

Governing Practices

Henry W. Bloch School of Management
University of Missouri-Kansas City
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ARTICLE I

PREAMBLE

Section 1. The Substance of Governance

School governance embraces at least three major areas of activity:

- the academic programs of research, coursework, and service;
- University relationships;
- community interactions.

Any organizational or administrative structure that is developed must recognize the unique demands of each of those areas.

Section 2. The Internal Governing Structure

The internal governing structure of the Henry W. Bloch School of Management (herein after "Bloch School") consists of three constituencies - the Dean, the Faculty, and the Students.

Subsection A) The Faculty

For the purpose of these governing practices only, the Bloch School Faculty shall consist of persons holding regular tenure or tenure-track appointments of Assistant Professor, Associate Professor and Professor. Further additions to faculty membership may be made by the faculty. All references in these governing practices to "regular faculty," "voting faculty," or "regular voting faculty" shall be deemed to mean "faculty" as defined above.¹ (Citation: Governing Practices Revision, passed November 10, 2004)

¹ §300.020(E)(1)(a) of The University of Missouri Collective Rules and Regulations defines faculty membership as follows: *"The Faculty of a school shall consist of the President of the University, the Chancellor, the Vice Chancellor for Academic Affairs, the Dean of the School, and all academic staff members with regular appointments who are assigned to the school."* Nothing in the Bloch School governing practices is intended to contradict this or any provision of the Collective Rules and Regulations. The definition provided in Section 2 A of the Bloch School Governing Practices is intended to apply to the regular, on-going operations of the School. The School acknowledges that the President of the University, the Chancellor, and the Vice Chancellor for Academic Affairs can choose to participate in school governance at any time under the definition of Faculty Membership in the Collective Rules and Regulations.

Achieving the goals of the Henry W. Bloch School of Management calls for a competent Faculty organized in a manner that encourages cooperative effort in planning and implementation thereof. A good Faculty, therefore, does more than teach, engage in research, or provide services to the broader community. A good Faculty gives attention to School governance. The Faculty's role in governance in those areas in which it has authority is a major concern of these practices. (Citation: Faculty Meeting Minutes, April 10, 1975)

The faculty of a school shall establish procedures and policies governing the work of the school.

Subsection B) The Dean

The need for a chief academic and administrative officer to provide education leadership in assisting Faculty and Students in achieving their goals is generally recognized. It is also recognized that the officer must establish and maintain viable relationships between the School, the formal University and the external community. The Dean's role relative to the Faculty, the Students, the University and the community is one of the major concerns of these practices. (Citation: Faculty Meeting Minutes, April 10, 1975)

Subsection C) The Students

The governance of the School is not complete unless students are included. It is recognized that as members of the academic community and as beneficiaries thereof, students have an interest in the process by which goals are established and implemented. The advisory role of students relative to the functioning of the School is another of the major concerns of these practices. (Citation: Faculty Meeting Minutes, April 10, 1975)

ARTICLE II

The Role of the Constituents

Section 1. Role of the Dean (revised; Faculty Meeting, April 12, 2012)

The Dean of the Henry W. Bloch School of Management shall:

Subsection A) Work with the Faculty and Students in formulating and implementing policy matters in the School, including:

1. The development and control of programs and the granting of degrees.
2. The selection and rewarding of Faculty members.
3. The scheduling and staffing of teaching and research programs, and supporting services.
4. The assuring of meaningful participation in School governance by persons engaged in the work of the School, including but not limited to:

- a) Meeting annually in September before the first faculty meeting of the year with the Bloch School Faculty Executive Committee to provide the dean's agenda for the coming year as it affects school governance (Citation: Faculty Meeting Minutes, April 12, 2012)
- b) Meeting no less than once each semester with the Bloch School Planning and Resources committee to satisfy the requirements of UM System Collected Rules and Regulations Section 300.020 and the Bloch School Governing Practices regarding budgeting processes, raise allocations, hiring and promotions (Citation: Faculty Meeting Minutes, April 12, 2012)

Subsection B) Serve as a representative of the Faculty within the University structure and to the public.

Subsection C) Serve as representative of the central administrative officers to the Faculty.

Subsection D) Provide administrative leadership to the internal organizational structure of the School.

Section 2. Role of the Faculty

The Faculty of the Henry W. Bloch School of Management shall:

Subsection A) Engage in its function of teaching, research, extension and other service.

Subsection B) Participate with the Dean and Students in formulating and implementing policy matters in the School including:

1. The development and control of programs, and the granting of degrees.
2. The selection and rewarding of Faculty members.
3. The scheduling and staffing of classes, research activities, and supporting services.
4. The assuring of meaningful participation in School governance by persons engaged in the work of the School.

Section 3. Role of the Students

The Students of the Henry W. Bloch School of Management shall:

Subsection A) Pursue programs of study approved by the Faculty.

Subsection B) Through Student organization and membership on School committees, participate in the governance of the School including:

1. Advising on curriculum.
2. Evaluating Faculty.
3. Advising on general School policy.
4. Managing, with appropriate guidance, the affairs of the Student organizations. (Citation: Articles 1-3, Faculty Meeting, April 10, 1975)

Section 4. Role of the Associate Dean for Academic Affairs and Administration (Citation: Faculty Meeting Minutes, March 18, 2011)

General focus: Responsible for the overall efficiency, effectiveness, and accomplishments of the Bloch School 's strategic plan on matters relating to academic affairs and administrative functions.

- Accreditation support activities
 - Standards/issues
 - Coordination of self-studies/reports
 - Assurance of learning/assessment
 - Selected assessment activities such as grade reports and EBI (working with Assistant Dean for Student Services and Institutional Research), and assorted program/faculty performance metrics
- Academic support
 - Academic misconduct
 - Academic policies/standards/selected student academic petitions
 - GTA/GRA allocations
- Facilities planning and oversight
 - State Street News Center

- Office assignment/allocation
- Ongoing building renovation, improvements, maintenance issues
- Bloch IT (supervise IT staff)
- Authorize and monitor School expenditures (vs. budget) with support of the Business/Fiscal Manager
- Letters of appointment (adjuncts, full-time instructors, Summer School faculty)
- Miscellaneous administrative issues related to faculty

Section 5. Role of the Associate Dean for Academic Programs and Research (Citation: Faculty Meeting Minutes, March 18, 2011)

General focus: Responsible for the educational performance of the Bloch School's strategic plan on matters relating to academic programs and research output/excellence.

- Oversight of academic programs
 - BBA, BSA
 - MBA, MSA, MPA, EMBA, JD/MBA, JD/MPA
 - iPh.D.
 - Study Abroad
 - Independent studies
 - Articulation agreements with community colleges
 - Summer school—academic issues (with Assistant Dean for Student Services)
 - Process new course requests/course modifications/program modifications/catalog issues
- Oversight of centers
 - Midwest Center for Nonprofit Leadership
 - Cookingham Institute
 - Lewis White Real Estate Center
 - Executive Education
 - Tutoring and communications centers
- Faculty development
 - New faculty orientation
 - Faculty seminars/development
 - Faculty mentoring
 - Faculty research/"management" of journal rankings (working with departments and chairs)
- Faculty awards
 - Kemper, Pierson, New Horizons, other
- Graduate/doctoral faculty appointments

Section 6. Role of the Department Chairs (Citation: Faculty Meeting Minutes, February 3, 2005)

The Department Chairs shall be appointed by the Chancellor upon recommendation from the Dean. The recommendation of the Dean should be based on (1) consultation with faculty of the department and (2) a recommendation, if any, from a majority of the department faculty. This consultation shall not abrogate the final responsibility and authority of the Dean to recommend the appointment of a Department Chair

The normal term for a Department Chair will be four years. If Chairs wish to continue for a subsequent four-year term, they will be evaluated in their fourth year by the Department and the Dean, with the results shared with the Chair, Department, and the Provost.

The Chair is the executive officer of the Department. The Chair must manage the affairs of the department and provide leadership in long-term planning to maintain and improve the undergraduate, graduate, and research programs of the department. The Chair's authority in all matters is subject to review by the Dean.

- The Chair presides over faculty meetings, makes teaching assignments, insures staffing for all courses scheduled by the department, authorizes faculty loads, implements a goal-setting process, makes annual faculty evaluations and makes recommendations regarding salary improvements to the Dean.
- The Chair also represents the departmental faculty and staff and serves as a communication link and advocate for their needs to the Dean and Administration. Included in these responsibilities are budget, curriculum, the hiring and supervision of faculty and staff, and recommendations for tenure, promotion, and retention, recruiting non-tenure track personnel, and serving as liaison with other departments, the Dean's office and staff, the university, other universities, and the public.
- The Chair shall make recommendations for salaries of the members of the Department to the Dean based upon the Chair's own reasoned judgment as to the performance of each member of the Department. The Chair may consult other members of the Department if he or she so desires. It shall be the obligation of the Chair to inform each department member of his or her salary recommendation and the reasons for such a recommendation.
- Upon short-term absence, the Chair may appoint an Acting Chair, subject to approval by the Dean.

ARTICLE III

Membership and Participation

Section 1. Students

The Students of the Henry W. Bloch School of Management shall participate in the affairs of the School through membership on such committees as herein is provided, such other committees shall be agreed upon by the Students, Faculty and Office of the Dean, and, through recognized Student organizations and established procedures.

Section 2. The Office of the Dean

Subsection A) Membership

The Office of the Dean shall consist of the Dean, the Departmental Chairpersons, and staff, including Associate and Assistant Deans.

The office and staff shall be of a size sufficient to:

1. Administer those functions delegated to it through appropriate University channels and by the appropriate governing practices.
2. Administer those Faculty functions delegated to it by the Faculty.
3. Meet the informational demands on the School.

The responsibilities and staffing requirements of the office are to be satisfied at the initiative of the Dean.

No person may occupy a position which exercises administrative or academic authority relative to the Faculty without the approval of the Faculty as hereinafter provided in subsections B) and C) of this section.

Subsection B) Department Chairpersons

The Departmental Chairpersons shall be appointed by the Chancellor upon recommendation from the Dean. The recommendation of the Dean should be based on (1) consultation with faculty of the department and (2) a recommendation, if any, from a majority of the departmental faculty. This consultation shall not abrogate the final responsibility and authority of the Dean to recommend the appointment of a department chairperson. (Citation: Faculty Meeting Minutes, July 21, 1988)

Subsection C) Associate or Assistant Deans

The Associate or Assistant Deans shall be appointed by the Chancellor upon recommendation of the Dean. The Dean shall select his recommended appointee from those nominated to him by a search committee composed of the following:

1. Three students nominated by the Student Board of Directors.
2. Four faculty members selected, proportionally, by and from the several departments with each department having at least one representative.
3. An additional faculty member, selected by the Dean, to serve as chairman of the search committee.

Section 3. The Faculty: Membership

Subsection A) The Faculty

The Bloch School Faculty is defined by Article I, Section 2A. (Citation: Governing Practices Revision, passed November 10, 2004)

Subsection B) Teaching Faculty Guidelines (Citation: Approved Faculty Meeting Minutes, September 2007; Revised January 15, 2008)

General Context

The University of Missouri System through the Office of the Senior Vice President for Academic Affairs has asked that policies and procedures be developed differentiating between the roles and responsibilities for faculty hired in a non-regular capacity ("Recommended Best Practices for Non-Tenure Track Faculty" Concept Paper, Office of the Senior Vice President for Academic Affairs and Intercampus Faculty Council and Chief Academic Officers, University of Missouri, September 21, 2006; also see UMSys CRR 310.035). The following guidelines and procedures for hiring, performance evaluation, promotion criteria and process and participation in faculty governance will apply to full-time, non-tenure track faculty engaged primarily in teaching responsibilities ("Teaching Faculty"). Nothing in these guidelines constrains the Bloch School from hiring full-time instructors who are not ranked Teaching Faculty under these guidelines.

Position of the Bloch School Faculty

In approving these Guidelines, the Bloch School Faculty strives to support the work of current non-tenure track colleagues and to demonstrate the value of their contributions to the School. The Bloch School Faculty hopes that these Guidelines might improve the work lives of these non-tenure track colleagues by providing an aspect of professionalism to these jobs, a career path that includes the possibility of promotions, and the potential for contract stability.

At the same time, in approving these Guidelines, the Bloch School Faculty does NOT intend to convey any support for the trend in schools of Management to rely more heavily on non-tenure track positions. The Bloch School Faculty supports continued hiring of tenured or tenure track faculty in all disciplines and for all degree programs in the School.

Appointment of Teaching Faculty

Teaching Faculty members are to be fully engaged in supporting the core mission of an academic department. Thus, the appointment of a Teaching Faculty candidate must be supported by a majority of the tenured faculty within a department. Appointment as a Teaching Faculty member must be recommended by the department chair and approved by the dean. Specific job responsibilities, expectations, and duration of appointment should be explicitly stated at the time of appointment.

Searches for Teaching Faculty are to be conducted on a regional or national basis with the involvement of a faculty search committee. The application process should include a presentation open to faculty, staff and students, full review of candidates' resumes, and reference letters.¹

Visiting Faculty or other full-time instructors can be hired for one year terms without a regional or national search, without approval of a majority of the tenured faculty in a department and without any Teaching Faculty rank.

Responsibilities of Teaching Faculty

Teaching Faculty may be involved in multiple duties related to teaching, research, and service. However, the primary responsibility for Teaching Faculty is supporting the teaching mission of the Bloch School and should be the primary basis for appointment and evaluation. Included in the teaching mission are classroom instruction, course and curriculum development, service to student organizations, internship and independent study supervision and student advising. Teaching faculty would be eligible to serve and vote on any subcommittee of a Bloch School Standing Committee, pursuant to any charge given to the subcommittee by the standing committee.

Other responsibilities would depend upon mutual agreement between the faculty member, the relevant department chair, and the dean.

Contract Length and Nature of Appointment

Teaching Faculty will hold a 9-month academic appointment. Teaching Faculty would be eligible separately to teach summer classes in accordance with Bloch School governance.

Contract lengths may be up to three years with the option of renewing in the last year of the contract period. The term of appointment for Teaching Faculty is independent of rank;

Faculty who will not receive a contract renewal should be informed in writing of the non-renewal status at least three months in advance of the contract end date unless extenuating circumstances exist.

Annual Evaluation

Teaching faculty should compile a dossier of their teaching activities and productivity in other mutually agreed assignments, as well as professional development, to be reviewed on an annual basis. The annual evaluation is to be performed by the department chair with comments added as appropriate by the dean. The review includes student evaluations, assessment of instructional materials, input from tenured and tenure-track faculty in the functional area as appropriate and other materials to be supplied at the discretion of the faculty member.

Rank Descriptions

The primary responsibility for Teaching Faculty is supporting the teaching mission of the Bloch School and should be the primary basis for appointment and evaluation. As such the rank descriptions below focus on the qualifications for and performance in the teaching mission.

¹ During the initial transition, non-regular faculty who are currently on appointment with the Bloch School may be considered for appointment to a Teaching Faculty position without a full regional or national search.

Minimum Rank Qualifications

Teaching Assistant Professor	Teaching Associate Professor	Teaching Professor
<ul style="list-style-type: none"> • Meet criteria of AACSB or NASPAA, as appropriate, to be academically or professionally qualified • Show promise of excellence in teaching 	<ul style="list-style-type: none"> • Meet criteria of AACSB or NASPAA, as appropriate, to be academically or professionally qualified • Demonstrate excellence in teaching based upon multiple indicators of teaching effectiveness • Participate in regional or national meetings that promote the teaching mission or • Participate in other activities supporting professional development • Minimum time in rank as Teaching Assistant Professor of 3 years 	<ul style="list-style-type: none"> • Meet criteria of AACSB or NASPAA, as appropriate, to be academically or professionally qualified • Demonstrate excellence, originality and creativity in teaching, based upon multiple indicators of teaching effectiveness • Offer active leadership in the development, evaluation, and revision of curriculum • Participate in national meetings that promote the teaching mission or • Participate in other activities supporting professional development • Minimum time in rank as Teaching Associate Professor of 5 years

Process for Promotion

1. Promotion to Teaching Associate Professor or Teaching Professor are made primarily on the basis of the teaching faculty member’s contribution to the teaching mission of the Bloch School, and will be evaluated in the context of the minimum rank qualifications identified above. However, other contributions to research or service will be valued as included in the agreed upon responsibilities by the relevant department chair and dean.

2. Candidates for promotion should notify the department chair by April 1 of the intention to apply. It is the responsibility of the candidate to submit the evidence required to demonstrate a record of success in meeting standards for promotion.

3. The Department Promotion and Tenure committee will review the portfolio of materials from the candidate, and the recommendation of the department chair. The committee will notify the faculty member in writing, of the recommendation and rationale of the Committee, including the vote tally and the written text of the recommendation. In the case of a negative recommendation, the candidate will be given 10 days to submit a written rebuttal in support of the application for promotion. Any such rebuttal will be added to the portfolio and forwarded to the Dean.

4. The Dean considers the recommendations from the departmental promotion and tenure committee and the department chair, makes a decision with respect to promotion, and then forwards a recommendation for promotion to the candidate and to the Provost, whether positive or negative. The Provost is responsible for final decisions with respect to promotion. If the Dean disagrees with the decision of the relevant departmental committee or department chair, the Dean will state in writing to the relevant party the reasons for not supporting the recommendations.

5. Promotion of a Teaching Faculty member does not carry automatic rewards from the University of Missouri System (apart from change in title). Likewise, promotion of a Teaching Faculty member does not carry automatic rewards from the Bloch School.

Termination of Appointment

Promotion to Teaching Associate or Teaching Professor does not guarantee continuing appointment beyond a specified term of appointment.

Faculty who will not receive a contract renewal should be informed in writing of the non-renewal status at least three months in advance of the contract end date unless extenuating circumstances exist.

Dismissal *prior to* the stated ending date of a term appointment must be related directly and substantially to the faculty member's fitness or performance in the professional capacity as defined in their appointment. For further information, see CR&R 310.020 and related sections in campus bylaws.

Section 4. Meetings (Citation: Faculty Meeting Minutes, April 16, 1999; updated May 24, 2002; Faculty Meeting Minutes, March 18, 2011; Faculty Meeting Minutes, April 12, 2012) The Faculty shall hold its regular meetings at the Faculty Chair no fewer than three times per fall and spring semester (six per year). Special meetings may be called at any time by the Chancellor or by the Dean of the school and must be called if requested by one-fourth of the membership of the faculty. (Effective FS2002)

At the next to last scheduled faculty meeting of the Spring Semester, each department shall present one or more nominees to serve as Chair, Faculty Meetings, Henry W. Bloch School of Management. Additionally, each department shall present one or more nominees to serve as Vice-Chair, Faculty Meetings, Henry W. Bloch School of Management. The Chair and the Vice-Chair shall be elected by a plurality of the votes cast at this meeting, assuming the presence of a quorum.

The term of the Chair shall commence at the first scheduled faculty meeting of the following Fall Semester. The primary duties of the Chair shall be to preside at regularly scheduled and special meetings of the Faculty, and to prepare the agenda for these meetings. The Chair shall solicit faculty input for these meetings including motions from the Faculty, and set the agenda for these meetings in cooperation with the Office of the Dean, Department Chairpersons, and chairs of other faculty committees in accordance with the existing governing rules of the School.

The term of the Vice-Chair shall commence at the first scheduled faculty meeting of the following Fall Semester. The primary duties of the Vice-Chair shall be to preside at regularly scheduled and special meetings of the Faculty should the Chair not be able to do so.

The Office of the Dean and the Assistant to the Dean shall provide administrative support to the Chair and the Vice-Chair. Such support shall include but not be limited to secretarial support for the production and circulation of materials related to faculty meetings.

Items for the faculty meeting agenda shall be submitted in writing to the Chair no later than ten workdays prior to scheduled faculty meetings. The Chair to the Faculty shall distribute the agenda for faculty meetings no later than five workdays prior to scheduled faculty meetings. Any disputes over the agenda or the placement of items on the agenda shall be resolved by the Faculty Governance Committee.

Committee chairs must request placement of reports or motions on the faculty meeting agenda. These reports shall not be regularly scheduled. Faculty committees are encouraged to report activity to faculty through mailed reports, reports by committee members to Department meetings, and, when practicable, via electronic mail. Matters concerning these activities may be raised at faculty meetings when appropriate. Members of the Faculty are encouraged to direct specific questions to the committees and their chairs outside regularly scheduled faculty meetings. The only regularly scheduled School report at faculty meetings shall be that of the Office of the Dean. The Dean shall make this report at the beginning of each faculty meeting.

Nothing above prevents the Dean from requesting the attendance of Faculty at meetings that he or she may convene dealing with administration, staffing and other issues related to the effective and efficient functioning of the Dean's Office.

At a faculty meeting a quorum shall consist of the majority of regular voting faculty in the Henry W. Bloch School of Management. (Citation: Faculty Meeting Minutes, March 17, 1999)

Faculty may request a mail ballot at a faculty meeting for items on the agenda if both a quorum at the announced meeting is lacking and the agenda for the meeting was circulated to all Faculty at least seven days prior to the date of the meeting.

Procedures for a mail ballot are as follows: (Citation: Faculty Meeting Minutes, April 16, 1999)

The Chair of the Governance Committee shall place ballots and the proposed motion in writing in Faculty mailboxes no later than three workdays after the aforementioned meeting.

Ballots shall be sealed and returned to the Chair of the Governance Committee no later than fourteen workdays after the aforementioned meeting.

The ballots shall be opened and counted by the Chair of the Governance Committee in the presence of another member of this committee. The opening and counting of ballots are to occur prior to the next regularly scheduled faculty meeting.

Should a member of the Faculty not be present on campus during the period referred to above, the member of the Faculty may request in writing to the Chair of the Governance Committee that a designated member of the Faculty receive a proxy ballot in his or her absence.

An affirmative vote on the motion shall consist of a majority of 50% plus one of the members of the Faculty.

The vote on the mail ballot shall be announced to members of the Faculty at the next scheduled faculty meeting.

An affirmative action on the motion becomes effective after this announcement regardless of the presence of a quorum at the faculty meeting.

Copies of the minutes of each meeting shall be supplied to each Faculty member of the school and to the Chancellor.

Section 5. Powers

The Faculty of a school shall establish procedures and policies governing the work of the school.

Subsection A) Selection and Retention of Academic Faculty

The Faculty of each school and/or department or other teaching unit shall establish criteria and specify procedures to be followed, as a general policy, in recommending the selection, retention and promotion of members of the Faculty.

1. As a general policy all academic staff appointments to a School Faculty shall be made after the Dean of the school has received a written recommendation from an appropriate department committee or equivalent teaching unit. The Dean shall forward the recommendation of the committee with his own recommendation to the Chancellor.
2. Recommendations for promotion and/or tenure shall be made after the Dean of the school has received a (written) recommendation from an appropriate department committee or equivalent teaching unit. The Dean shall forward the recommendation of the committee with his own recommendation to the Chancellor.

Subsection B) Selection of Deans

As a general policy, recommendations for the selection of deans in any school shall be made by the Chancellor after consultation with an appropriate committee which will include members of the Faculty of that school. This consultation procedure shall not abrogate the final responsibility and authority of the Chancellor to recommend a dean's appointment or replacement.

ARTICLE IV

Department and Committee Responsibilities

Section 1. General

Subsection A) Departmental Responsibilities

Certain aspects of the role of the faculty, as identified in Article II, Section 2, are delegated to the faculty within the departments of the Henry W. Bloch School of Management. These are:

1. recommending to the Dean (1) new program proposals including new degrees, and new degree programs, and (2) deletions of degrees and degree programs;
2. recommending to the Dean (1) curricular proposals regarding requirements of existing degree programs and (2) addition or deletion of courses presented under the auspices of the Henry W. Bloch School of Management, including Continuing Education courses (Citation: Faculty Meeting, April 9, 1980);
3. approving and monitoring admission and retention requirements in the several programs;
4. recommending for approval of the Dean and information of the Faculty criteria for the promotion and continuation (tenure) of faculty members.

Subsection B) Inter-Departmental Transfers

Any faculty member in any department in the Henry W. Bloch School of Management may apply for any open position in any other department. The faculty member will be considered for the hiring department on the same basis as all other applicants for the opening. If the faculty member is selected to fill the opening, the faculty members becomes a member of

the hiring department. The faculty member's position in the former department will be treated by the School in the same manner as all other unfilled positions.

All other requests for inter-departmental transfers will be decided by the Dean, upon consultation with faculty members of the departments involved. The Dean's decision shall be forwarded to the Chancellor for final determination. (Citation: Faculty Meeting Minutes, July 21, 1988)

Section 2. The Standing Committees

To provide for additional appropriate involvement in School Governance of the several constituent groups identified in these Bylaws there shall be created standing committees as hereunder provided. The Dean shall be an ex-officio member without vote of each committee and shall be notified in advance of the meetings of these committees. As appropriate, each committee may invite members of various constituencies such as alumni, other members of the community and students to participate without vote in committee deliberations. Each committee shall keep official minutes of the meetings.

Subsection A) The Planning and Resources Committee (Citation: Faculty Meeting Minutes, April 23, 1997; updated; Faculty Meeting Minutes, April 12, 2012)

The UM System Collected Rules and Regulations Section 300.020 states, "Each school shall have an elected budget committee composed of representative Faculty. The Budget Committee shall receive from the Dean in timely fashion all information regarding the budget process; shall share that information with the Faculty of the school, and shall advise the Dean regarding objectives and funding priorities as well as necessary allocations to achieve those objectives." The Bloch School Planning and Resources Committee is intended to satisfy this UM System mandate.

Membership: The committee shall include one faculty member from each department, such election taking place prior to the selection of the at-large members. At the last regular faculty meeting of the academic year, the faculty shall elect a tenured associate or full professor to serve as the at-large representative, if an additional committee member is needed in order to have an odd number of members. (Citation: Faculty Meeting Minutes, March 18, 2011) The department chairpersons shall serve on the committee, without vote, as ex-officio members. (Citation: Faculty Meeting Minutes, March 11, 1982) The Planning and Resources committee shall meet with the dean no less than one time per semester. (Citation: Faculty Meeting Minutes, February 3, 2005)

Charge: To enhance implementation of the objectives of the Henry W. Bloch School of Management by:

1. assessing and updating with the Faculty and Dean the long-range and intermediate-range plans of the School and monitoring progress of these plans including programmatic and resource issues (Citation: Faculty Meeting Minutes, April 23, 1997);
2. receiving from the Dean in timely fashion information regarding the budget process; sharing that information with the faculty of the School; and advising the Dean on principles to guide resource allocations. (Citations: Faculty Meeting Minutes, March 11, 1982; Faculty Meeting Minutes, February 3, 2005);
3. receiving from the Dean in a timely fashion information regarding available funds for allocating annual raises, the principles for allocating funds for raises, including any mandates from the UM System, the Chancellor or the Provost; sharing that information with the faculty of the School; advising the Dean on principles to guide raise allocations; and reviewing final raise allocations by department. (Citations: Faculty Meeting Minutes, April 12, 2012);
4. Receiving from the Dean in a timely fashion information regarding availability and allocation of School funds from gifts, grants and other sources beyond the University budget process, to the extent allowed by any applicable gift instrument. (Citations: Faculty Meeting Minutes, April 12, 2012);
5. recommending to the Dean the suitability of departmental requests for new and vacated faculty positions, giving special regard to consistency of the requests to program and curricular needs and to the priority thereof (Citation: Faculty Meeting Minutes, February 26, 1987).

Subsection B) The Governance Committee

Membership: The committee shall include one faculty member from each department, such election taking place prior to the selection of the at large members. At the last regular faculty meeting of the academic year, the faculty shall elect a tenured associate or full professor to serve as the at-large representative, if an additional committee member is needed in order to have an odd number of members. (Citation: Faculty Meeting Minutes, March 18, 2011) The chairperson shall be selected by the committee.

Charge: To enhance implementation of the objectives of the Henry W. Bloch School of Management by:

1. representing the internal constituents of the School (including faculty, staff and students) in reacting to campus or University requests for advice and inputs on University policy, plans and regulations; (Citation: Faculty Meeting Minutes, February 23, 2005)
2. preparing for the Faculty and Dean, School Bylaws and School policies and modifications thereto;
3. advising the Dean on creation of ad hoc or standing committees and the membership thereof;
4. advising the Dean and Faculty on changes in the administrative structure of the School;
5. two faculty members of the Grade Appeals Committee are appointed annually by the Governance Committee at its first fall meeting. The two student members are selected annually by the Bloch School Student Association and the committee is chaired by the Associate Dean or other faculty member designated by the Dean. (Citation: Faculty Meeting Minutes, September 18, 1986)

Subsection C) Doctoral/Graduate Faculty Nominating Committee

Membership: Commencing with the Fall semester of 1987, at the first regular faculty meeting of the fall semester three faculty members from the doctoral faculty and two faculty members from the graduate faculty shall be elected from the current active list of graduate/doctoral faculty whose appointments will not be expiring during the upcoming renewal year to serve on the Doctoral/Graduate Faculty Nominating Committee. (Citation: Faculty Meeting Minutes, October 19, 1989; amended: Graduate Faculty added, Faculty Meeting, October 24, 1991) In addition, the committee shall include the Henry W. Bloch School of Management's Graduate Officer who shall serve as the committee chair without a vote. The Graduate Officer shall not be eligible for election to this committee. All members of the committee must hold membership in the campus Graduate Faculty.

Charge: To review and recommend candidates for appointment to the Doctoral/Graduate Faculty. The recommendations shall be forwarded to the Campus Review Group through the Dean. (Citation: Faculty Meeting Minutes, October 21, 1987)

Subsection D) The Promotion and Tenure Committees

Participation by faculty members in promotion and tenure deliberations is constrained by Chancellor's Memo #35 which prohibits anyone from participating in more than one level on any promotion or tenure decision. Accordingly, if a faculty member is representing the Bloch School on the UMKC campus promotion and tenure committee, he/she will not participate in any department or Bloch School committee deliberations. Further, faculty members elected to the Bloch School committee cannot participate in the deliberations of their departments. (Citation: Faculty Meeting Minutes, xxxxxx)

The departmental committees are charged with providing professional evaluations of the candidate's record with respect to suitability for recommendation for promotion and/or tenure, not to serve as an advocate for the candidate.

Membership and Charges:

1. The Tenure Committee is composed of all members of the Department who have tenure, excluding the department chair. The committee chair shall be elected by the members of the committee. The committee must be comprised of at least 2 members. If the Department does not have at least 2 tenured faculty members (not including the chair who is excluded from this committee), then the candidate, in consultation with the Dean, will request participation by a tenured faculty member or committee from another department or departments within the Bloch School.
2. The Associate Professor Committee is composed of all tenured members of the Department who hold the rank of Full Professor or Associate Professor, excluding the department chair. The committee chair shall be elected by the members of the committee. The committee must be comprised of at least 2 members. If the Department does not have at least 2 tenured Full or Associate Professors (not including the chair who is excluded from this committee), then the candidate, in consultation with the Dean, will request participation by a tenured Associate or Full Professor or committee of Associate or Full Professors from another department or departments within the Bloch School.
3. The Full Professor Committee is composed of all members of the Department who hold the rank of Full Professor, excluding the department chair. The committee chair shall be elected by the members of the committee. The committee must be comprised of at least 2 members. If the Department does not have at least 2 tenured Full Professors (not including the chair who is excluded from this committee), then the candidate, in consultation with the Dean, will request

participation by a tenured Full Professor or committee of Full Professors from another department or departments within the Bloch School.

The relevant departmental promotion and tenure committee and the department chair will carefully review each candidate's record in the categories of teaching, scholarship, and professional service, and collegiality (in the case of tenure). Each candidate will be judged individually, not relative to other candidates. After these reviews, the department chair and the promotion and tenure committee will submit separate recommendations to the Bloch School Promotion and Tenure Committee and to the Dean.

The departmental Tenure Committee is also charged with participating in the evaluation of six year probationary faculty in a third year review.

Detailed information about the Promotion and Tenure process may be found [here](#).

The **Bloch School Promotion and Tenure Committee** is made up of one member elected from each department, elected by the end of the spring semester as vacancies occur. The departmental representatives will serve a four-year term with staggered appointments.

Each representative should be a full professor.* The Bloch School Promotion and Tenure Committee is charged with providing a professional evaluation of the candidate's record with respect to suitability for recommendation for promotion and/or tenure, not to serve as an advocate for the candidate.

* If a department has no (or not enough) full professors, then full-time, tenured associate professors may be elected to serve as the department's representative on the Bloch School P&T Committee. However, associate professors may not sit on the Bloch School P&T Committee when deliberating the promotion of an associate professor to full professor, or the tenure of a full professor. If there is an associate professor on the Bloch School P&T Committee when such a deliberation arises, the department must elect a replacement full-time, tenured, full professor from another department in the Bloch School for the purposes of that specific deliberation.

The Bloch School Promotion and Tenure Committee will carefully review each candidate's record in the categories of teaching, scholarship, and professional service, and collegiality (in the case of tenure). Each candidate will be judged individually, not relative to other candidates. The Bloch School P&T Committee will review the materials submitted by the candidates, the external letters of review, and recommendations of the relevant department committee and department chair, along with any rebuttal from the candidate. After departmental review, the Bloch School P&T Committee will submit a recommendation to the Dean.

The Bloch School Promotion and Tenure Committee is also charged with reviewing candidates for employment under consideration for Associate or Full Professor positions. Detailed information on this process may be found [here](#).

Subsection E) AACSB Programs Committee (Citation: Faculty Meeting Minutes, December 9, 2004)

Membership: The committee shall include one faculty member, which can include full-time instructors, from each Bloch School department offering AACSB-accredited programs (hereinafter "the participating departments") At the last regular faculty meeting of the academic year, the faculty shall elect a tenured associate or full professor to serve as the at-large representative, if an additional committee member is needed in order to have an odd number of members. (Citation: Faculty Meeting Minutes, March 18, 2011) Department chairs, the EMBA Program Director and the Associate Dean will serve as non-voting members of the committee.

The selection of committee members from participating departments shall be made before the first faculty meeting of the academic year. At large members will be elected at the first faculty meeting of the year. The committee will select its chair from its voting members at its first committee meeting of the year.

Charge: To develop, monitor, evaluate and revise the substance and delivery of all degree programs accredited under AACSB. This charge includes, but is not limited to:

1. Insuring the School uses well defined and systematic processes for creation, delivery, evaluation and continuous improvement of such programs.
2. Creating a subcommittee structure to accomplish its charge. These subcommittees may include, but are not limited to, an undergraduate curriculum committee, graduate curriculum committee, and admissions committee(s). Membership on such subcommittees may include Bloch School faculty, staff, students, alumni and others served by the programs.
3. Receiving annual reports from chairs of the participating departments, and the EMBA Program Director about creation, delivery, evaluation and continuous improvement of programs.

4. Forwarding to the Bloch School faculty recommendations regarding all changes to courses and programs, for discussion and approval by the faculty.

At large members and subcommittee members from any department, as well as voting by the entire faculty on committee recommendations, are intended to provide consistent quality across the school. The participation of all Department Chairs and the Associate Dean also are intended to ensure consistent quality across the school.

Subsection F) NASPAA Program Committee (Citation: Faculty Meeting Minutes, December 9, 2004)

Membership: The committee shall be comprised of all faculty in the Public Administration Department. The Department may chose to invite additional Bloch School faculty members or other stakeholders to participate as voting or nonvoting members of the committee, or on subcommittees. The Associate Dean and the Assistant Dean will serve as non-voting members of the committee.

Charge: To develop, monitor, evaluate and revise the substance and delivery of all degree programs accredited under NASPAA.

This charge includes, but is not limited to:

1. Insuring the School uses well-documented and systematic processes for creation, delivery, evaluation and continuous improvement of such programs.
2. Creating a subcommittee structure as needed to accomplish its charge.
3. Forwarding to the Bloch School faculty recommendations regarding all changes to courses and programs, for discussion and approval by the faculty.

Subsection G) Bloch School Faculty Executive Committee (Citation: Faculty Meeting Minutes, February 23, 2005)

Membership: The committee shall include one tenured associate or full professor from each department, such election taking place prior to the selection of the at-large member. At the last regular faculty meeting of the academic year, the faculty shall elect a tenured associate or full professor to serve as the at-large representative, if an additional committee member is needed in order to have an odd number of members. (Citation: Faculty Meeting Minutes, March 18, 2011) Membership will not include any faculty member who receives a release of one or more courses from their teaching load as partial compensation for serving in an administrative role.

Members of the committee shall be elected for two-year terms, with staggered terms (three replaced at the end of each year). The Chair of the committee shall be elected at the end of an academic year from the group of three continuing members to provide continuity for the following year. (Citation: Faculty Meeting Minutes, March 18, 2011)

Charge: To represent the interests of the Bloch School Faculty in all School, campus, University and external matters that affect the Faculty's ability to effectively perform teaching, research and service.

This charge includes, but is not limited to:

1. Meeting with the Dean at the start of each academic year to discuss priorities for the upcoming year;
2. Scheduling one or more members of the committee to meet with the voting members of each standing committee by October 1st of each year.
 - o The agenda for this meeting will include 1) selection of the committee chair from among the voting members; 2) discussion of proposals or issues that the Faculty Executive Committee or the members anticipate will come before the committee during the academic year; and 3) best times for future committee meetings. The newly-elected chairs will report these discussions at the first faculty meeting. (Citation: Faculty Meeting Minutes, March 18, 2011)
3. recommending to the Dean principles regarding salary allocations, workloads, class scheduling and continuing education;
4. reviewing and making recommendations on proposals to revise annual faculty evaluation instruments and processes;
5. acting upon initiatives that are proposed to the School by the UMKC Faculty Senate, the UM, or external constituencies;
6. speaking for the Faculty on issues of faculty governance, welfare and other factors which contribute to the professional satisfaction of the Faculty.
7. facilitating the periodic evaluation of School administrators by the Bloch School faculty;
8. recommending to the Faculty the formation of any *ad hoc* committees, including the recommended charge of any such committee and its composition (e.g. tenured faculty only, inclusion of students or staff);
9. calling Special Faculty Meetings, as needed.

Every faculty member shall have access to the Faculty Executive Committee for purposes of voicing his or her concerns regarding general matters relating to Faculty business.

Subsection H) Assurance of Learning Committee (Citation: Faculty Meeting Minutes, April 12, 2012)

Membership: The committee shall include one faculty member elected from each department prior to the last faculty meeting of the year. The committee will be chaired by the Associate Dean of Academic Affairs and Administration, or his/her delegate, who will vote in the committee only when needed to break a tie among the members.

Charge: To oversee the assessment of all Bloch School of Management programs, including:

1. Review student learning goals;
2. Review student learning outcomes;
3. Review assessment measures;
4. Review results of the measures and providing feedback to faculty responsible for teaching the curriculum (closing the loop);
5. Provide assistance to departments as they establish and maintain their assessment processes;
6. Provide suggestions for improvement of the curriculum to better meet the goals and student learning outcomes;
7. Coordinate with the Provost's office on all assessment activities;
8. Prepare annual report of assessment activities/results for distribution to the faculty and administration
9. Work to enhance student motivation to perform well on the Major Field Assessment Test and the Business Critical Thinking Skills Test, and then
10. analyze and disseminate the results of the Major Field Assessment Test and the Business Critical Thinking Skills Test;
11. Provide assistance to complete the assurance of learning sections of accreditation reports.

ARTICLE V

Operating Procedures

Section 1: Faculty Workload Policy (Citation: Approved Faculty Meeting Minutes, December 3, 2003)

Introduction

The vision of the Henry W. Bloch School of Management is to be a nationally pre-eminent school of Management. The purpose of this workload policy is to assure that each member of the faculty is making a strong contribution to achieving the mission of the departments, School, and university, while providing for a degree of flexibility in allowing individual faculty members to emphasize their greatest strengths and interests. The workload expectations are aligned with the core values of UMKC and the guidelines set forth by the University of Missouri Curator's Workload Policy.

The Bloch School expects all tenured and tenure-track faculty to contribute in the areas of teaching, scholarship, and service.

Teaching responsibilities require all faculty to share equitably in the department and School's instructional obligations. These include a broad range of undergraduate degree programs, master's degree programs, and an Interdisciplinary PhD. Thus, faculty will contribute in teaching undergraduate and graduate courses, independent studies, thesis and doctoral supervision, student advising, and curriculum development.

All tenured and tenure-track faculty within the Bloch School are expected to be involved in scholarship that impacts the theory, practice, or teaching of business or public administration. The scholarly contributions of faculty will be measured primarily by the quality and quantity of publications in refereed journals and scholarly books, as well as the receipt of funded research projects, presentations of research, and the publication of cases or textbooks.

All faculty are expected to be involved in service activities. Service includes participation in university governance, and activities that advance academic/professional organizations, apply academic expertise in the community, or enhance campus life.

Workload Guidelines

The responsibility for assigning teaching loads rests with the department chairs, upon approval of the Dean. The process of assigning teaching loads, however, is expected to be consistent across departments in line with the guidelines specified below, and is to be determined as part of the goal-setting process for all faculty.

1. The faculty of the Bloch School believe that teaching, scholarship, and service are interrelated, forming the foundation for our learning environment. Individual efforts devoted to each area may vary, reflecting both individual interests and institutional needs. As part of the goal-setting process, with the concurrence of the department chair and Dean, full-time tenured and tenure track faculty may normally vary their efforts on teaching, scholarship, and service as described below in section 3. The annual merit review process for faculty will be based upon the allocation to teaching, research, and service determined as part of the goal-setting process.
2. The University of Missouri Curator's Workload Policy (Collected Rules and Regulations 310.080) and the guidelines established by the Provost set a standard teaching load per semester of 9 credit hours and 180 student credit hours. Deviations from this standard require a waiver from the Dean, and will be determined by the criteria below.
3. Faculty Tracks: Faculty actively involved with research may have variable teaching loads, as specified below. The research expectations are based upon the production of refereed journal articles. Scholarly books, textbooks, refereed proceedings, and other forms of intellectual contributions will be evaluated by the department chair and dean to assign equivalent value. However, the preponderance of intellectual contributions would be expected to appear in refereed journal articles. The teaching loads will be determined annually as part of the goal-setting process and based upon performance. Teaching load reductions for exceptional responsibilities beyond what is delineated below will be determined by the Dean. These may include, but are not limited to:
 - Service as department chair, associate or assistant dean
 - Service as director of a center or other special program
 - Significant university-wide or national professional leadership roles
 - Efforts which create ties or partnerships to the business or civic communities
 - Funded research buyouts
 - Efforts which benefit alumni or students (e.g., internships, career placement)
 - Development of new programs.

A. Track I (Teaching Intensive)

(i) High Teaching Intensity

Faculty members who do little research may elect to emphasize teaching and service as their main areas of responsibility, with a normal allocation of approximately 80% effort to teaching and 20% effort to service. Faculty in Track I(i) will be expected to teach 12 credit hours per semester with service expectations at the department, school, and university levels. Faculty electing this track would be expected to keep current with current literature and teaching pedagogies in their fields.

(ii) Modest Teaching Intensity

Faculty on Track I(ii) will be expected to carry a 4-3 teaching load, and allocate approximately 70% effort to teaching, 20% to research, and 10% to service. Faculty in this category would have two Tier 3 publications in a five year period, or achieve 2 research quality points during the five year period.

B. Track 2 (Research Intensive)

All faculty in Track 2 are expected to maintain graduate faculty status. For standards of research productivity, see section 11 below.

(i) Standard Research Intensity

Faculty whose research activity is classified as *standard* will be expected to teach nine credit hours per semester, and allocate approximately 55% effort to teaching, 35% to research, and 10% to service. Faculty in this category would have one Tier 2 or Tier 3 publication per year, on average, over a five year period, and/or would achieve 6 research quality points during the five year period.

(ii) Intense Research

Faculty whose research activity is classified as *intense* will be expected to carry a 3-2 teaching load, and allocate approximately 40% effort to teaching, 50% to research, and 10% to service. Faculty in this category would have one Tier 2 publication per year, on average, over a five year period, and/or would achieve 10 research quality points during the five year period.

(iii) High Intensity Research

Faculty whose research activity is classified as having *high intensity* will be expected to teach six credit hours per semester, and allocate approximately 35% effort to teaching, 60% to research, and 5% to service. Faculty in this category would have one High Quality Tier 1 publication per year, on average, over a five year period, and/or would achieve 15 research quality points during the five year period.

4. As allowed by human resource regulations, the Dean's office shall report to the faculty annually on all instances in which instructional load assignments are made other than for publication in a journal on the working list.
5. In accordance with the Collected Rules and Regulations 310.090, no regular faculty member can be assigned fewer than 12 credit hours or fewer than 180 student credit hours per academic year without a waiver from the dean.
6. The standard instructional assignment for *tenure-track* Bloch faculty for the first three years of the probationary period is 12 semester hours (2-2 teaching load) during the academic year. Beginning in the fourth year of service, the instructional assignment for tenure-track faculty will follow the guidelines established in 3 above.
7. The standard instructional assignment includes class-related instructional activities, and does not distinguish between undergraduate and graduate courses. Serving on thesis or dissertation committees or academic advising, while important aspects of teaching cannot be used exclusively or as the regular component to satisfy the standard instructional assignment.

In cases where faculty have unusually large responsibilities (e.g., high enrollment classes, exceptional doctoral student advising or supervision of dissertations) related to in- or out-of-class instructional activities, a reduction in teaching load may be assigned with the approval of the department chair and Dean. (See 9 below). Teaching load reductions in these instances would not exceed one course per semester. Normally, faculty would not be expected to teach more than two different course preparations per semester. It is also recognized that not all courses are taught in three hour blocks; the department chair will adjust instructional assignments appropriately to achieve the standard instructional assignment guidelines.

8. The standard instructional assignment may include Executive MBA, off-campus credit courses, and other non-traditional assignments, on an in-load capacity. Extra compensation for over-load courses will only be approved where the faculty member is carrying a full standard instructional assignment as defined in 3 and 5 above, not including assignments related to overload responsibilities.
9. The minimum standard instructional assignment for full-time visiting faculty will be 12 hours per semester for individuals who hold masters degrees, 9 hours one semester and 12 hours one semester for individuals with ABD status, and 9 hours per semester for individuals holding a Ph.D.
10. Exceptions to the guidelines specified above that involve especially burdensome teaching responsibilities require prior approval by the department chair, dean, and Provost. Such exceptions will be reviewed annually.

The following guidelines will be used in considering adjustments to the instructional loads:

(ii) Classes with high enrollments are weighted as follows:

- Enrollment 1-49: 1.00 per student credit hour
- Enrollment 50-74: 1.25 per student credit hour
- Enrollment 75-99: 1.50 per student credit hour
- Enrollment \geq 100: 2.00 per student credit hour

For high enrollment (above 50) classes with assistance of a GTA, the weighted factor will be reduced by 25%. Thus, a class of 150 students with a GTA will have a weighted factor of 1.50.

Alternatively, faculty may receive .5 reduction in instructional load for every 75 student credit hours above 300 SCH per semester, with a maximum of one course waived.

- (iii) Supervising a dissertation or masters thesis will count as .33 student credit hours, with a maximum credit toward teaching load of 3 credit hours each semester.
- (iv) Supervising an independent study for undergraduate students will count for up to .25 student credit hours per 3 credit hour course, based on the quality and rigor of the course, with a maximum credit toward teaching load of 3 credit hours each semester.

11. Measuring Research Productivity

- A. Refereed journals in Management have differing technical or theoretical requirements, and have differing acceptance rates. Faculty within each area have divided the commonly refereed journal outlets into three tiers as described below. This classification is subject to modification as journals are added, deleted, or as the ranking of existing journals changes. Articles appearing in journals not included will be evaluated by the area faculty as to appropriate placement within one of the three tiers. When there is not agreement between a department chair and area faculty regarding journal rankings, then there will be an appeal to the Dean.

Tier 1 Journals

Tier 1 journals are recognized as the premier journals in Management, and are further delineated as follows:

- (i) Elite - In each discipline there are a few journals, usually no more than 4-5, that are considered from university to university as the premier journals in the discipline. These journals are generally viewed as highest quality/highest visibility journals in the discipline, often viewed as “career-maker” types of outlets.
- (ii) High Quality - In each discipline there may be as many as 20 journals that are generally considered to be high quality and with substantial visibility within the discipline. These journals are considered to have substantial technical or theoretical requirements, and are difficult to get into. These journals also would be readily recognized by our academic peers as very high quality outlets for research. This recognition means that many other schools see these journals as “A” journals, though just a notch below *elite*.

Tier 2 Journals

In each discipline there is another category of journals which are considered to be quality outlets, although they may have lower visibility than those in the above two categories. These journals are generally perceived as publishing good work, but the technical/theoretical requirements for such publications are not as strict as those for the journals in Tier 1. The reputation for these journals is most typically to be regarded as “A-“ or “B” category journals.

Tier 3 Journals

These journals are peer reviewed, but most have lower visibility and higher acceptance rates than the Tier 2 category. The technical requirements for these journals are not as strict as those journals in the above categories.

B. Research Quality Points

As a guide to comparing the quality of refereed journal articles, the following system will be used:

- Tier 3 1 point
- Tier 2 2 points
- Tier 1 (High Quality) 3 points
- Tier 1 (Elite) 6 points

Section 2: Post-Tenure Review (Citation: Approved Faculty Meeting Minutes, December 1, 2006)

1. At five-year intervals a tenured faculty member will resubmit the annual reports and evaluation statements for the past five years, with a concise summary statement of research, teaching, and service activities for the five-year period, and a current curriculum vita to his/her Department chair. All these documents are referred to as the "five-year report" below.
2. For Bloch School faculty who are tenured at the time this post-tenure review process is approved, the first five-year review will occur in the spring semester of the calendar year five years after the procedure is approved by the Bloch School faculty. The first five-year review will be done in the winter semester five years after the tenure decision or the last formal review of the faculty member for promotion to associate professor/full professor. Faculty hired with tenure will be reviewed in the spring semester five years after they are hired.
3. The Bloch School faculty believes that the same standards used to annually evaluate a faculty member's teaching, research and service should be applied to the post-tenure review process. Such standards are reflected by the Bloch School Mission Statement, values statements, workload policy and annual evaluation forms.
4. Accordingly, if the faculty member has received overall performance evaluations of "satisfactory" or better in three or more of the preceding five years, the faculty member will be presumed satisfactory for the purposes of the post-tenure review process.
5. To rebut the foregoing presumption, any post-tenure evaluation of "unsatisfactory" by the Department chair, the Bloch School Promotion and Tenure committee &/or the Dean must be supported by strong evidence.
6. Based on the five-year report, the Department chair will evaluate the faculty member's overall performance as satisfactory or unsatisfactory. If the chair concludes the faculty member's overall performance for the preceding five years is satisfactory, the chair will forward that decision to the Dean and the five-year evaluation process will be complete.
7. If the chair concludes the faculty member's overall performance is unsatisfactory, then the five-year report and the Department chair's evaluation will be sent to the Bloch School Promotion and Tenure Committee. The Bloch School Promotion and Tenure Committee will perform its own full review of the performance of the faculty member over the five-year period and provide an independent assessment of the performance of the faculty member. The five-year evaluation process will be complete unless two-thirds of the Promotion and Tenure Committee judges the overall performance of the faculty member to be unsatisfactory.
8. In the event that both the department chair and two-thirds of the members of Bloch School Promotion and Tenure committee determine the overall performance of a faculty member to be unsatisfactory for the five-year period, the detailed evaluations of both the Department chair and the Promotion and Tenure Committee will be forwarded to the dean. The dean will review the five-year report and the chair and committee evaluations and provide an assessment of the overall performance of the faculty member. The five-year evaluation process will be complete if the dean judges the performance of the faculty member to be satisfactory.
9. At every level of review, the faculty member will be provided with a copy of any written report that is part of these proceedings and will have the right of appeal of any evaluations, decisions, or recommendations to the next level of the process.

Formulation of Development Plan and Assessment of Progress

- A. If the Department chair and two-thirds majority of the members of the Promotion and Tenure Committee and the dean consider the performance of the faculty member to be unsatisfactory, a plan for professional development will be written. This plan will be developed by the faculty member, the department Promotion and Tenure committee or a designated subcommittee, a mutually agreed upon mediator from outside the department, and the chair of the department. This development plan will have clear and attainable objectives for the faculty member and may include a reallocation of the faculty member's effort and a commitment of institutional resources to the plan. This plan will be signed by the faculty member, the Department chair, the chair of the Department Promotion and Tenure Committee (or designated subcommittee), the mediator and the dean. The development phase will begin when the necessary resources as described in the development plan are provided.
- B. A faculty member who has received an overall unsatisfactory five-year evaluation by the chair, the Promotion and Tenure committee, and the dean may not appeal the process of developing a professional plan. If the faculty member is not satisfied with the plan that has been developed, he/she may appeal to the next administrative level for help in the formulation of an acceptable development plan.
- C. A faculty member with a plan for professional development will submit an annual progress report to the chair for three successive years after the plan has been initiated. The chair will review the report and provide a written annual evaluation on the progress of the faculty member toward the objectives stated in the development plan. If the chair finds satisfactory progress for any two of the three years, then the process will cease and the faculty member will begin a new five-year cycle.
- D. If the chair does not find satisfactory progress in two of the three years of the development plan, the chair will provide the annual reports and evaluations to the department Promotion and Tenure Committee and the mediator. If the department Promotion and Tenure committee that includes the mediator finds satisfactory progress in two of the three years of the development plan, the process ceases and the faculty member will begin a new five-year post-tenure review cycle.
- E. If both the chair and the department Promotion and Tenure committee that includes the mediator do not find satisfactory progress in two of the three years of the development plan, the chair will provide annual reports and evaluations to the dean. If the dean finds satisfactory progress in two of the three years of the development plan, the process ceases and the faculty member will

begin a new five-year cycle.

F. If the chair, the department Promotion and Tenure committee that includes the mediator, and the dean do not find satisfactory progress in two of the three years, then the five-year evaluations plus the three years of progress reports and evaluations by the chair on the development plan will be forwarded to the campus committee on Tenure and Promotion and to the Provost or Vice Chancellor for Academic Affairs. Each will review the reports and will recommend separately to the Chancellor that: 1) an additional two-year development plan be written and implemented in consultation with the faculty member and the originating departmental committee, or 2) the faculty member be considered for dismissal of cause proceedings.

G. Any faculty member is encouraged to request participation in a formal development plan (as described in A) after two or more consecutive overall unsatisfactory annual evaluations. In addition, chairs will strongly encourage faculty who have had three consecutive overall unsatisfactory annual evaluations to participate in a development plan.

ARTICLE VI

Amendments to Governing Practices

Proposed amendments to these Governing Practices shall be submitted to the Governance Committee for preparation for faculty action. Subject to approval of the Chancellor and Board of Curators, the Governing Practices may be amended by a majority of those faculty voting at a regular faculty meeting.

Revisions: November 10, 2004; December 9, 2004