times, various universities have found it necessary to retain a smaller faculty size due to reduction in student enrollments. If in fact enrollment drops should ever occur in the Sawyer Business School, it is important to adhere to a well-established policy and procedure regarding faculty retention priorities. Strategic planning, appropriate marketing, and the effective management of academic programs and curricula should work to make implementation of the retention policy unnecessary in the foreseeable future.

Preamble: Faculty reductions will occur in the following sequence:

1. Supporting faculty in the affected department, considering department needs and teaching effectiveness.
2. Participating faculty without tenure in the affected department, considering department needs, accreditation requirements, and performance including teaching effectiveness and research. Decisions will be made within Departments rather than within the School or University. If an individual has documented expertise in a field other than his/her current department and has seniority, based on an initial appointment within the School, the individual may transfer to another department for which his/her credentials qualify. The transfer will obligate the receiving Department to create an opening by releasing a Department member with less seniority.

Documented faculty expertise shall be according to AACSB Standards and Interpretations as follows: Qualifications of academic staff should be appropriate to the specific subject areas in which their teaching, research, and service responsibilities lie. In assessing the appropriateness of the degree, factors to be considered include:

1. The subject fields of graduate course work taken;
2. The field represented by the dissertation topic; and
3. The faculty member's record of scholarly productivity subsequent to attainment of the degree which evidences research capability in the appropriate field.

Departments graduating fewer than 25 persons annually may be merged with other Departments and shall no longer offer majors in the discipline.

1. Grievance Policy

Introduction: Suffolk University has made a commitment to its employees that they will not be discriminated against in hiring, compensation, promotion, use of facilities, access to programs,

and provision of fringe benefits because of sex, sexual orientation and gender identity, race, religion, age, handicap, national origin, marital or parental status. A faculty member who is aggrieved by an act which appears to have been based upon discrimination must utilize the procedures stated below. For purposes of these procedures, the term "Faculty Member" means all those persons employed by Suffolk University in position holding academic rank. Academic freedom is not a subject which is covered by these procedures.

Faculty should refer to Section J of the Suffolk university Faculty Handbook which describes the Grievance Policy and Process, effective January 1, 2024.

K. Sabbatical

1. General Policy on Sabbatical Leaves

Sabbatical leaves are viewed as an important aspect of faculty development. They should facilitate independent study, fieldwork, and creative activity by providing a period for rigorous concentrated work. The primary purposes of sabbatical leaves are developmental and are intended to promote the faculty member's professional growth and/or to enhance scholarship or teaching effectiveness. Such leaves contribute to the accomplishment of these ends by

enabling the faculty to undertake specific activities involving study, research, scholarship, and creative work of mutual benefit to the faculty member and the University.

Sabbatical Leaves are subject to the provisions of Section Eight, Subsection A, of the Suffolk University Faculty Handbook. Tenured faculty members with SA status shall become eligible for a sabbatical leave upon the completion of six years of full-time service at the University. Years of service shall count from the date of full-time appointment to the rank of Assistant Professor or above, or from the ending date of the previous leave for professional improvement funded by the University. All leaves of absence, with or without pay, shall be excluded in determining years for this purpose, as shall years of less than full-time service.

The University's contribution to a sabbatical leave is either for one semester at full salary or two semesters at half salary. In the latter case, if no outside funding sources are available, the faculty member will be expected to cover any remaining salary. If outside funding is available[5], it will be used to offset first, the faculty member's and second, the University's coverage of the salary, up to an upper limit of the faculty member's full salary for one year. Funds for the other costs of proposed scholarly activities, such as travel, clerical, computing, office supplies will be requested separately from the University or outside funding sources. Funding for projects extending to more than one year's duration may be further considered under the separate research policy of the University. Recipients of paid sabbatical leaves for professional improvement may receive income for professional activities without prejudice to their receipt of income from the University, provided the activity is approved by the faculty member's chair and the dean and is consistent with constraints upon outside activities while teaching full-time. In no case may the faculty member undertake full-time employment while on sabbatical leave for professional improvement.

A limited number of sabbatical leaves may be granted annually, in order to enable and encourage faculty members to participate in advanced studies, research or for general professional improvement. Implementation of this policy in a specific case may be limited by the ability of the Departments to meet their teaching and research responsibilities.

The fiscal and academic needs of the University and of individual departments will affect the timing of the leaves. During sabbatical leaves all university benefits are maintained, provided that the faculty member's contribution is continued. Contributions to the pension plan are continued, but are based on the salary paid by the University during the leave.

Sabbatical applications are reviewed by the Chair and PTR and approved by the Dean, the Provost, and the Board of Trustees.

The process, tasks and completion dates related to sabbaticals are as follows:

Proposals for sabbaticals must be made By October 1st of the academic year preceding the year for which the leave is desired. To ensure adequate time for review, candidates should plan to make sabbatical proposals available to Department Chairs by September 10. Chair recommendations should be available by September 25 for candidate review and response. Candidates may provide written response to Chair recommendations which may be included in the sabbatical proposal. Each candidate should plan to upload their sabbatical proposal to a secure web site by October 1. Proposals are then submitted to the PTR for review. The PTR makes a recommendation to the Dean, who then submits his/her recommendation to the Provost. The provost will notify the applicant of the Board's sabbatical decision no later than March 1.

An application for sabbatical leave must follow the contents specified in Section Eight, Subsection A, of the Suffolk University Faculty Handbook, and should meet the following criteria:

i. Demonstrate careful thought and planning;

ii. Explain the proposed activity's fit with the faculty member's interests and the School's needs; and

iii. Be of sufficient quality and scope to justify the School's investment of half a year or more of a candidate's salary in the development associated with a sabbatical leave.

2. Post-Sabbatical Obligations

The recipient of a sabbatical leave is obligated to adhere to the guidelines below and those described in the University Handbook.

Upon completion of the sabbatical leave, the faculty member will be expected to account for the work done. The faculty member's next annual update report should include a summary of scholarly and/or professional activities. Subsequent updates should report the further progress of professional development stemming from the sabbatical.

A written report on the recipient's activities, accomplishments, and/or publications will be expected within three months after his/her return to Suffolk University. The faculty member will be expected to make a presentation on their sabbatical at the Faculty Research Seminar series. In addition, at the Dean's discretion, the faculty member may be asked to make a presentation to the Board of Trustees outlining his/her accomplishments.

L. Non-Tenure Track (NTT) Faculty Appointment and Promotion

1. NTT Faculty Appointment

Full-time faculty with the title of Instructor, Executive in Residence, Senior Instructor and Assistant Professor of Practice shall be hired for one-, two-, or three-year term appointments in accordance to the procedures established in Section Four of the Suffolk University Faculty Handbook, except that in cases of urgent need, one-year Instructor term appointments may be

made at the discretion of the Dean, in consultation with the Chairperson of the department of affiliation of the Instructor. In these cases, renewal of the contract beyond the one-year term will require one-time approval by department faculty. Distinguished Instructor and Associate Professor of Practice hires shall be made for three-year term appointments in accordance to the procedures established in Section Four of the Suffolk University Faculty Handbook. The position of Professor of Practice shall be attained exclusively by promotion of faculty with the rank of Associate Professor of Practice, for three-year term appointments.

2. NTT Faculty Promotion Criteria

The overall criteria and process for promotion of NTT faculty involve accomplishments in three major areas: (1) teaching, (2) professional work, and (3) service activities and mentoring. Promotion candidates may submit their application dossiers at any time after five years have elapsed from their initial appointment or last promotion. Full-time faculty with the title of Instructor or Executive in Residence shall be eligible for promotion to Senior Instructor. Full- time faculty with the title of Senior Instructor shall be eligible for promotion to Distinguished Instructor. In exceptional cases, such as completion of a terminal degree, or attainment of significant professional accomplishments that are the equivalent of a terminal degree, full-time faculty with the titles of Executive in Residence, Instructor, Senior Instructor, or Distinguished Instructor, shall be eligible for promotion to Assistant or Associate Professor of Practice. Examples of significant professional accomplishments that are the equivalent of a terminal degree include production of research in the fields of scholarship of relevance to their departmental affiliation comparable in extent and quality to a doctoral dissertation, or admission to licensed legal practice in jurisdictions not requiring a Juris Doctor degree.

1. Teaching Effectiveness

For promotion from Assistant Professor of Practice to Associate Professor of Practice, from Instructor or Executive in Residence to Senior Instructor, from Senior Instructor to Distinguished Instructor, or from Instructor, Senior Instructor, Distinguished Instructor, or Executive in Residence to Assistant or Associate Professor of Practice, NTTPC will seek evidence of excellence in teaching in the candidate's record at SBS. Applicants for promotion from Associate Professor of Practice to Professor of Practice shall provide evidence of distinguished achievement in teaching.

Assessment of excellence or distinguished achievement in teaching, may include, but is not restricted to, the following: the number, mix (on-ground, online, travel), and level (undergraduate and graduate) of courses taught; outstanding classroom performance as evidenced by above-average student evaluations; the quality of course outlines and currency of course content; awards or other recognition earned for teaching; innovation in teaching methods, subject matter and course development activities; application of practice to teaching; incorporation of teamwork, leadership, creativity and global values into the subject matter of courses taught; and exceptional contributions to experiential learning or education. NTTPC, as part of its evaluation, will take into account student course evaluation scores, using an average score of 4.0 on Question #7 of the current Course Evaluation Instrument (CEI) as the minimum threshold for consideration of teaching performance. For courses taught prior to the introduction of the current CEI, the scores for Question #8 of the previous CEI will be used in lieu of those for Question #7 of the current CEI to compute the average score; at the candidate's discretion, the average score for Question #14 of the previous CEI may also be reported. The

same will apply to online courses, as per current practice, until such time as the online CEI is revised. (updated language required to account for new CEI)

2. Professional Development Activities

For promotion from Instructor or Executive in Residence to Senior Instructor, NTTPC will seek evidence of professional development. Evidence of a higher level of professional development shall be required for promotion from Senior Instructor to Distinguished Instructor. For promotion from Assistant Professor of Practice to Associate Professor of Practice, or from Instructor, Senior Instructor, Distinguished Instructor, or Executive in Residence to Assistant or Associate Professor of Practice, NTTPC will seek evidence of a high level of impact of the candidate's professional development activities on constituencies external and relevant to SBS and Suffolk University. Applicants for promotion from Associate Professor of Practice to Professor of Practice shall provide evidence of distinguished achievement of impact of the candidate's professional development activities on constituencies external and relevant to SBS and Suffolk University. This assessment may include, but is not restricted to, the activities included in Appendix 3 of this Manual under the "External" category, as well as the following activities: significant consulting activities or professional work in a relevant field; continuing professional certification or licensure in a relevant field; continuing professional education in a relevant field; provision of executive education; other activities that put the faculty member in close contact with industry members and groups; and intellectual contributions such as publications in trade and practitioner journals, cases, pedagogical publications, or books.

3. Service and Mentoring Contributions

For promotion from Instructor or Executive in Residence to Senior Instructor, from Assistant Professor of Practice to Associate Professor of Practice, or from Instructor, Senior Instructor, Distinguished Instructor, or Executive in Residence to Assistant or Associate Professor of Practice, NTTPC will seek evidence of leadership in service and mentoring by the candidate at his/her department, SBS, or Suffolk University. Applicants for promotion from Senior Instructor to Distinguished Instructor, or from Associate Professor of Practice to Professor of Practice shall provide evidence of exemplary achievement in service and mentoring. For the purpose of evaluating leadership and exemplary achievement in service, NTTPC shall consider engagement in the activities included in Appendix 3 of this Manual under the "Internal" category, with a sustained impact on the University community, as evidenced by appropriate metrics, including length of time of a service activity.

3. NTT Faculty Promotion Process

Applicants for promotion should notify the Dean's office by April 1 of the year they intend to present a promotion dossier. Each dossier must include a written chair's recommendation and a written recommendation from tenured departmental faculty. Each candidate should plan to upload their dossier to a secure web site by October 1. In addition to chair recommendations, these dossiers should include a personal statement, CV, evidence of teaching effectiveness, professional development, and service and mentoring. Candidates for promotion may subsequently submit to the Dean's office additional information pertinent to their cases up to noon on November 15. This supplemental information will be considered by the Committee in deliberations leading to its recommendation to the Dean. Prior to the Committee's deliberation, a candidate may also request a hearing in order to present additional material to support the

application. Faculty may submit their personal statement to the Dean's office for addition to other faculty documentation.

With the exception noted below for full-time NTT faculty at the time of approval of this amendment with five or more years of service at SBS, promotion applications shall be evaluated by NTT Promotions Committee (NTTPC), which shall make a written recommendation to the Dean.

Full-time NTT faculty at the time of approval of this amendment with a minimum of five years of service at SBS shall be immediately eligible to apply for the positions of Senior Instructor, Assistant Professor of Practice, or Associate Professor of Practice. Full-time NTT faculty at the time of approval of this amendment with a minimum of ten years of service at SBS shall be immediately eligible to apply for the position of Distinguished Instructor. Application dossiers must be submitted in accordance with the calendar and format specified above. Applications shall be evaluated by the tenured faculty of the applicant's department, which shall make a written recommendation to the Dean, in accordance to the criteria specified above for consideration of promotion applications by full-time NTT faculty.

- The first step in the process is for the candidate to choose the correct track: Instructor track or Professor of Practice track. Please refer to the SBS Faculty Governance Manual section IV B Policy Regarding Faculty Qualification and Maintenance of Status to determine the appropriate track. Second, the candidate will prepare an application file following the format set in the Appendix.
- Promotions will be one level at a time, except in exceptional circumstances (such as for candidates with extensive years of experience who have attained all the criteria for a higher level). Please refer to the SBS Faculty Governance Manual section IV B 2 Non- Tenure Track Faculty Titles.
- When evaluating the candidate's application, the Non-Tenure Track Promotion Committee (NTTPC) and the dean will first determine if the candidate has applied to the right track.
- If necessary, the NTTPC chair will ask the candidate for clarifications or for additional documents.
- The NTTPC's recommendation can, at times, be different than the level that the candidate has applied for. In general, NTTPC must be conservative in its recommendation, especially with the Professor of Practice track, where the three steps (Assistant, Associate, Full) must be followed.
- It is recognized that NTT faculty bring a variety of attributes, skills, and experiences to the university. Candidates are encouraged to describe these in their application.

The application process has the following timeline**:**

April 1st	Candidate will notify Dean's Office of Intent
Summer	Candidates are encouraged to discuss their intent and this timeline with their department chair and senior colleagues.
September 10 –	Candidates make dossiers available to Chairs and senior colleagues.
September 25 –	Senior colleagues and Chair recommendations available for candidate review and response.
October 1st	Candidates submit application in electronic format to secure website.
October 15th	Recommendation letters from the chair and senior colleagues are submitted.

November 15th	Candidates may submit additional information pertinent to their cases to the Dean's office.
November 30th	The NTTPC presents and justifies recommendations to the Dean and the Dean approves or rejects them in early December.
Early January	SBS Dean sends the recommendations to the provost.

M. Other

On policies such as family leave, sexual harassment, drugs and alcohol, and discrimination and employment, we follow university policies and all applicable laws.

APPENDIX 1: GUIDELINES FOR PREPARATION OF APPLICATIONS FOR PROMOTION, TENURE, AND THIRD YEAR REVIEW

In evaluating the applications for promotion, tenure, and third year review the Committee on Promotion, Tenure, and Review uses the information made available to it. The structure and content of this guideline outlines but does not prescribe the kind of application the Committee expects to receive from an applicant.

I. INTRODUCTION

A. Table of Contents

B. Cover Letter:
a. Introduction (name, department, year hired, year tenure-tracked, any previous tenure).
b. Detail reasons if application for tenure is not in 6th year.
c. Explain any omissions of required documents.
d. Other relevant information.

C. Vita:
a. Submit an updated VITA.
b. List pre-Suffolk academic employment, publications, grants, awards, etc.
c. Detail relevant non-academic professional experience.
d. Add dissertation abstract (tenure applications).

II. PERSONAL STATEMENT

A. Teaching:
a. Pedagogical approach.
b. Undergraduate/graduate differences.
c. Responses to recorded student evaluations.
d. Other teaching initiatives.

B. Intellectual Contributions:
a. Subject area(s) and relationship to the broader field(s).
b. Methodology(s).
c. Relationship to teaching areas and use in classroom.
d. Targeted journals and reasons why.

C. Service: (see Appendix 3, "Service Catalog" for a listing of service activities under each category below)

a. Internal

1. Department
2. SBS
3. Suffolk

b. External

1. Professional (detail activities and workload)
2. Community

III. ACADEMIC FEEDBACK

A. Chair's Letter:

a. Signed copy (may not be available at time of submission; required by November 12):

1. Strengths and weaknesses in teaching.
2. Strengths and weaknesses in research (quality of research, quality of journals, impact).
3. Extent and impact of service activities.
4. Recommendation for or against tenure/promotion.

b. Chair's annual reviews (since last personnel action concerning promotion)

B. Letter from Third Year Review by PTR:

a. Candidate should indicate how he/she has responded to Review.

b. Candidate should summarize improvements made since Review.

No other solicited or unsolicited academic feedback will be accepted.

IV. TEACHING

A. Copies of student evaluations (all courses taught at Suffolk University during the time period under consideration in chronological order; any missing evaluations or student comment pages must be acknowledged and explained)

B. Student evaluation summaries - prepare the following tables:

a. Course number and name, number of students in course, number of students evaluating course, item #7 means for the period for each course. For courses taught prior to the introduction of the current CEI, the scores for Question #8 of the previous CEI will be used in lieu of those for Question #7 of the current CEI to compute the mean; at the candidate's discretion, the average score for Question #14 of the previous CEI may also be reported. The same applies to online courses, as per current practice, until such time as the online CEI is revised. (updated language needed to account for new CEI)

Weighted average of item #7 (where weighted average is the number of students completing evaluations for each course times the course score, summed and divided by the total number of students completing the evaluations) for i) all courses, ii) undergraduate courses only, and
iii) graduate courses only. For courses taught prior to the introduction of the current CEI, the scores for Question #8 of the previous CEI will be used in lieu of those for Question #7 of the current CEI to compute the weighted average; at the candidate's discretion, the average score for Question #14 of the previous CEI may also be reported. The same applies to online courses, as per current practice, until such time as the online CEI is revised.

C. Publications on teaching in respected journals of pedagogy.

D. Recognition or awards for distinguished teaching.

E. E. Publication of textbooks, casebooks, reading books, or other intellectual materials, particularly when adopted at other colleges and universities.

F. Candidate's summary comments:
a. Regarding student evaluations.
b. Regarding Chair's evaluation of teaching and tenured faculty evaluations of teaching, if any.
c. Case for excellence in teaching (if applicable).

No other solicited or unsolicited feedback on teaching will be accepted.

V. INTELLECTUAL CONTRIBUTIONS

A. Journal Quality: A claim that a journal is "good-quality" needs to be supported by evidence from the candidate. Some examples of supporting evidence could include: journal reputation (inclusion in articles rating journals within the candidate's field, departmental journal lists), details of review process (double, single blind, or editorial review), format (journal rather than magazine), and audience (academic or practitioner).

B. The primary focus of a candidate's research portfolio should be within his or her academic research field. This is typically established during Ph.D. studies and may be subsequently expanded or modified by subsequent research activities.

C. Copies of peer reviewed journal articles published since tenure clock began:
a. Journal copies or reprints (author's manuscripts must be accompanied by evidence of publication/acceptance).
b. Copies of publications in non-refereed journals.
c. Author's copies of articles under review or in press.

D. Copies of book chapters (as in A, above, with documentation of any peer review process).

E. Books (cover pages, tables of contents and/or contracts).

F. Copies of other publications (as in A, above).

G. Copies of papers in established working paper series.

H. Papers delivered at colloquia, symposium, academic meetings, or meetings of professional groups.

I. Evidence of research quality for articles in A, above:
a. Acceptance rates of journals (these can be presented in tabular form, including the source of the information).
b. Evidence of relevant journal review processes, supplemented by letters of clarification from journal editors, where appropriate.
c. List of outstanding editorial board members.

d. Article impact scores and/or personal impact scores.
e. Influential articles recently published by journal.
f. Studies ranking quality journals in the field.
g. Comments regarding relevance of purely pedagogical articles.

J. Candidate's summary comments regarding:
a. Quality of journals.
b. Comments regarding most important articles.
c. Comments of chair.
d. Case for excellence in intellectual contribution (if applicable).

VI. MISCELLANEOUS

A. Awards:
a. Institutionally based.
b. Discipline based.
c. Other research awards.
d. Other teaching awards.
e. Community service.

B. Grants:
a. Source.
b. Amount.
c. Outcomes.

C. Other community service.

D. Consulting activities

APPENDIX 2: FACULTY SENATE CONSTITUTION

SUFFOLK UNIVERSITY: CHARTER OF THE UNIVERSITY FACULTY SENATE

Table of Contents

ARTICLE I -- POWERS AND FUNCTIONS..... 52
ARTICLE II -- MEMBERSHIP..... 52
ARTICLE III -- MEETINGS..... 53
ARTICLE IV – OFFICERS..... 54
ARTICLE V - FINANCES AND SERVICES..... 54
ARTICLE VI - AMENDMENTS..... 54

PREAMBLE
Communication, consultation, and transparency between all University constituencies-- trustees, administration, faculty, staff, students, and alumni —are three mainstays of effective shared governance of the University. In support of the principles of shared governance, the Faculties of the College of Arts and Sciences, the Sawyer Business School, and the Suffolk University Law School, of Suffolk University do adopt and ratify the following Charter to establish the Suffolk University Faculty Senate.

This University Faculty Senate (hereafter the Senate) is constituted under the principle of shared and transparent governance, in accordance with the principles of the New England Commission of Higher Education, and the 1966 Joint Statement on Governance of Colleges and Universities.

The role and responsibility of the faculty is unique. The faculty is primarily responsible for the creation and implementation of the educational mission of the University, and sees its role as a partner in assessing the financial impact that many of its decisions may have on the students and on the University. The faculty is particularly involved in educating, nurturing, and guiding students in their quest for knowledge and solutions to a myriad of issues confronting an ever-evolving society. The position of the faculty is distinctive in that a substantial number of faculty members devote the majority, and in many cases the entirety, of their professional careers to working at a particular institution. In that capacity, the faculty has a distinct perspective in understanding the history, mission, and traditions of the institution and is uniquely positioned to formulate a singular and long-term perspective for addressing both the needs of the students and those of the University.

This Charter is the provision by which the faculty exercises shared and transparent governance through an elected Senate. This Senate is designed to work in close communication and collaboration with the Board of Trustees, President, Provost, Deans, and principal administrators and shall serve in an advisory capacity to the aforementioned

groups to convey the “sense of the faculty” and to provide a forum for voicing faculty opinion on pending or completed decisions by the administration.

In pursuing the goals set out above the Senate will seek appropriate budgetary and financial information, both for its own use and for the properly-constituted Faculty Committees having jurisdiction over such fiscal matters within each School.

The authority, purpose, and objectives of the Senate are established within the traditional concept of faculty organization in American Universities. The Senate is authorized to act on questions and issues properly brought before it by the faculty of the Schools of the University. The Senate is authorized to take appropriate actions not in conflict with this Charter, the By-laws of Suffolk University, and the laws and the statutes of the Commonwealth of Massachusetts and the United States.

ARTICLE I -- POWERS AND FUNCTIONS

1. The Senate shall be concerned with policies, operations, problems, and issues that have, or may have, University-wide import. The powers and responsibilities of the Senate shall not normally extend to areas or interests that fall exclusively within the domain of faculty governance of each School.

2. The Senate shall be fully advised on all matters germane to the programs and operations of the University.

3. The Senate shall initiate policy recommendations, shall review and comment upon changes in policy initiated by the University's administration and Board of Trustees, and shall routinely present faculty views to the President, Provost, and the Board of Trustees, at least annually.

4. Each School shall develop its own policies for the manner in which concerns by faculty are brought to the Senate.

5. Notwithstanding the provision of ARTICLE I, Part 4, any Senator may bring any matter to the full Senate.

ARTICLE II -- MEMBERSHIP

1. Each School of the University shall have no fewer than four (4) Senators.

2. To be a member of the Senate representing the faculty, a person must hold full-time faculty rank except as excluded below in Section 3.

3. Faculty serving at the rank of Assistant Dean, Associate Dean, Dean of a School or above, shall not serve in the Senate.

4. Senators shall be elected for a term of two (2) years, except that in the inaugural year of the Senate, two (2) of each School’s Senators shall serve for a term of three years.

1. Nominations for Senator shall be made at each School of the University during the month of April.
2. Each School shall adopt its own procedures for the election of its Senators.
3. Elected Senators shall take office at the first meeting of the senate in May, and shall serve through the induction of the new senate in May of the year ending their stipulated term of office, or until a replacement is seated, whichever is later. Officers shall be elected by the newly constituted Senate and shall take office upon election.
4. If a Senator is unable to serve that Senator's term, the faculty of each School shall adopt its own procedures for the election or appointment of a replacement, who shall take office upon election or appointment, and shall serve the unexpired term of the replaced Senator. The school replacing the unexpired term shall cause such election or appointment to be conducted in a timely fashion.
5. The number of senators may be increased or decreased by vote of two-thirds of the then-sitting Senate, providing that in no event shall the number of senators be fewer than twelve. In the event that the Senate votes to change the number of senators:
    a. Each School's membership in the Senate shall change by the same number of senators;
    b. Senators elected to fill new Senate seats may be, for the first term of a new seat, elected for three years, to maintain staggering of Senate terms; and,
    c. In the event the Senate votes to reduce the number of senators, no sitting senator's term shall be shortened.

ARTICLE III -- MEETINGS

1. The Senate shall convene no later than May to organize itself for -the next twelve months.

2. The Senate shall hold regular meetings at least twice in the fall semester and twice in the spring semester of each academic year. The notice of each of these regular meetings shall include the agenda, together with a written statement regarding any policy matter to be presented at the meeting, and shall be distributed at least seven days before the meeting.

3. The Senate may convene more frequently as the Chair, or a majority of the Senators voting via email, deem(s) necessary, and, if deemed necessary by the Chair or by the majority of Senators, the notice requirements of Section 2, supra, may be shortened or waived.

4. The Chair will conduct the meeting under Robert's Rules of Order.

5. A quorum shall consist of a majority of the then-serving Senators.

6. A copy of the minutes of each meeting of the Senate shall be posted on a web site that is accessible to all full-time faculty members.

7. The Senate may, by majority vote of the then-sitting senators, adopt and amend Bylaws to govern its operations.

ARTICLE IV – OFFICERS

1. Chair.
   a. There shall be a Chair of the Senate. The Chair shall be elected by majority vote at the inaugural meeting of the Senate. The Chair must be a member of the Senate. The Chair shall rotate annually among the three Schools.

   b. The Chair shall preside at all meetings of the Senate. In the absence of the Chair, the Vice-Chair shall preside at the meeting.

2. Vice-Chair. There shall be a Vice-Chair of the Senate. The Vice-Chair shall be elected annually by majority vote at the organizational meeting of the Senate. The Vice-Chair shall assume the position of Chair as provided for in this Charter. The Vice-Chair must be a member of the Senate- The Vice-Chair shall be from a different school than the Chair.

3. Secretary. There shall be a Secretary of the Senate. The Secretary shall be elected annually by majority vote at the organizational meeting of the Senate. The Secretary shall serve a term of one year. The Secretary must be a member of the Senate.

4. Parliamentarian.
   There may be a Parliamentarian of the Senate, who shall be elected annually by the Senate at the organizational meeting of the Senate. The Parliamentarian will rule on the appropriateness of motions and order of agenda under the Senate rules and Robert's Rules of Order.

5. Nominations for all officers shall be made from the floor.

ARTICLE V - FINANCES AND SERVICES

Administrative needs such as copying, telephone, long-distance, facsimile and other such services Senators might need to perform the duties of the Senate shall be provided by the University Support Staff who ordinarily support the Senators in their professorial duties.

ARTICLE VI - AMENDMENTS

This Charter may be amended by a majority of the Senators, subject to ratification by the full-time faculty of each of the three University Schools.

Ratified by the Suffolk University College of Arts and Sciences faculty on:
Ratified by the Suffolk University Sawyer Business School faculty on: April 4, 2019
Ratified by the Suffolk University Law School faculty on:

APPENDIX 3: SERVICE CATALOG

The purpose of this document is to catalog all major forms of acceptable service at SBS, both external and internal. It is not meant to be an exhaustive list, and faculty members can request consideration of other activities on a case-by-case basis.

Type	Scope	Acceptable Service Activities
Internal	**Department**	Department committee membership (e.g. faculty recruitment committee)
		Chairing, administering or facilitating a Department committee (e.g. faculty recruitment committee)
		Chairing Department*
		Leading an academic program administered by the Department*
		Active mentoring of junior faculty (ongoing research or teaching guidance/assistance)
		Coordination of core courses
		Department or program representation at student recruitment events (Open Houses and similar)
		AOL coordination
		Curriculum review and development
		Advising/leading student teams in local/national/international grants/competitions
		Organization of student-oriented event (e.g. career panel, professional guidance event)
	SBS	Membership in SBS governance and ad-hoc committee or task force
		Chairing, administering or facilitating an SBS committee or task force other than FGC
		Chairing, administering or facilitating a student-faculty committee
		Directing a Center or formal organizational unit of SBS
		Advising a student organization
	Suffolk	Membership in University committee or task force
		Chairing, administering or facilitating a University committee or task force
		Membership in student-faculty committee
		Chairing, administering or facilitating a student-faculty committee
		Advising a student organization
External	**Professional**	Leadership role in an Academic or Professional Organization, or in event organization for an Academic or Professional Organization
		Organizer of workshop, panel, or meeting in areas of professional competence; track chair
		Reviewer for a professional or academic meeting
		Session chair or discussant at a professional or academic meeting

		Reviewer for an academic or professional journal**
		Editor or Associate Editor in a quality or top journal, or in a professional journal**
		Member of Editorial Board in a quality or top journal, or in a professional journal**
		Membership or leadership role in a local, state, regional, national or international task force or committee
	Community	Speaker, presenter, organizing collaborator/volunteer, or leadership role at a local, state, regional, national or international non-academic event
		Ongoing volunteer work for a public or private organization
		Engagement with business, public or nonprofit leaders beyond classroom projects
		Uncompensated consultant for a public or private organization
		Uncompensated member of the Board of Directors or Board of Trustees or equivalent for a public or private organization
		Leadership role at a public or private organization

*As a rule, this activity is formally compensated either monetarily or otherwise (e.g. teaching release).
**Professional journal activity applicable to non-tenure track faculty only.

APPENDIX 4: PROMOTION CRITERIA FOR NON-TENURE TRACK FACULTY

SBS faculty qualifications must be consistent with the standards established by The Association to Advance Collegiate Schools of Business (AACSB). For specific details, refer to the SBS Faculty Governance Manual, section IV B Policy Regarding Faculty Qualification and Maintenance of Status.

For the guidelines below, candidates are not expected to participate/achieve excellence in all activities listed rather some combination of activities. Candidates should prepare their application as a portfolio/balance of these activities.

Promotion Criteria for the <u>Professor of Practice</u> Track

The Professor of Practice track incorporates six different areas: Qualifications, Years of Service, Teaching Effectiveness, Scholarship, Professional Development and Service which describes the breadth of contribution candidates may hold for this track.

1. **Qualifications:** Terminal degree (PHD, DBA, Ed.D., or JD) from a reputable university. Other degrees or a significant amount of *current* executive business practice/engagement equivalent will be considered. Candidate exhibits professionalism, collegial attitude, and organizational citizenship.

2. **Years of Service**, counted as full time employment as a participating faculty member at the date of application (October 1). Five years of employment at Suffolk is required for the first promotion. Following a promotion, candidates may apply for the next level after five years, unless the candidate can document exceptional performance or accomplishments that meet the criteria for the next level before five years. In this case, candidates may apply early.

    - Assistant Professor of Practice: the first level at date of hire, or when a terminal degree is conferred; NOTE: Faculty who receive a terminal degree while on the Instructor track may contact the Dean to transition to this track. A full application is not required.
    - Associate Professor of Practice: minimum five years of service since the appointment to Assistant Professor of Practice
    - Full Professor of Practice: five years of service since the promotion to Associate Professor of Practice

3. **Teaching Effectiveness**, as determined by a combination of: number, modality, and level of courses taught; quality and currency of course content; student course evaluation comments and minimum threshold of 4.0 average; awards/recognition; innovation in teaching methods; subject matter and course development activities; application of practice to teaching; incorporation of teamwork, leadership, creativity and global values into the subject matter of courses taught where applicable; contributions to experiential learning or education; and/or student mentoring
    - Assistant Professor of Practice:
        - Above average levels of teaching effectiveness

- Associate Professor of Practice:
  - Consistent record of teaching effectiveness since the promotion to Assistant Professor of Practice

- Full Professor of Practice:
  - Consistent record of teaching effectiveness since the promotion to Associate Professor of Practice

4. **Scholarship**: Applied research and teaching-oriented intellectual contributions, as reflected in articles in practitioner-oriented, pedagogical peer-reviewed journals or peer- reviewed reputable academic journals, publishing business teaching cases, textbooks, casebooks, reading books, or other intellectual materials, particularly when adopted at other colleges and universities, service on a publication's editorial board, articles in non- refereed journals and trade magazines, book chapters, presentations at academic meetings, meetings of professional groups, and development of software and/or videos
   - Assistant Professor of Practice:
     - Evidence of publications with demonstrated impact within the discipline (evaluated by number of downloads, citations, readership, ratings, reviews, etc.)
     - External engagement/visibility

   - Associate Professor of Practice:
     - Evidence of publications with demonstrated impact within the discipline since the promotion to Assistant Professor of Practice (evaluated by number of downloads, citations, readership, ratings, reviews, etc.), and/or
     - Continued expansion of external engagement/visibility

   - Full Professor of Practice:
     - Evidence of publications since the promotion to Associate Professor of Practice (evaluated by number of downloads, citations, readership, ratings, reviews, etc.) and/or
     - Substantial demonstrated impact within the discipline, high level of external engagement/visibility and leadership within relevant communities

5. **Professional Qualifications/Professional Development**: activities directed towards a) maintain their credentials as subject matter experts, b) improving teaching effectiveness, and c) enhancing the visibility of the school in the business community, such as consulting, faculty internships, development of executive education programs, significant participation in business associations, active membership in an organization's board of directors, obtaining and maintaining professional certifications, media citations, requests from the practice community to use the faculty expertise, research grants from industry or government, an organization adopting a new practice as a result of the faculty's activity, patents, and/or professional blogs
   - Assistant Professor of Practice: ongoing participation in external professional development activities

   - Associate Professor of Practice: ongoing participation in external professional development activities resulting in increased professional recognition since the promotion to Assistant Professor of Practice

- Full Professor of Practice: ongoing participation in external professional development activities resulting in increased professional recognition since the promotion to Associate Professor of Practice

6. **Service**: activities that demonstrate citizenship and build community at the department, school, and/or university, such as participation in meetings and activities, search committees, mentoring junior faculty, participation in open house activities, advising of student groups, clubs, oversight of student conferences and competitions, outreach activities to alumni, speakers and employers, curricular contribution that progresses the teaching mission of the SBS, such as: course coordinator, innovative teaching methods, development of new courses, innovation of new program aspects and concentrations or interdisciplinary programs, engagement in curriculum improvement task force, and/or overhaul of core courses, demonstrated initiative to promote department, school and/or university mission and short- and long-term goals.
    - Assistant Professor of Practice: ongoing participation in service activities

    - Associate of Practice: ongoing participation in service activities, contribution to school and university committees, contribution to school's centers, contribution of school programs, leading service activities

    - Full Professor of Practice: ongoing participation in service activities, leadership of school and university committees, leadership of school's centers, leadership of school programs, initiating service activities

Promotion Criteria for the <u>Instructor</u> Track

1. **Qualifications:** Master's degree in a relevant field. Candidate exhibits professionalism, collegial attitude, and organizational citizenship.

2. **Years of Service**, counted as full time employment as a participating faculty member at the date of application (October 1). Five years of employment at Suffolk is required for the first promotion. Following a promotion, candidates may apply for the next level after five years, unless the candidate can document exceptional performance or accomplishments that meet the criteria for the next level before five years. In this case, candidates may apply early.
    - Instructor: the first level
    - Senior Instructor: minimum five years of service as an Instructor
    - Distinguished Instructor: minimum five years of service since the promotion to Senior Instructor

3. **Teaching Effectiveness**, as determined by a combination of: number, modality, and level of courses taught; quality and currency of course content; student course evaluation comments and minimum threshold of 4.0; awards/recognition; innovation in teaching methods; subject matter and course development activities; application of practice to teaching; incorporation of teamwork, leadership, creativity and global values into the subject matter of courses taught where applicable; contributions to experiential learning or education; and/or student mentoring
    - Senior Instructor:
        - Above average levels of teaching effectiveness

- Distinguished Instructor:
  - Consistent record of teaching effectiveness since the promotion to Senior Instructor

4. **Professional Qualifications/Professional Development**: activities directed towards a) maintain credentials as a subject matter expert, b) improving teaching effectiveness, and c) enhancing the visibility of the school/university in the business community, such as consulting, faculty internships, development of executive/corporate/micro-credential education programs, significant participation in business associations, active membership in an organization's board of directors, obtaining and maintaining professional certifications, business teaching cases, instructional materials, presentations on teaching at professional meetings, and/or professional blogs
   - Senior Instructor: ongoing participation in external professional qualifications/professional development activities

   - Distinguished Instructor: ongoing participation in external professional qualifications/professional development activities resulting in increased professional recognition since the promotion to Senior Instructor

5. **Service**: activities that demonstrate citizenship and build community at the department, school, university, and professional level, such as participation in meetings and activities, search committees, mentoring junior faculty, participation in open house activities, advising of student groups, clubs, oversight of student conferences and competitions, outreach activities to alumni, speakers and employers, curricular contribution that progresses the teaching mission of the SBS, such as: course coordinator, innovative teaching methods, development of new courses, innovation of new program aspects and concentrations or interdisciplinary programs, engagement in curriculum improvement task force, and/or overhaul of core courses, demonstrated initiative to promote department, school and/or university mission and short- and long-term goals.
   - Senior Instructor:
     - Above average service within the department, school, and/or university

   - Distinguished Instructor:
     - Consistent record of above average service within the department, school, and/or university,
     - Demonstrated leadership such as school and university committees, leadership of school programs, or initiating service activities

CANDIDATE GUIDELINES FOR PREPARATION OF THE APPLICATION FOR PROMOTION

In evaluating the applications for promotion, the NTTPC uses the information made available to it. The structure and content of this guideline outlines but does not prescribe the kind of application the NTTPC expects to receive from the applicant. Keep industry jargon to a minimum. The candidate's application should have the following structure:

I. INTRODUCTION

A. Table of Contents

B. Cover Letter:
- Introduction (name, department, year hired, work experience)
- Executive Summary of why you should be promoted. Briefly summarize your accomplishments and contributions in each area.
- Explain any omissions of required documents
- Other relevant information

C. Vita:
- Submit an updated VITA from Watermark and a resume.
- List academic and non-academic employment, publications, grants, awards, etc. Detail relevant non-academic professional experience
- List all degrees as well as honorary degrees received including the years of conferral and granting institutions
- Add dissertation abstract (where applicable)

II. PERSONAL STATEMENT

A. Teaching
- Pedagogical approach
- Undergraduate/graduate differences
- Responses to recorded student evaluations.
- Other teaching initiatives.

B. Professional Practice: consulting; professional work in the field.

C. Service: (see "Appendix 3, Service Catalog" in the SBS Faculty Governance Manual for a listing of service activities under each category below)
- Internal: Department, SBS, Suffolk
- External: Professional (detailed activities and workload), Community

D. Publications (if applicable. Optional for the instructor track)
- Subject area(s) and relationship to the teaching field and business community
- Relationship to teaching areas and use in classroom.

III. ACADEMIC FEEDBACK

A. Chair's Letter:
- Signed copy (may not be available at time of submission; required by October 15th

- Strengths and weaknesses in teaching, service, publications/scholarships, professional development
- Extent and impact of service activities
- Recommendation for or against promotion
- Chair's annual reviews (since last promotion)

B. Colleagues' Letter written by both Tenured and Non-Tenure Track senior faculty:
- Signed copy (may not be available at time of submission; required by October 15th)
- Strengths and weaknesses in teaching, service, publications/scholarships, professional development
- Extent and impact of service activities
- Recommendation for or against promotion

No other solicited or unsolicited academic feedback will be accepted.

IV. Supporting Evidence for Teaching Effectiveness

A. Copies of student evaluations (all courses taught at Suffolk University during the time period under consideration in chronological order; any missing evaluations or student comment pages must be acknowledged and explained)

B. Student evaluation summaries - prepare the following tables showing the weighted average for Question 7 and Question 12.
Note: If you are including evaluations prior to 2018 use Question 8 and Question 14.

The following summary table shows an example of course evaluation averages for the past 5 Academic Years.

Category	Number of Respondents	Number Enrolled	Response Rate	Q7 Instructor/SBS Averages	Q12 Learning/ Course/SBS Averages
All Courses: Last Five Academic Years	415	675	61%	4.68/4	4.67/4.37

The following table shows an example of the comparison of graduate and undergraduate evaluations for the past 5 academic years.

Category	Number of Respondents	Number Enrolled	Response Rate	Q7 Instructor	Q12 Learning/ Course
Graduate Courses: Last Five Academic Years	136	189	72%	4.57	4.51
Undergraduate Courses: Last Five Academic Years	587	675	87%	4.79	4.61

The following table shows an example of course evaluation averages for the past 5 academic years.

Academic Year	Number of Respondents	Number Enrolled	Response Rate	Q7 Instructor/SBS Averages	Q12 Learning/ Course/SBS Averages
2017 - 2018	153	189	81%	4.89/4.54	4.64/4.37
2018 - 2019	158	174	91%	4.72/4.52	4.62/4.34
2019 - 2020	148	159	93%	4.76/4.50	4.66/4.38
2020 - 2021	158	183	86%	4.68/4.48	4.68/4.36
2021 - 2022	101	149	68%	4.87/4.56	4.53/4.44

C. Recognition or awards for distinguished teaching

D. Candidate's summary comments, if necessary:
1. Regarding student evaluations.
2. Regarding Chair's evaluation of teaching and faculty evaluations of teaching, if any.

No other feedback on teaching will be accepted.

V. Supporting Evidence of Professional Practice

A. Certifications, professional development, professional association awards, membership of professional associations

B. Consulting or work practice (paid or unpaid)

C. Speaking engagements, media presence, social media presence, blogging

D. Evidence of internal and external engagement/visibility, such as impact on Suffolk University, on the local business community, or broader societal impact

VI. Evidence of Service: (see "Appendix 3, Service Catalog" in the SBS Faculty Governance Manual for a listing of service activities under each category below)

A. Internal (Department, SBS, Suffolk)

B. External (Professional (detailed activities and workload), Community)

VII. Evidence of PUBLICATIONS (Required for Professor of Practice track)

A. Journal copies or reprints (author's manuscripts must be accompanied by evidence of publication/acceptance).

B. Copies of publications in non-refereed journals.

C. Author's copies of articles under review or in press.

D. Copies of book chapters (as in A, above, with documentation of any peer review process).

E. Books (cover pages, tables of contents and/or contracts).

F. Copies of other publications (as in A, above).

G. Copies of papers in established working paper series.

Papers delivered at colloquia, symposium, academic meetings, or meetings of professional groups.

APPENDIX 5: SBS ANNUAL REVIEW PURPOSE STATEMENT

SBS Annual Review Purpose Statement

The Faculty Annual Review serves several important purposes within the Sawyer Business School. Its primary goal is to consistently and fairly assess and document the faculty member's professional growth and contributions over the course of the year in areas such as teaching, research/practice, service, professional activities, and overall engagement with the broader academic community and the public. Here are the key purposes of the review:

1) Professional Development

- **Reflection, Development & Growth:** The review process allows for reflection on the faculty member's progress toward achieving professional goals. It provides an opportunity to set new objectives for the coming year, including supporting goals related to teaching, research/practice, service, and professional activities, fostering continuous improvement and growth.

- **Feedback and Recognition:** The review gives faculty members feedback and coaching on their work. It recognizes achievements and offers guidance to address challenges, with the goal of boosting morale, enhancing job satisfaction, and supporting faculty retention.

- **Career Advancement:** The annual review supports faculty-initiated discussions in identifying potential career paths, such as administrative roles in the institution, and/or more focused endeavors in research or teaching, and provides guidance on how to achieve these goals.

2) Strategic Alignment

- **Goal Setting and Future Planning:** Through the review process, faculty members and their department Chairs can collaboratively establish goals for the upcoming year. Faculty goals are multilevel and may focus on enhancing teaching, advancing research projects, enhancing practice, applying for grants, or increasing involvement in department, school, university, and external engagement for goal alignment with the department, school and the institution's missions and priorities.

- **Institutional Improvement:** By regularly reviewing faculty performance, Departments and SBS can ensure that teaching, research/practice, and service goals align with institutional priorities. The feedback gathered can also guide continuous improvements in academic programs, faculty development initiatives, and institutional policies.

3) Administrative Purposes

- **Evaluation of Academic Performance:** The annual review provides a comprehensive assessment of the faculty member's teaching effectiveness, research achievements, impact of practice, professional activities, and service to the department, school, university, and external stakeholders. It helps to identify areas where faculty members are excelling and areas that may need improvement, allowing for informed discussions about career development and institutional advancement.

The annual review process ensures that faculty are working towards and meeting performance expectations. The review informs administrative decisions regarding merit-based raises.

- **Resource Allocation and Support:** The review may inform decisions regarding support, mentoring, and resources needed by the faculty member. If the faculty member is pursuing new research or educational initiatives, the review can help identify the resources—such as funding, mentorship, or professional development opportunities—necessary to succeed.