



**Go Big! Go Blue! Go Business!**

# **FACULTY HANDBOOK**

**MAINE BUSINESS SCHOOL &  
GRADUATE SCHOOL OF BUSINESS**

**2021-2022**



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## OUR STRATEGIC FOCUS: MISSION, VISION, VALUES, & GOALS

*(Adopted by the MBS Faculty in December 2019)*

### OUR STRATEGIC FOCUS

The **Maine Business School (MBS)** was established as a college in 1965 and accredited by AACSB in 1974. The MBS was in the College of Business, Public Policy, and Health until 2013 when it became a separate college with a Dean reporting to the Executive Vice President for Academic Affairs & Provost. The MBS is in the Donald P. Corbett Business Building, constructed in 1993 in Orono, Maine.

The **Graduate School of Business (GSB)** was established in 2018 to combine MBA programs at UMaine and the University of Southern Maine to provide graduate business education to the state and beyond. The home for the GSB is in Portland, Maine.

The vision and mission for the Maine Business School have long emphasized learning, scholarship, and community. These themes align with the strategic direction for the MBS and GSB and resonate with faculty, students, alumni, Advisory Board members, and the larger community.

### OUR VALUES

#### Our values drive us to *care*:

**C**onnect

**A**dapt

**R**espect

**E**ngage

- **Connect** through collaborations and teamwork with a mindful view of global partners.
- **Adapt** through innovative steps for our curriculum and outreach efforts.
- **Respect** people as we expect professional interactions and integrity in ourselves and others.
- **Engage** with current thought leadership about business practice and data driven decisions.

*We CARE about our students, colleagues, communities, and the world beyond.*

### OUR VISION

#### Our vision emphasizes change:

We are catalysts for sustainable change in our approaches, processes, and communities.

## OUR MISSION

**Our mission is about engaged academic adventures, current practices, scholarship, and community:**

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*Our mission is to engage students and professionals in academic adventures focused on evolving business practices and to advance knowledge through scholarship as we connect with our communities.*

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## OUR GOALS

**Our goals, 2020-2025:**

1. Enrich Learning Experiences
2. Connect with our Communities
3. Adapt Approaches to Foster Excellence
4. Invest in our Sustainable Progress
5. Develop our Impact on Society and Track its Effects

## OUR COMMITMENT TO DIVERSITY

The Maine Business School believes that supporting, respecting, and appreciating diverse perspectives and experiences strengthens our community, challenges our assumptions, and yields better decision making in business and in life. We are committed to ensuring that all members of the MBS community feel welcomed, heard, and engaged. [Learn more on our Diversity, Equity, and Inclusion webpage.](#)

## OUR ACCREDITATION

**AACSB International (AACSB)**, a global nonprofit association, connects educators, students, and business to achieve a common goal: to create the next generation of great leaders.

Synonymous with the highest standards of excellence since 1916, AACSB provides quality assurance, business education intelligence, and learning and development services to over 1,700 member organizations and more than 900 accredited business schools worldwide.

When educational, professional, and business organizations become members of the AACSB Business Education Alliance, they are part of a movement united to improve the quality of business education around the world. AACSB connects, shares, and inspires innovation and quality throughout the member network, as well as the business community. The collective strength of the organization is founded on diverse perspectives, a global mindset, and a commitment to making a difference.

AACSB's mission is to foster engagement, accelerate innovation, and amplify impact in business education.







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## GETTING STARTED CHECKLIST

(Last Updated 09.01.2021)

- ☐ **Activate your University of Maine System (UMS)\* account.** To complete the [activation process](#), you must have both your 7 digit UMaine Employee ID number and an account activation key.  
  
Your UMS [user account](#) (also referred to as your UMS ID) is used to access system-wide technology services such as [Brightspace](#) (our learning management system), [MaineStreet](#) (our personnel management system), and [UMS Email](#) (Gmail).  
→ If you do not have your Employee ID number, please contact Corey Watson at [corey.watson@maine.edu](mailto:corey.watson@maine.edu).  
→ If you do not have an activation key contact the IT Help Center at 207.581.2506.  
→ If you would like to get started working with these tools, but do not have an Employee ID number, we can fill out a [Person of Interest](#) form to get you access to the system-wide technology services. Please contact Corey Watson ([corey.watson@maine.edu](mailto:corey.watson@maine.edu)) for further information.
- ☐ **Complete your I9 form.** Payroll/Benefits can help you finalize any of your [I9 paperwork](#). Please complete this form and bring with you the approved documentation outlined on page three to the HR office on the first floor of [Corbett Hall](#) (207.581.1581)
- ☐ **Get your Parking Permit.** Parking passes are 35\$ for the year (Jan-Dec), and prorated from the time of purchase. Permits can be ordered [online](#) – but you will need your UMS ID (Step 1). Permits are also available at [Parking Services](#) (5702 DTAV Community Building).
- ☐ **Get your MaineCard.** Your official UMaine ID is the [MaineCard](#). Fill out this application [form](#) and return it to the MaineCard office. It is easiest to go in person to the office to get your card, but if you are unable to do so and need to request it remotely, [please read here](#) for instructions.
- ☐ **Share your information with Marketing & Communications.** As we begin each new academic year, we welcome new full- and part-time faculty to the University of Maine community. Please [complete this form](#) (requires UMS ID) to briefly share your experience and expertise. Your information will be included in our next “Meet our new faculty” website when published at the start of the Fall semester.
- ☐ **Schedule a meeting with the Employee Benefits Center.** The [Employee Benefits Center](#) is ready to help answer your questions. The Employee Benefits Center is available to assist employees by phone or email or virtually from 8am to 4:30pm, Monday through Friday.
- ☐ **Complete FERPA Training.** Before you start teaching you must complete the FERPA training. The Federal Educational Rights and Privacy Act (FERPA) places restrictions on who should have access to student data; only those employees who need to know certain information to perform their duties

have access to that information. If you are a new University employee teaching a class, please complete the [University's FERPA training](#) as your first step. Access to your course Brightspace shells will be blocked until this training has been completed.

- ☐ **Evaluate Your Teaching Space(s).** If you plan to teach in person – be sure to visit your classroom to understand the technology, layout and other considerations. [Media Services](#) provides overviews of different classrooms and the technology available. You can reach them to schedule an appointment in your teaching space at 207.581.2500.
- ☐ **Start Building Your Brightspace Course.** The University of Maine supports Brightspace as the learning management system. You can access your Brightspace course via the portal (look for the orange “B”). Any course you are scheduled to teach in the Fall should appear in your course list. Start learning and building in Brightspace with support from CITL through [workshops](#), [tutorials](#), [self-paced learning](#) or one-on-one [consultations](#).

## MEET THE MAINE BUSINESS SCHOOL ADMINISTRATIVE TEAM

(Last Updated 09.01.2021)

|   |   |  |   |
|---|---|--|---|
|   | <b>Dr. Faye Gilbert</b><br><i>Executive Dean of the<br/>Maine Business School</i><br>✉ faye.gilbert@maine.edu<br>☎ (207) 581.1963   |   | <b>Dr. Norman O'Reilly</b><br><i>Dean of the Graduate<br/>School of Business</i><br>✉ norman.oreilly@maine.edu<br>☎ (207) 780.4404        |
|  | <b>Dr. Jason Harkins</b><br><i>Associate Dean of the<br/>Maine Business School</i><br>✉ jason.harkins@maine.edu<br>☎ (207) 581.1932 |  | <b>Jamie Ballinger</b><br><i>Assistant Dean of the<br/>Graduate School of Business</i><br>✉ jamie.ballinger@maine.edu<br>☎ (207) 581.1971 |
|  | <b>Cindy D'Angelo</b><br><i>Director of Undergraduate<br/>Academic Advising Center</i><br>✉ dangelo@maine.edu<br>☎ (207) 581.1970   |  | <b>Corey Watson</b><br><i>Administrative &amp; Financial<br/>Officer</i><br>✉ corey.watson@maine.edu<br>☎ (207) 581.1951                  |
|  | <b>Wanda Crosby</b><br><i>Administrative Specialist to<br/>the Executive Dean</i><br>✉ wanda.crosby@maine.edu<br>☎ (207) 581.1963   |  | <b>Melanie Brooks</b><br><i>Marketing &amp;<br/>Communications Manager</i><br>✉ melanie.brooks@maine.edu<br>☎ (207) 581.1926              |

## WHO DO I CONTACT WHEN I NEED HELP?

(Last Updated 09.01.2021)

| Name   | Contact Information  | How can they help you?   |
|--|--|--|
| <b>Jennifer Larlee</b><br>Faculty Support<br>Administrative Specialist         | <b>DPC 326</b><br>207.581.1972<br>jennifer.larlee@maine.edu                  | Teaching Support<br>Exam Preparation<br>Photocopying & Supplies            |
| <b>Wanda Crosby</b><br>Executive Dean's Office<br>Administrative Specialist    | <b>DPC 211</b><br>207.581.1963<br>wanda.crosby@maine.edu                     | Class Cancellations<br>Room Reservations<br>General MBS Questions          |
| <b>Corey Watson</b><br>Administrative & Financial<br>Officer                   | <b>DPC 211</b><br>207.581.1951<br>corey.watson@maine.edu                     | Office Assignments<br>Travel Requests<br>Help with HR/Payroll Issues       |
| <b>Jason Harkins</b><br>Associate Dean of the Maine<br>Business School         | <b>DPC 211</b><br>207.581.1932<br>jason.harkins@maine.edu                    | Student & Class Issues<br>Teaching Schedules<br>Classroom Assignments      |
| <b>Cindy D'Angelo</b><br>Director of Undergraduate<br>Academic Advising Center | <b>DPC 213</b><br>207.581.1970<br>dangelo@maine.edu                          | Advising Questions<br>Student & Class Issues<br>Navigate Support           |
| <b>Technology Support (IT)</b><br>University of Maine                          | <b>17 Shibles Hall</b><br>207.581.2506<br>help@maine.edu                     | Issues with Technology<br>MaineStreet Access<br>Hardware/Software Support  |
| <b>Center for Innovation in<br/>Teaching &amp; Learning<br/>(CITL)</b>         | <b>Fernald Hall</b><br>207.581.3333<br>citl@maine.edu                        | Faculty Resources<br>Brightspace Access & Issues<br>How to use Google Apps |
| <b>Office of Human<br/>Resources</b><br>University of Maine                    | <b>Corbett Hall, 1<sup>st</sup> Floor</b><br>207.581.1581<br>hr-um@maine.edu | Human Resources<br>Benefits<br>Payroll                                     |

## ABOUT THE UNIVERSITY OF MAINE

(Last Updated 09.01.2021)

The University of Maine in Orono is the flagship university of the [University of Maine System](#) (UMS). The University of Maine System features [seven universities](#)—some with multiple campuses—located across the state, as well as eight [University College](#) outreach centers, a law school, an additional 31 course sites, and Cooperative Extension.





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## HUMAN RESOURCES & LABOR RELATIONS

(Last Updated 09.01.2021)

### YOUR UNION: THE ASSOCIATED FACULTIES OF THE UNIVERSITY OF MAINE (AFUM)

The Board of Trustees for the University of Maine System recognizes the Associated Faculties of the Universities of Maine / Maine Education Association / National Education Associate as the sole and exclusive bargaining agent for University of Maine System employees in the faculty bargaining unit. All full-time faculty members at the University of Maine, regardless of rank or status, are members of the Associated Faculties of the University of Maine (AFUM).

Every two years, AFUM negotiates and agrees to a new contract with the UMS Board of Trustees. The current contract is from 2019 through 2021 and is located [HERE](#).

The AFUM contract governs everything from appointment, reappointment, promotion, and tenure to benefits including leaves, retirement, and tuition waivers. Please refer to the link above for the full contract and all the appendices. More information about AFUM can be found on their website: <http://afum.info/>

### UMS EMPLOYEE BENEFITS CENTER

The University of Maine System Employee Benefits Center (EBC) is a centralized, one-stop resource for benefits enrollment, information, and assistance. They offer employee advocacy when dealing with insurance carriers and other benefit service providers. In addition to providing direct support to employees, the EBC is responsible for many of the employee benefits administrative functions.

The Employee Benefits Center is available to assist employees by phone or email 8am to 4:30pm, Monday through Friday. Employee benefits are a significant part of the overall UMS total compensation package. All full-time regular and part-time regular employees working at least half time are eligible for benefits. Employees pay different premium amounts based on the type of employee, [collective bargaining agreement](#), and percent of time worked.

Additional information about benefits, eligibility, costs and enrollment is available to employees on the [MyUMS Portal](#). More information regarding [MaineStreet](#) can be found [here](#).

### OUR HUMAN RESOURCES PARTNER (HRP) IS:

**Nicole Lawrence** (*she/her/hers*)  
Director of Human Resources  
207.581.2978 | [nicole.lawrence@maine.edu](mailto:nicole.lawrence@maine.edu)  
Corbett Hall, UM Orono Campus

## FACULTY QUALIFICATIONS

*(adopted by the Maine Business School faculty on April 20, 2021)*

As part of the mission for the Maine Business School (MBS), faculty and staff focus on enriching the learning experiences of our students and external constituents. As such, the MBS strives to balance the qualifications of faculty to include scholarly academic (SA) faculty members, practicing academics (PA), scholarly practitioners (SP), and instructional practitioners (IP). Definitions for how new faculty members are classified and how faculty members then remain current are provided in the sections that follow.

The classifications of faculty qualifications are to meet AACSB standards and should not be confused with explicit requirements for tenure and reappointment. In general, the faculty qualifications to meet accreditation standards are the minimum achievements expected to remain in good standing. As a summary, consider:

|                                     |                         | <b>Sustained engagement activities</b>  |  |
|-------------------------------------|-------------------------|---|--|
|                                     |                         | Academic<br>(Research/Scholarly)  | Applied/Practice<br>(external outreach)  |
| <b>Initial preparation emphasis</b> | Professional experience | <b>Scholarly Practitioners (SP)</b><br>1 scholarly activity,<br>2 professional activities | <b>Instructional Practitioners (IP)</b><br>3 professional activities                     |
|                                     | Terminal degree         | <b>Scholarly Academics (SA)</b><br>2 PRJs, 5 scholarly activities                         | <b>Practice Academics (PA)</b><br>1 PRJ, 1 scholarly activity, 2 professional activities |

### **Scholarly Academic (SA):**

Normally, those faculty members categorized as SA will have earned a terminal degree, generally the doctorate, in a field related to their teaching discipline. SA status will be granted for a period of 5 years from the time the terminal degree was earned and for 3 years from the time the student is “all but dissertation” (ABD) meaning has passed comprehensive exams in the program.

Subsequent to that period, SA faculty status will be maintained through substantive and sustained scholarship that supports currency and relevance. Maintenance of **SA** status will normally require that during any given 5-year period, faculty members will demonstrate 7 scholarly activities, 2 of which must be peer-reviewed journal (PRJ) article publications or acceptances. The other 5 activities could be PRJs but may also be met with other engagement with the scholarship of the discipline. Specifically:

1) Peer-reviewed journal articles (PRJs): publication of at least 2 peer-reviewed journal (PRJ) articles (in print or accepted) which advance knowledge in business or related disciplines (e.g. analytics, economics, nutrition industry management, etc.). Note: publication of additional peer reviewed articles within the period may be counted toward the 5 additional activities required below. To maintain SA status, PRJs should appear in quality outlets. Faculty members should provide evidence of the quality of the publication. In general, PRJs should have a 40% acceptance rate or less, have an established impact factor, and/or be included on a list of publications that show quality as recognized by others (e.g. the Australian Business Deans Council's List). Interdisciplinary outlets are accepted to maintain SA status as are PRJs that advance teaching and learning or case studies that are peer-reviewed. PRJs in predatory journals are not accepted to maintain SA qualifications.

2) Scholarly activities: completion of 5 additional scholarly activities **within or among** the following categories (each unique activity within a category counts as one activity):

- Peer reviewed journal articles (PRJs)
- Editorially reviewed publications such as case studies
- Instructional resources such as textbooks or textbook chapters, etc.
- Monographs, chapters in scholarly edited compilations, etc.
- Publications for professional conferences (e.g., acceptance of papers for proceedings)
- Participation in symposia, track chair or other active meeting participation, acceptance of a presentation for professional conferences, etc.
- Service as editor, associate editor, or on the editorial board of journal (each year of service counts as one activity)
- Ad hoc reviewing for journals or conferences (each conference would be one activity even if multiple papers are reviewed)
- Other scholarly activities that support the mission and strategy of the Maine Business School

In addition, SA classification assumes that faculty members are engaged in service to the discipline, the University, and to the Maine Business School.

### **Practice Academic (PA):**

Normally, those faculty members classified as PA have a significant interest in and track record with professional experiences. Faculty members may begin with a terminal degree in the field and also have significant and sustained interactions with business and industry. Professional experiences should have occurred for 5 years or longer, generally, for a faculty member to begin employment with a PA classification. If the faculty member begins as an SA and wants to transition to the PA designation, significant professional experiences should occur for a sustained period of time before the transition in classification. PA is not a designation for those who miss the 2 PRJ requirement for the SA designation. Maintenance of PA status will normally require that during any given 5-year period faculty will demonstrate accomplishments in 3 areas:

1) Peer-reviewed journal articles (PRJs): At least 1 peer reviewed journal (PRJ) article. The PRJ should be in an outlet of quality. Faculty members should provide evidence of quality which includes a 40% acceptance rate or less, an established impact factor, and/or be included on a list of publications that show quality as recognized by others (e.g., the Australian Business Deans Council's List). Interdisciplinary publications are acceptable to maintain PA status as are PRJs that advance teaching and learning or case studies that are peer reviewed. Note: additional publications within the 5-year period may be counted toward the additional scholarly activity required. PRJs in predatory journals are not accepted for PA qualifications.



2) Scholarly Activity: At least 1 scholarly activity from the following categories (each unique activity within a category counts as one activity):

- Peer Reviewed Journal Articles (PRJ)
- Editorially reviewed publications such as case studies
- Instructional resources such as textbooks or textbook chapters, etc.
- Monographs, chapters in scholarly edited compilations, etc.
- Publications for professional conferences (e.g., acceptance of papers for proceedings)
- Participation in symposia, track chair or other active meeting participation, acceptance of a presentation for professional conferences, etc.
- Service as editor, associate editor, or on the editorial board of journal (each year of service counts as one activity)
- Ad hoc reviewing for journals or conferences (each conference would be one activity even if multiple papers are reviewed)
- Other scholarly activities that support the mission and strategy of the Maine Business School

3) Professional Activity: At least 2 professional activities from the following categories (each unique activity within a category counts as one activity):

- Service on Boards of Directors (profit or not-for-profit)
- Professional qualifications and service on their boards or societies (e.g., CPA, CFA, CMA, etc.)
- Engagement with business or other organizations in activities that relate to the faculty member's professional interests and teaching responsibilities
- Engagement in executive or managerial education programs, including professional organization's webinars, as a presenter or organizer of content (applied scholarship)
- Co-ownership or ownership of a business or non-profit enterprise
- Consulting services provided (gratis or for remuneration)
- Externships with businesses or non-profits of at least a month in duration
- Sustained professional work including significant participation in business professional associations, professional standard-setting bodies, or policy-making bodies

### **Scholarly Practitioner (SP):**

Scholarly Practitioners generally begin with the MBS with a master's level degree and practical experience. Generally, the SP classification requires 5 or more years of significant work experience in business, industry, or for a non-profit and a master's degree with at least 18 semester hours in the field in which he or she will be teaching. SP classification also requires scholarly activities. Once employed, the SP faculty member maintains the designation through 2 scholarly activities and 3 professional activities within each 5-year period. In many cases, Instructional Practitioners may move to the SP designation by adding scholarly activities to their faculty accomplishments.

1) Scholarly Activity: At least 1 scholarly activity from the following categories (each unique activity within a category counts as one activity):

- Peer reviewed journal articles (PRJ)
- Editorially reviewed publications such as case studies
- Instructional resources such as textbooks or textbook chapters, etc.
- Monographs, chapters in scholarly edited compilations, etc.
- Publications for professional conferences (e.g., acceptance of papers for proceedings)
- Participation in symposia, track chair or other active meeting participation, acceptance of a presentation for professional conferences, etc.)

- Service as editor, associate editor, or on the editorial board of journal (each year of service counts as one activity)
- Ad hoc reviewing for journals or conferences (each conference would be one activity even if multiple papers are reviewed)
- Other scholarly activities that support the mission and strategy of the Maine Business School

2) Professional Activity: At least 2 professional activities from the following categories (each unique activity within a category counts as one activity):

- Service on Boards of Directors (profit or not-for-profit)
- Professional qualifications boards or societies (e.g., CPA, CFA, CMA, etc.)
- Engagement with business or other organizations in activities that relate to the faculty member's professional interests and teaching responsibilities
- Engagement in executive or managerial education programs, including professional organization's webinars, as a presenter or organizer of content (applied scholarship)
- Co-ownership or ownership of a business or non-profit enterprise
- Consulting services provided (gratis or for remuneration)
- Externships with businesses or non-profits of at least a month in duration
- Sustained professional work supporting IP status including significant participation in business professional associations, professional standard-setting bodies, or policy-making bodies

#### **Instructional Practitioner (IP):**

The Instructional Practitioner generally presents with a master's degree and at least 18 graduate hours in the discipline for teaching. IP faculty members will generally have at least 5 years of professional experience in business, industry, or a non-profit organization with 10 years of experience preferred. To maintain IP status, faculty members must complete 3 professional activities within each 5-year period.

Professional Activity: At least 3 professional activities from the following categories (each unique activity within a category counts as one activity):

- Service on Boards of Directors (profit or not-for-profit)
- Professional qualifications boards or societies (e.g., CPA, CFA, CMA, etc.)
- Engagement with business or other organizations in activities that relate to the faculty member's professional interests and teaching responsibilities;
- Engagement in executive or managerial education programs, including professional organization's webinars, as a presenter or organizer of content (applied scholarship)
- Co-ownership or ownership of a business or non-profit enterprise;
- Consulting services provided (gratis or for remuneration)
- Externships with businesses or non-profits of at least a month in duration
- Sustained professional work supporting IP status including significant participation in business professional associations, professional standard-setting bodies, or policy-making bodies

#### **Administrator Qualifications**

Administrators in the MBS (e.g. dean, associate dean), are considered to be Instructional Practitioners (IP) due to the full time work in managing the college. As administrators return to faculty, IP status would be held for five years. Should administrators publish, their qualification may then be changed to PA with 1 journal publication or SA with 2 journal publications. Their classification as PA or SA would remain for the five-years associated with the journal article publication date. Otherwise, the IP designation notes the professional orientation of the work.

Overall, the goal is to meet AACSB standards for the faculty as a whole and in each discipline, where:  
 $SA \geq 40\%$ ;  $SA + PA + SP + IP \geq 90\%$

### **Participating vs. Supporting Faculty:**

The Maine Business School must maintain and strategically deploy both participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with our mission and strategic plan.

#### **Participating Faculty:**

Participating faculty members contribute to the life of the Maine Business School or the Graduate School of Business through significant interactions with colleagues and students. In general, a participating faculty member is present for MBS or GSB faculty meetings, contributes to governance, and serves on MBS or GSB committees. A participating faculty member has responsibilities beyond direct teaching in the classroom. Normally, such a person is involved in the university's research and/or public service mission activities in addition to teaching. Participating faculty also routinely are involved with governance, student advising, student organization advising, curriculum development, student retention activities, alumni relations, and/or other college committee work. In addition, they frequently serve on university-wide committees and other ad-hoc assignments. Participating faculty members contribute to the academic life of the college. Note: Faculty from the University of Southern Maine are considered to be Participating Faculty members by virtue of their contributions to USM and their work within the Graduate School of Business.

#### **Supporting Faculty:**

A supporting faculty member is primarily charged with direct classroom duties, and normally has limited involvement with setting policy within the school. Supporting faculty members usually do not attend faculty meetings, advise students or student organizations, and have no committee or service obligations beyond the teaching assignments and office hours related to teaching assignments. If supporting faculty members are to continue with the MBS over time, they should comply with the classification requirements for SA, PA, SP, or IP designations as they also provide an excellent learning environment for MBS students.

#### **Partial Phased Retirement:**

Faculty on partial phased retirement remain active and participating members of the Maine Business School and its Graduate School of Business and are expected to contribute to the academic life of the MBS.







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## FACULTY EVALUATION STANDARDS

*(Revised April 22, 2021; To Be Adopted on Sept 10, 2021)*

### FACULTY EVALUATION STANDARDS

Maine Business School

University of Maine

Approved by the Tenure and Reappointment Committee on March 9, 2021; revised April 22, 2021

The Tenure and Reappointment Committee (TRC) conducts periodic reviews of all faculty to assess their contributions to the mission of the Maine Business School (MBS). This document and the Agreement of the University of Maine System with the Associated Faculties of the University of Maine System establish the criteria for these evaluations of professional performance. The University of Maine System is a public institution of higher education committed to excellence in teaching, research, and public service. Together, the students, faculty, and staff form our statewide University community. The quality of life on and about the member Universities is best served by courteous and dignified interaction between all individuals. Therefore, the MBS shares with the UMS and AFUM the expectation that all members of the campus community will work to develop and maintain professional relationships that reflect courtesy and mutual respect.

The MBS is comprised of a faculty as a whole—it is not merely a group of individuals. All faculty are expected to act in a socially responsible and ethical way. They should have a physical or virtual presence beyond their teaching and office hours and should be available for meetings and other activities on teaching and non-teaching days. Guided by the general approach adopted by the University, peer judgments are determined by performance in teaching, research, and service.

Collegial behavior, cooperative attitude, and acceptance of personal responsibility for one's actions are all valuable qualities of a unit member. Extreme cases of behavior, clearly and consistently disruptive to school affairs, as determined by 80% of the tenured members in a meeting of the TRC, may result in a negative recommendation for reappointment, tenure, or promotion.

The MBS is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The maintenance of this accreditation is critical to MBS and the University of Maine; hence faculty members contribute to the initiatives that place the MBS among the best performing business programs in the world. Faculty efforts to improve, make a difference in our society, infuse ethics into our work, and adopt principles of diversity and inclusion in our approaches and operations are an expected part of the culture in the MBS.

The Tenure and Reappointment Committee (TRC) is currently a committee of the whole—all tenured faculty in MBS are members. If it is decided by the faculty that the TRC should be reduced in size, the faculty will be involved in the development of a process by which this will occur, including, but not limited to agreement on its final size, the terms of office for members, how the members will be elected

by the faculty, and the distribution of faculty expertise across disciplines. Members with a conflict of interest relative to a specific candidate should recuse themselves during those deliberations.

### **CONTRIBUTIONS TO THE MISSION**

The Maine Business School's mission is to engage students and professionals in academic adventures focused on evolving business practices and to advance knowledge through scholarship as we connect with our communities (adopted by the faculty December 6, 2019).

### **REAPPOINTMENT RECOMMENDATIONS**

The TRC advises the Deans regarding the reappointment of probationary faculty, both tenure-track and lecturers, without just cause protection. All probationary faculty are evaluated annually using the same criteria (described further in this document). The exception is that lecturers, who are in a parallel professional track, do not have research requirements (although research and scholarly activities are welcomed for them too). Further in this document, requirements that are specific to lecturers are included under each of the areas of the mission, research, teaching, and service.

The University and the Committee require probationary faculty to report their activities on a yearly basis. These reports are cumulative in nature. MBS requires tenure-track faculty to submit their reappointment materials using the UMaine System form for Tenure and Promotion, which is found via UMaine's HR website. In preparing their documents, faculty members should follow the instructions for the System form.

Under ordinary circumstances, holding a terminal degree in the tenure-track faculty member's discipline is necessary for a favorable tenure recommendation. Lecturers normally hold at least a master's degree in their field and have extensive professional experience.

During the first two years, probationary, tenure-track faculty are expected to work on developing their teaching skills. By the end of two years, they should also have enough of a portfolio of scholarly work to provide evidence that publications will ensue. They should provide service but not so much as to impinge on their research and teaching development. Lecturers are expected to work on developing their teaching skills and to engage in service and outreach to maintain credentials for professional experience.

Over the next three years, tenure-track faculty should continue to improve teaching and to build a library of publications (please refer to the Research section below). Service should increase during this period. The faculty may take on a leadership role in some service capacity during these latter years, but it is not required. Lecturers also continue to improve teaching and increase the impact of connections within their professional fields.

For faculty members who join the MBS with years of credit toward promotion and tenure, service expectations may begin more quickly. Per UMS policy, publications will be considered over the five-year period prior to tenure with an expectation of scholarship in progress for the time at UMaine. For faculty members who may have joint appointments with other units and responsibilities to each unit, the TRC will provide input as specified in the memorandum of understanding.

TRC members will rate the candidate on each of the performance criteria as excellent, satisfactory, or not satisfactory. These ratings, as a whole, should be viewed as an assessment of progress towards

tenure and not an assessment of that year's work and not an early vote for or against tenure. For example, a first-year faculty member might receive an "excellent" vote on research without having any publications because of several works-in-progress and conference presentations. Clearly, that is not a vote for tenure, but rather, progress towards it. A simple majority vote in favor of reappointment constitutes a recommendation to reappoint.

### **PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE**

The TRC advises the Deans concerning the tenure application of probationary faculty. A favorable tenure recommendation by the TRC must be justified by evidence that the faculty member has made important contributions to the mission of the MBS. A favorable tenure recommendation requires an evaluation of "excellent" in research or teaching and at least "satisfactory" in the other two areas, although such a vote does not ensure a favorable recommendation. A split vote averaging a low "excellent" rating plus a barely satisfactory rating in another area may well result in a vote not to recommend tenure. Guidelines for judging "excellent" and "satisfactory" performance are provided in each of the three areas of teaching, research, and service further in this document.

A vote for tenure implies that the TRC believes that the candidate has met the criteria for tenure and will continue to be active in these areas as their career progresses. A majority of those serving on the TRC must vote in favor of granting tenure in order to forward a favorable recommendation. A TRC member must review the candidate's materials and participate in TRC deliberations in order to vote on a tenure decision.

The criteria for the classification of faculty for AACSB accreditation purposes are related to the tenure and reappointment (T&R) process but do not ensure a satisfactory or excellent evaluation. The expectations for T&R, in general, are higher than for meeting the minimum requirements for 'scholarly academic' or maintenance of qualifications for 'instructional practitioner.' The system of evaluation is constructed to be complementary, where annual evaluations reinforce expectations for instructional practitioners to maintain professional interactions and for scholarly academics to publish in peer-reviewed journal articles. Maintenance of qualifications for AACSB accreditation is thus a component of any evaluation process and consistent with expectations in this document.

### **PROMOTION TO FULL PROFESSOR**

The Professors of the TRC advise the Deans concerning applications for promotion from Associate Professor to Professor. To earn a promotion in rank, an Associate Professor must demonstrate teaching ability, research productivity, and service of a high order. The candidate must, at a minimum, be voted as excellent in at least two of the categories of teaching, research, and service and as satisfactory otherwise.

A reasonable expectation for applying for the rank of Professor is that the candidate has served at least five years in the rank of Associate Professor. There is an expectation of exceptional leadership in two of the three areas as described below. The candidate will have a substantial post-tenure publishing record and receive a positive assessment of that record from external reviewers. Without suggesting that specific numbers of publications are required, recent successful candidates have averaged one or more peer-reviewed articles per year since achieving tenure. This period is one in which the tenured candidate might choose to produce higher impact pieces in better-established journals, resulting in

fewer total publications than if other outlets had been targeted. Emphasis on quality is sought and recognized by the TRC. There should be evidence of increased national and even international recognition. Of course, evidence that scholarly activity will continue should be present.

It is expected that service to the University, Maine Business School, or profession has increased. The candidate should have demonstrated a greater emphasis on service and leadership than would be expected from an untenured faculty member. While leadership can be difficult to define, the candidate should be known for taking on leadership roles. The Committee also looks for extensive interactions with the business community. The following examples are illustrative:

- Organizing events for the benefit of the MBS and the business community
- Chairing major committees
- Editing journals
- Expanding one's scholarly reputation
- Holding positions in professional organizations
- Initiating and championing major curricular changes
- Advising a major student organization

Significant work on grants and contracts, for instance work that merits inclusion as PI or Co-PI, will also be valued within the MBS. Grants should not replace peer-reviewed journal articles but are an important part of interdisciplinary progress and valued by business programs, including in the MBS.

A majority of the Professors holding that rank must participate in deliberations for promotions to full Professor. While the document format is undefined by AFUM and the University, care should be taken to present a professional document. Using the same format as that used for tenure is advised.

## **RESEARCH**

The faculty of the MBS undertake original research, communicate results to other educators, researchers, and practitioners, and incorporate research findings in their teaching where appropriate. The evaluation of faculty research on the basis of objective criteria is an important task. Work that has been subjected to external evaluations will be weighted more heavily. Similarly, works that have been published usually represent a more substantial contribution than those which have received more limited circulation.

We place a special emphasis on research that is published in peer-reviewed journals. Acceptable journals are those whose quality and standards can be ascertained through an objective source, such as published impact factors, inclusion in widely used journal rankings (e.g., those published by ABDC and ABS), and published acceptance rates (40% or less is expected in general). We accept alternative measures of journal quality, and candidates are encouraged to provide multiple measures (e.g., the various rankings included in the Harzing Journal Quality List, Google h-index ranking of journals, citations, impact factors, etc.). Most of a candidate's work is normally expected to be in his/her discipline, though cross-disciplinary research leading to publications outside one's field is both encouraged and supported. Online or open-access journals are acceptable outlets provided that they conform to the same standards and quality as more traditional outlets. Faculty members are advised to avoid pay-to-publish (as distinct from a submission or review fee) and marginal outlets, which may not lead to receiving credit for a publication.

Sometimes journals are not included on journal lists, such as new or niche journals. In such cases, faculty should explain in their submissions to the Committee why a particular journal is preferred and provide evidence of its quality, such as publisher, acceptance rates, editorial board, reviews, etc.

The TRC looks for evidence that the candidate is capable of conducting all phases of research that lead to peer-reviewed journal articles. This evidence can be demonstrated in a variety of ways, including (but not limited to): publishing a sole-authored article, being lead author, having multiple and/or repeated co-authorships, and/or self-described contribution to articles. Articles published with a high number of co-authors where the contribution of the faculty member is limited may carry less weight.

For promotion and tenure, significant weight is given to the written evaluations of external reviewers that are required per the AFUM contract.

While publications in quality peer-reviewed outlets are the primary factor considered in evaluating faculty research, other factors are also considered, which are divided into the following two groups according to their significance:

#### **First level factors**

- Assessment of work by external reviewers
- Publications in editorially-reviewed journals
- External research grants awarded (PI or Co-PI)
- External research awards (e.g., best paper, etc.)
- Publication of a scholarly book
- Publication of an original textbook (not a customized textbook)
- Publication of case studies, instructional resources (e.g., course software, study guide, etc.)

#### **Second level factors**

- Proceedings or presentations at scholarly conferences
- Editor/associate/assistant editor of a scholarly journal
- University and/or College research grants
- Member of an editorial board or an ad hoc reviewer of a scholarly journal
- Editor of proceedings
- Published review of a book
- Publication of a new edition of a textbook
- Technical work related to research (e.g., apps, technical manuals, etc.)
- Candidates may include other evidence of research activity not listed above (e.g., work in progress).

Lecturers are also encouraged to engage in scholarship, grants, and publications to augment their professional interactions and outreach. Such work enhances the currency of the faculty member and adds to continuous improvements in the MBS. While the emphasis for ‘practitioners’ or lecturers is on connections (networks or collaborations) or service to the larger (business) community to retain currency, scholarship can result in qualifications as ‘scholarly practitioners’ and can add to the expertise of the faculty.

**Satisfactory performance.** Continued and sustained effort beyond the doctoral dissertation resulting in articles in refereed journals as described above, other quality publications, and good evaluations by external reviewers. Typically, at least five articles in peer-reviewed journals are expected by the tenure and promotion decision, at least



three of which should be in quality journals (e.g., those ranked as B journals or better in the ABDC ranking or similar). The Committee considers progression and continuity of scholarly effort and evidence of the likelihood of future publications. Evidence of this is provided by a significant portfolio of supporting scholarly work, as noted in the first and second level factors above.

**Excellent performance.** Excellence is manifested through a research portfolio that significantly exceeds the satisfactory standards. This might include multiple publications in higher quality journals (e.g., those ranked as A or better in the ABDC ranking or similar), a number of additional publications in quality journals (e.g., those ranked as B or better in the ABDC rankings or similar), and/or significant accomplishments in other factors listed above. Note that an excellent rating typically requires excellent evaluations by external reviewers. The Committee considers progression and continuity of scholarly effort and evidence of the likelihood of future publications. Evidence of this is provided by a significant portfolio of supporting scholarly work, as noted in the first and second level factors above.

## TEACHING

The MBS faculty provides each student with the intellectual foundation for a productive professional career. The Committee evaluates teaching performance to ensure the quality of teaching for optimal student learning.

AACSB Standard 7 Teaching Effectiveness and Impact states: “The school has a systematic, multi-measure assessment process for ensuring quality of teaching and impact on learner success. The school has development activities in place to enhance faculty teaching and ensure that teachers can deliver curriculum that is forward-looking, globally oriented, innovative, and aligned with program competency goals.”<sup>1</sup>

While student input is essential to the improvement process in the evaluation of teaching, additional dimensions beyond the traditional course evaluations are also valuable.

Note: When extraordinary circumstances (e.g., the COVID pandemic) make the widespread use of teaching evaluations challenging or impractical, the MBS Committee will evaluate the additional evidence of teaching to assess level of performance. The expectation is that faculty members will be continuously improving approaches to engage students to enhance learning outcomes.

### **Additional evidence of teaching effectiveness**

Additional evidence of teaching excellence and innovation is sought so that the candidate can demonstrate continuous improvement in teaching. Recognizing that everyone uses a different approach and style in teaching, the categories below are intended as examples and ideas to draw from, but faculty are encouraged to add more as appropriate to their unique teaching style. Faculty should provide course syllabi and evidence of action in the form of a half-page summary of relevant topics, including discussion

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<sup>1</sup> <https://www.aacsb.edu/-/media/aacsb/docs/accreditation/business/standards-and-tables/2020%20aacsb%20business%20accreditation%20standards%20%20exposure%20draft%20no%201%20distributionfinal.ashx?la=en&hash=E9B979E1F216730D3ABA637AA61CDEA29E7BB8CA>

and documentation of closing the loop for continuous improvement. It is not necessary to provide documentation for all topics.

This summary and the additional detailed examples in Appendix 1 are intended to provide ideas but are not exhaustive. Faculty members are encouraged to try strategies that are most appropriate to their class and teaching style. The categories are congruent with the MBS strategic plan.

**Enriched learning experiences.** Faculty are encouraged to provide meaningful evidence and examples of enriched learning experiences that directly link with course learning goals. Enriched learning experiences are broad, but could include activities that encourage critical thinking or evidence of teaching technological agility.

**Connect with communities.** Faculty are encouraged to provide evidence of innovation and student engagement with the MBS and University of Maine Community, alumni, or businesses.

**Adapt approaches to foster excellence and innovation.** Faculty are encouraged to provide evidence of continuous teaching innovation.

**Sustainable progress and curricular enhancements.** Faculty are encouraged to work with other faculty to create meaningful curricular enhancements and provide evidence of application into their classes.

The standards on teaching are applied in their entirety for lecturers as well. As the majority of lecturer responsibilities involve teaching, it is very important to review and provide feedback on their teaching using these standards.

**Satisfactory performance.** The Committee will evaluate the candidate relative to the median and mean scores of similar MBS classes (lower-level, upper-level, or graduate). If the candidate's evaluation scores are at or below the medians and means for the MBS, the Committee will evaluate both the difference and absolute response values. Further, the distribution of responses and student comments may be used to determine whether the candidate's teaching demonstrates satisfactory or not satisfactory teaching performance. Additionally, faculty should demonstrate at least a moderate level of engagement in trying different strategies to improve the classroom learning experience. Faculty provide evidence to demonstrate how these additional activities have increased the effectiveness of their teaching.

**Excellent performance.** In general, if the candidate scores are at or above the MBS median and mean scores of similar MBS classes (lower-level, upper-level, or graduate), the Committee will discuss the option of an excellent evaluation. The Committee will also carefully evaluate student comments for signs of excellence. Additionally, faculty should show significant work in trying different innovative practices, assessing and documenting their effectiveness in the class, and adapting based on the results to show improved student learning. Faculty provide evidence to demonstrate how these additional activities have increased the effectiveness of their teaching.

## SERVICE

As an integral part of the land-grant mission of the University of Maine, the Maine Business School (MBS) faculty have a responsibility to contribute to the life of the college, University, profession, and the economic development of the state. To that end, the following specifies activities are normally expected

of faculty, followed by several categories aligned with our strategic mission. Faculty are expected to engage in service commensurate with rank and aspirations.

Faculty at the MBS are expected to actively participate in the life of the college through:

- Thoughtful engagement in faculty meetings
- Participation and engagement in college-level committees
- Attendance at MBS events such as program-wide guest speakers, advisory board meetings, graduations, accepted student days, etc.
- Filling out annual report and qualification documents in a timely manner
- Participation in the college strategic planning process and AOL assessments

Beyond the criteria identified above, faculty are expected to engage in service both to the University of Maine and to their profession and/or the community. Faculty should also align service activities with the MBS strategic goals.

The primary factor in the evaluation of performance in service is the active, meaningful participation in School and University committee assignments.

Beyond this work, other activities the Committee considers when evaluating service include:

1. **Enriching learning experiences.** To support learning enrichment, faculty are encouraged to obtain specific certifications such that the MBS is able to provide enriched learning experiences for students through certificate programs (i.e., Excel, SAP, Quickbooks, JIT, Bloomberg, etc.).
2. **Connecting with our communities (University of Maine):**
  - a. Serving as a faculty advisor for student organizations
  - b. Leading participation among faculty members for research (e.g., organizing research seminar(s) or discussions within MBS and with other faculty)
  - c. Leading participation among faculty members for information technology (e.g., researching and introducing new classroom technology or training faculty how to use it)
  - d. Leading and participation around AOL activities
  - e. Developing interdisciplinary programs to work with other UMaine colleges
  - f. Conducting professional education programs
3. **Connecting with professional communities**
  - a. Reviewing papers or presentations for a conference
  - b. Serving as a professional association officer
  - c. Serving as an editor for an academic or professional journal
  - d. Organizing an academic conference
  - e. Holding offices or board memberships in a national or regional academic organization
  - f. Chairing a program or a track for professional conferences
  - g. Serving as chair or discussant at professional conferences
  - h. Reviewing textbooks for a publisher
4. **Connecting with the Maine business communities**
  - a. Advising organizations on professional issues
  - b. Management development seminars and consultation on business problems
  - c. Serving on corporate boards or public commissions
  - d. Serving on boards in a professional capacity
  - e. Speaking on professional topics to civic, public, business, or professional organizations
  - f. Professional consulting

- g. Evidence of enhancing the Maine Economy
- h. Business-related publications or appearances in newspapers, magazines, radio, television, or other media outlets
- i. Public service activities that require professional expertise performed as a faculty member as distinct from service rendered in the role of citizen

Lecturers generally have an AACSB faculty qualification of 'instructional practitioner' or 'scholarly practitioner' making service contributions critically important for the maintenance of current skills and accreditation. Thus, evaluations of just-cause faculty emphasize their service contributions, interactions with practitioners, and contributions to the community.

**Satisfactory performance.** Faculty should meet their job expectations as described above. They provide evidence of active participation in committee assignments to the School and the University.

**Excellent performance.** Faculty should meet their job expectations as described above. They provide evidence of active participation in committee assignments to the School and the University. Faculty provide evidence of substantial contribution to at least four of the items listed in # 1 through 4 above.

This document supersedes the Faculty Evaluation Standards of April 9, 2014, and any previous evaluation policy.



## Appendix 1: Additional Teaching Enhancement Measures

What follows are various descriptions of ways one could enhance their teaching that align with our strategic plan. Faculty members are encouraged to provide examples of assignments, student work, videos, and other artifacts representing these broad categories. Faculty are also encouraged to add activities that are not on this list, which we consider a starting point but is not exhaustive.

### I. Enriched learning experiences

Professors are encouraged to provide evidence of enriched learning experiences and/or critical thinking. Please provide examples of how you have provided enriched learning experiences for your class. However, if your way of enriching learning experiences is not listed, please provide a full explanation so it can be evaluated by the Committee. In most cases, it is necessary to provide an explanation of the experience, what the students were required to accomplish, the unit of analysis, and examples of excellent, average, and unacceptable work.

- a. **Meaningful Activities.** Provide a clear explanation of the assignment, case, activity, or project, the grading rubric, and evidence of the feedback provided to students. Please provide the assignment, time to complete, unit of analysis, and evidence of student feedback.
- b. **Student Advising.** Meeting with students outside of the class to assist in a better understanding of the concepts. Please document, in general, the advising process and how this contributed to student learning with student feedback, if available.
- c. **Critical Thinking.** Provide evidence of a required critical thinking activity, problem set, the assignment goal, and the timeframe allotted to complete. Please provide the assignment, time to complete, unit of analysis, and evidence of student feedback.
- d. **Technological Agility.** Provide evidence of how technology enhances learning in your course. Such assignments could be related to, but are not limited to, Microsoft office products, WRDS, Google Suite, Grammarly, classroom clickers, SAP etc. According to AACSB, technological agility includes:
  - Evidence-based decision making that integrates current and emerging technologies, including the application of statistical tools and techniques, data management, data analytics, and information technology throughout the curriculum as appropriate
  - Ethical use and dissemination of data, including privacy and security of data
  - Understanding of the role of technology in society, including behavioral implications of technology in the workplace
  - Demonstration of technology agility and a “learn to learn” mindset, including the ability to rapidly adapt to new technologies
  - Demonstration of higher-order cognitive skills to analyze an unstructured problem, formulate and develop a solution using appropriate technology, and effectively communicate the results to stakeholders”<sup>2</sup>

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<sup>2</sup> <https://www.aacsb.edu/-/media/aacsb/docs/accreditation/business/standards-and-tables/2018-business-standards.ashx?la=en&hash=B9AF18F3FA0DF19B352B605CBCE17959E32445D9>), p. 35.



- e. **Project/research-based classes.** These classes involve consulting projects, working with clients, research, writing, and oral presentations. Provide evidence via the project instructions plus a small sample of student deliverables with feedback to demonstrate the enriched learned experience.
- f. **Integrate certifications into the classroom.** Where appropriate, develop curriculum that can result in a certification such as the Excel Certiport certification, the SAP certification, etc. Provide evidence of the number of students who successfully complete the certification.

II. **Connect with our Communities.** Professors are encouraged to provide evidence of student engagement with the MBS, University of Maine Community, alumni, and/or business communities. While these are not teaching activities per se, they demonstrate involvement with our students and could represent out-of-class teaching, especially in soft skill development like communication, time management, team building, etc.

- a. **Leading Learners.** Please provide evidence of sustained leadership and teaching (one academic year minimum) within MBS and UMaine Clubs. Examples could include AMA or SPIFFY. Please explain the teaching involved and evidence of student learning.
- b. **Professionalism.** Professors are encouraged to provide evidence of teaching and rewarding professionalism in classes. Examples may take a variety of forms like examples of how professors teach and encourage time management skills, classroom engagement, civility, communication, etc. If available, please provide evidence of student learning, feedback, and the potential impact on their business careers.
- c. **Community engagement.** Professors are encouraged to provide evidence of reinforcing student involvement in community engagement activities. These activities could include career fairs, networking events, clubs, attending speaker events, class consulting projects, interactions with business professionals, etc. Please provide the number of students who attended and a brief description of how this was incorporated in class. Evidence should extend beyond numbers of students attending- providing clear documentation of integration of this event into faculty teaching and student learning.

III. **Adapt approaches to foster excellence and innovation.** Faculty are encouraged to provide evidence of innovation in their teaching. Please tie the evidence to enhancing student learning.

- a. **Online classes.** To contribute to the goal of online learning, please provide evidence of online innovation in your classes. This could include examples of innovative videos that you created, innovative online activities or projects, etc., with a clear explanation of how this engages online learners and provides evidence of interaction with online learners.
- b. **Interdisciplinary programs.** Faculty are encouraged to collaborate with other faculty within the MBS (or externally) for teaching purposes. Evidence of such interdisciplinary activity should be clearly articulated and documented. For example, team teaching, bringing external SME's (subject matter experts), or similar could be considered

interdisciplinary. Please provide evidence of the value of different knowledge and perspectives to enhance the student learning experience.

- c. **Technologies.** To be consistent with the AACSB focus on technology agility to improve the learning experience, faculty are encouraged to display evidence of technology innovation. Examples may include evidence of using technologies in the classroom like Excel, SPSS, the LMS (Learning management system, such as BrightSpace) in ways that improve comprehension of learning such as interactive discussion forums, increasing availability of outside engaging content like TED Talk videos, etc.
- d. **Other teaching activities that are innovative.** Faculty are encouraged to provide evidence of continual teaching improvement via innovation in the class. Evidence can be an explanation of teaching style/material/activities/updates in classes, along with a demonstration of how your continued improvements impact learning. For instance:
  - i. Improving exam questions
  - ii. Creating or improving class exercises
  - iii. Helping to close the loop in their class
  - iv. Using your current research in class
  - v. Student participation in a research activity

IV. **Sustainable Progress and Curricular Enhancements.** Faculty are encouraged to work with other faculty to create meaningful curricular enhancements and provide evidence of application into their classes. Such enhancements could be working in a team to assess an AOL goal, attending another faculty member's class to assess oral presentations, working with a team to develop a meaningful AOL assessment, or working with a team to improve a previous assessment. Being on the AOL committee or being a goal leader is not sufficient. Evidence of closing the loop in their class, and the subsequent update of the curriculum as a result of assessment data is necessary.

- a. **Syllabi improvements.** Provide evidence of improvements in the syllabus to respond to student engagement and learning.
- b. **Updating an AOL goal.** Updating an AOL goal is a complete revamping of a goal, how it is assessed and how the information is utilized in our curriculum. The faculty member is encouraged to provide evidence of the beginning and ending state of the goal, as well as how it is incorporated into the curriculum, and how this impacts their teaching.
- c. **Creating a new measure of an AOL goal.** In this case, a faculty member is working with the AOL goal team to improve a goal measure. Faculty must provide evidence of improvement, how the information differs from before, and how it is utilized to enhance the curriculum and their teaching.
- d. **Course/curriculum development.** Working with the University, AACSB, or other external agencies to enhance the curriculum. Faculty are encouraged to seek out conferences, or other learning experiences, to enhance teaching. Faculty should provide evidence of changes to their teaching as a result of the professional development. Faculty are further encouraged to set up informal brown bags for the MBS to teach this information to other faculty.

- e. **CITL evaluations.** Faculty are encouraged to contact CITL for objective assessment of their teaching. This assessment could include determining areas for improvement and documentation of closing the loop to improve these weak areas.
- f. **Integrating new research into the classroom.**
- g. **Other professional development workshops.** Faculty are encouraged to attend teaching workshops and provide an information session back to the faculty as a whole. Example: A faculty attends a workshop on the new LMS, then provides a learning session (brown bag) for the MBS faculty to convey what they learned at the workshop.





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## PROMOTION, TENURE, & REAPPOINTMENT GUIDELINES

*(Last Updated 09.01.2021)*

The Board of Trustees considers tenure nominations each year at their March meeting. It is understood that all faculty nominations for tenure and promotion will be made in accord with Board of Trustees policy guidelines and that the internal tenure procedures of each institution are in accord with the provisions outlined in the collective bargaining agreement. The letter of transmittal, covering all materials and information relating to the tenure nominations, are sent to the Chancellor's office. The Promotion and Tenure documents can be found electronically at

<https://www.maine.edu/students/office-of-the-vice-chancellor-of-academic-affairs/tenure-promotion/>.

Faculty will use these templates for all tenure, promotion, and reappointment actions. **You MUST follow the Board of Trustees template as provided and should not make any alterations to the template including headers, footers, fonts, colors, or headings.**

### Promotion & Tenure Guidelines:

Article 9 of the AFUM Contract establishes how the promotion and tenure process works. Faculty should follow the timetable and administrative guidelines on the UMaine HR website

(<https://umaine.edu/hr/promotion-tenure-timetable/>) when processing their application for promotion and/or tenure. Faculty must notify the Dean of their intention to apply for promotion by September 15th prior to their sixth year of service or for consideration for promotion. Those with prior credit who intend to use it should notify the Dean using the same process by September 15th as well.

Faculty should follow the process on the UMaine HR website and the UMS System/Board of Trustees website to successfully complete their application for promotion and tenure. They should adhere to the Faculty Evaluation Standards as agreed to by the MBS Faculty on April 9, 2014. A link to those standards can be found at <https://umaine.edu/provost/departamental-evaluation-criteria/>.

### Reappointment Guidelines:

Any faculty member who is not seeking promotion and/or tenure, or is on a post-tenure review cycle, shall complete the annual reappointment process. Article 7 of the AFUM Contract establishes how the reappointment or non-reappointment process works. Faculty should follow the timetable and guidelines for reappointment actions on the UMaine HR website (<https://umaine.edu/hr/reappointment-non-reappointment-guidelines-2/>) when processing their application for reappointment.

Non-tenure track faculty (including all Lecturers who have less than six years of service) will fall under the first-year reappointment cycle until they have obtained at least six years of service as part of an ongoing appointment.

Faculty should follow the process on the UMaine HR website and the UMS System/Board of Trustees website to successfully complete their application for promotion and tenure. They should adhere to the Faculty Evaluation Standards as agreed to by the MBS Faculty on April 9, 2014. A link to those standards can be found at <https://umaine.edu/provost/departmental-evaluation-criteria/>.

#### **Quick Links & Resources for Promotion, Tenure, & Reappointment:**

- For Reappointment & Non-Reappointment (*use the tenure application form as well*)
  - [Departmental Evaluation Criteria](#)
  - [Guidelines for Reappointment/Non-Reappointment](#)
  - [Timetable for Reappointment Actions](#)
  - [Tenure Application 2021 \(Word Document\)](#)
  - [Tenure Application Process \(PDF\)](#)
  - [Sample Presentation for Student Evaluations \(PDF\)](#)
- For Promotion & Tenure (*use tenure application form – DO NOT CHANGE FORMATTING*)
  - [Departmental Evaluation Criteria](#)
  - [Guidelines and Timetable](#)
  - [Application Process and Form](#)
  - [Tenure Application 2021 \(Word Document\)](#)
  - [Tenure Application Process \(PDF\)](#)
  - [Sample New Tenure Bio Format \(Word Document\)](#)
  - [Guidelines for Tenure and Promotion Review Letters \(PDF\)](#)
  - [Sample Presentation for Student Evaluations \(PDF\)](#)
  - [Sample Tenure and Promotion Timetable \(PDF\)](#)
- For Post-Tenure Review (*follow guidelines in MBS Faculty Evaluation Standards*)
  - [Departmental Evaluation Criteria](#)
  - [Post-Tenure Review Process](#)

#### **Quick Links to Other HR Forms & Resources:**

- [Alternatives to Teaching](#)
- [Emeritus Recommendation](#)
- [Partial Phased Retirement](#)
- [Request for Authorization for Additional Teaching](#)
- [Request for Retirement Contribution](#)
- [Sabbatical/Leave of Absence Request](#)
- [Stopping the Tenure Clock: Exceptional Life Circumstances](#)
- [Stopping the Tenure Clock: Notification of Childbirth, Childrearing, or Adoption](#)
- [Summary of Courses Taught](#)





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## FACULTY RESOURCES & SUPPORT

*(Last Updated 09.01.2021)*

The Maine Business School offers many resource materials and support for our faculty.

### TRAVEL:

MBS faculty are supported by travel to research conferences, academic workshops, and other in-state, out-of-state, or international trips. All MBS faculty may request a university travel card and Concur account that will enable them to purchase airfare, hotels, and other expenses related to travel.

**To make a travel request**, faculty members should request in writing to the Executive Dean of the Maine Business School with the conference name, dates, location, and a rough breakdown of the major costs (registration fees, transportation, lodging, and meals).

For Fall 2021, there have been major updates to the UMS Travel policies because of COVID-19. Please read the following information carefully and reach out to Corey Watson ([corey.watson@maine.edu](mailto:corey.watson@maine.edu)) with any questions or concerns.

- Most restrictions have been removed on Domestic Travel. International Travel is still not allowed with university funds. Please review the UMS site [here](#) for more information.
- You must have permission from Executive Dean Faye Gilbert to travel using University funds. Please copy Corey Watson on the request to her for the approval.
- The daily limit is \$2,500 and the monthly limit is \$5,000. If you need anything above that, you'll need to work with Corey Watson to request an increase.
- The daily travel meal allowance is now \$50, up from \$46. Per diem is no longer allowed - all meal expenses must be \*actual\* and receipts are required.
- **IMPORTANT:** All air travel reservations must be made using the University's Concur platform or using the services of Corporate Travel Planners (CTP), effective July 1, 2021. Travel reservations can be made by either using the Concur Booking Tool (\$5 fee) or for more complex reservations, by calling a CTP designated agent at 1-800 223-1308 (\$25 fee). The Maine Business School cannot reimburse you for air travel booked elsewhere. This is a UMS systemwide policy and is not negotiable.
- To submit receipts for reimbursement, please work with Jennifer Larlee ([jennifer.larlee@maine.edu](mailto:jennifer.larlee@maine.edu)) for Concur assistance.

## RESEARCH:

MBS faculty are supported in their research through competitive research awards as salary and non-taxable research expenses accounts. A Request for Proposals goes out in the spring semester for the summer. These awards are for a deliverable of a research project with literature review and methodology planned and partially implemented by the end of the fall semester. The awards may also be requested to cover the cost of methodology for a project where the literature review is well developed or other costs (e.g. software or equipment) needed to conduct research. Awards are competitively awarded and available to any full-time faculty member in the MBS. Preference may be provided to those not already receiving awards.

Aside from the RFP for summer research support, faculty members may request research assistance in writing to the Executive Dean of the Maine Business School. When requesting research assistance, please indicate what the research project is for, what deliverables will be produced from the research, how much funding is needed and the purpose of the funding (i.e., software, student research assistance, supplies and materials, etc.), and any other helpful information. Awards will be made based on available funding.

## ONLINE COURSE DEVELOPMENT:

MBS faculty are supported in their development of online courses through awards to convert an existing class to an online or hybrid format and/or to infuse an existing class with online or hybrid elements to complement the face-to-face delivery format(s).

In addition, the Center for Innovation in Teaching & Learning (CITL) offer tremendous resources to MBS faculty to develop online and/or hybrid courses. That includes learning design studios staffed with instructional designers and outfitted with video and audio production facilities. They also have resources for developing animations, graphics, and for experimenting with new technologies.

CITL currently develops and delivers a series of workshops, programs and trainings for faculty and graduate students. Our focus is in areas relating to research and innovation in teaching and learning, including the use of new technologies in support of teaching.

In collaboration with the UMaine Library, CITL supports faculty and academic departments wishing to replace expensive textbooks with free or open-source alternatives. CITL also created and maintains a Hacker Space in the Memorial Union for students and faculty to explore new technologies in areas ranging from the Internet of Things, robotics, drones, and 3D printing, among others. Visit CITL's website at [umaine.edu/citl](http://umaine.edu/citl).

## TECHNOLOGY:

MBS faculty have a wealth of technology at their disposal. In addition to providing them with a personal desktop or laptop, they are provided with networked and wireless printing for their faculty office.

MBS faculty also have access to several software platforms that exist to support teaching and research within the college.

These include:

- WRDS (including Compustat & CRSP)
- Certiport/GMetrix/LearnKey (for Excel Certification)
- SAP
- Bloomberg
- Grammarly
- Tableau
- CATME

For access to any of the above platforms, please email [corey.watson@maine.edu](mailto:corey.watson@maine.edu) for assistance.

In addition, all MBS faculty have access to University-wide software packages which can be located at <https://umaine.edu/it/software/>. Some of these may be downloaded by you on your University or Personal devices, while others may require IT approval and installation.

For non-University licenses, MBS faculty can request funding or support for those on their University-provided devices by sending a request to Corey Watson ([corey.watson@maine.edu](mailto:corey.watson@maine.edu)). All non-University software must be approved by UMS IT prior to purchase or installation.

#### TEACHING SUPPORT:

MBS faculty have a few resources at their disposal for teaching support. We have a dedicated Administrative Specialist who is available to help faculty with their copying and exam preparation needs conveniently located on the third floor (DPC 326). We maintain a fully stocked supply room and a copier for all faculty to use in the Mail Room (DPC 320).

MBS also has several Graduate Assistants (GAs) that provide teaching and/or research support to our Tenure Track faculty up to a predetermined number of hours each week. They are also available to help proctor exams in some cases for faculty that need assistance.

#### FOGLER LIBRARY RESOURCES:

MBS faculty also have access to an array of business research databases and other information through Fogler Library. Those can be reviewed from the LibGuide: <https://libguides.library.umaine.edu/business-databases>.

Fogler Library is able to provide research assistance to your courses, either in your classroom or in one of the library classrooms. To schedule a time or for other library resources, please email our Business Reference Librarian **John Hutchinson** at [john.hutchinson@maine.edu](mailto:john.hutchinson@maine.edu).





Maine Business School • Graduate School of Business



## MAINE BUSINESS SCHOOL BYLAWS

*(Approved by the MBS Faculty on May 5, 2017)*

University of Maine Maine

Business School

### BYLAWS

Approved by the Faculty on May 5, 2017

**Mission: Our mission is to engage students and professionals in academic adventures focused on evolving business practices and to advance knowledge through scholarship as we connect with our communities.**

#### *I. PURPOSE*

These Bylaws define the major dimensions of how the Maine Business School (MBS) functions.

These bylaws are designed to supplement existing governing documents and policies at the University of Maine, including but not limited to The University of Maine's charter, faculty shared governance policies, faculty Senate bylaws, University committees on Academic Affairs, UM collective bargaining agreements and all other applicable policies and state laws. Any conflict between this document and such other faculty governing agreements is unintentional and will be addressed by the MBS faculty as such conflict becomes apparent.

#### *II. AUTHORITY*

The faculty shall be the policy-making body of the School with respect to curriculum. The faculty, in consultation with the MBS administration, shall be the policy-making body of the School with respect to academic policies and practices, faculty evaluation, and other issues pertinent to faculty governance.

#### *III. MEMBERSHIP*

Constitution of the faculty of the Maine Business School includes all professors, associate professors, assistant professors, lecturers, including the Dean and Associate Dean, if they have a

faculty appointment, appointed to the School and shall hereafter be designated "regular members."

The administration of the MBS is made up of the Dean, the Associate Dean and the Director of the MBA program.

The Dean is the chief administrator of the Maine Business School. The authority of the Dean is exercised with the assistance of the School faculty. The Dean is responsible for administrative (e.g. course assignment), educational, personnel, budgetary, development, outreach, and student affairs of the School subject to University and School policy.

- The Dean shall enforce the spirit and provisions of these bylaws.
- The Dean's conduct of the office shall be consistent with the spirit and letter of the University of Maine agreement on shared governance (2009), the University of Maine System statement on shared governance (2007), and the AFUM contract.
- The Dean shall recommend appointments to the administrative positions of Associate and Assistant Deans subject to approval of the provost of the University of Maine. Each appointment shall be for three years, renewable at the option of the Dean and the appointee. The Dean shall be authorized to make such ad hoc, interim administrative appointments required by School needs. An Associate Dean shall be the temporary Acting Dean in the absence of the Dean.

The Associate Dean serves to represent the School and ensure effective functioning of the school. The Associate Dean is primarily responsible for supervising and providing direction for the MBS as it relates to undergraduate student services, recruiting and retention, and course scheduling. The Associate Dean coordinates with the director of the graduate program and reports to the Dean.

Director of the Graduate Program of the School serves to represent the School in areas related to the graduate programs of MBS. The Director is responsible for providing direction for and supervising graduate studies, including recruitment and retention. The Director coordinates with the Associate Dean of the school and reports to the Dean.

#### Selection of Dean

- Selection of the Dean shall be in conformance with University guidelines that apply to selection of all deans. It is the philosophy of the School, however, that faculty and staff will play an important role in this process and that the final choice will be acceptable to at least a majority of the School faculty providing input.
- It is the intent of this document that for each candidate who is interviewed for the position of Dean, the Provost and Vice President for Academic Affairs will solicit candid and confidential input from the faculty and staff of the School. The input, through a process overseen by the Tenure and Reappointment Committee, should take the form of a confidential inquiry directed to each full-time faculty and staff member regarding each candidate, asking 1) whether the candidate is acceptable or unacceptable for the job of Dean and 2) an assessment of the candidate's strengths and weaknesses for the job of Dean. The results of the inquiry shall be forwarded to the Provost for use in determining each candidate's suitability for the job.



## ***IV. . MEETINGS***

Meetings of the School faculty shall be held regularly to make or revise policies and practices governing the academic affairs of the School. A faculty meeting may be called by the dean or by petition of 25% of the faculty.

Reasonable means should be employed to notify all members of the faculty of the time, place, and subject matter of the meeting at least 7 days in advance of said meeting.

Policy matters may not be voted upon during the regular meeting in which they are introduced, unless they have appeared in the pre-distributed agenda of that meeting.

### ***IV.1. . RULES OF ORDER***

Except as explicitly noted in these bylaws, the proceedings of the faculty shall be guided by the latest edition of *Robert's Rules of Order*. If any dispute as to procedure arises, Robert's Rules will be employed to settle the procedural issue.

### ***IV.2. QUORUM***

A faculty meeting shall have quorum when more than 50% of the regular members are present.

### ***IV.3. VOTING***

1. All academic policy or changes to MBS curriculum must be approved by the majority of the attending regular members eligible to vote on the matter.

2. Voting privileges are extended to all regular members, subject to the limitations listed below and subject to University regulations or by provisions in this charter.

Specifically, the MBS recognizes that:

- Full voting privileges are extended to all members of the faculty including tenured or tenure-track, including the Dean, Associate Dean and faculty on leave from the University if they are tenured or on tenure track.
- Individuals designated as visiting professors, and emeriti faculty are ineligible to vote .
- Faculty with appointments as full-time lecturers shall have voting privileges under this charter with the following exceptions: lecturers shall not be entitled to vote in decisions related to the policies and procedures applicable only to tenured and tenure-track faculty
- Faculty who vote on any graduate curriculum or policy matters (courses and programs) must be members of the graduate faculty.

#### ***IV.4. ORDER OF BUSINESS***

The regular faculty meetings will normally follow this agenda unless the faculty chose to waive this format in favor of another at any given meeting.

Call to Order  
Approval of minutes of the previous meeting.  
Approval of the agenda.  
Reports of the Dean, Associate Dean, and MBA Director.  
MBS Committee reports  
University Committee reports  
Old business.  
New business.  
Adjourn

Every effort should be made by those giving reports to have such reports distributed to faculty at least 48 hours in advance of the meeting.

#### ***IV.5. OFFICERS***

The dean shall be the presiding officer at meetings of the faculty, or in his or her absence, the associate dean.

#### ***IV.6. . AGENDA***

At least 5 days prior to any regular or special meeting of the faculty, the dean shall distribute an agenda for the meeting to each faculty member of the School. Faculty members wishing to place an item on the agenda shall submit it to the dean's office at least seven days in advance of the meeting. The agenda shall contain the full text of any policy changes to be voted on at the meeting.

### ***V. STANDING COMMITTEES***

The dean is responsible for the appointment of faculty members and/or staff to serve on committees. Reasonable efforts will be made to balance membership between functional areas, rank and other relevant factors specific to the charges of the committees.

The dean and the committee chair, based on a review to the strategic plan and other factors, will meet at the beginning of the academic year to identify a charge for the committee for the year. At the end of each year, each committee chair will provide a written report for the dean and faculty.

## **EXECUTIVE COMMITTEE**

The Executive Committee is an advisory committee to the Dean. Among the Committee's major tasks is the management of the strategic planning process for the School. It develops a draft of the strategic plan, which then is approved by the full faculty. The Committee develops metrics, monitors progress on outcomes, and proposes changes and updates to the plan as necessary. The Committee works with the School administration to ensure that processes and procedures are in place to enable the Business School to achieve its mission, continue to meet AACSB accreditation standards, and deliver high-quality undergraduate and graduate programs.

The Executive Committee is comprised of the Dean, the Associate Dean, the Chairs of the Undergraduate and Graduate Curriculum and Learning Committees, and up to three other members of the faculty and staff, appointed by the Dean, and chosen to represent the major constituencies in the Business School.

## **TENURE AND REAPPOINTMENT COMMITTEE**

The primary responsibility of this Committee is to evaluate the individual contributions of faculty members to the teaching, research, and public service missions of the School. The Committee writes and updates faculty evaluation criteria in accordance with the mission of the Maine Business School and the University of Maine. The Committee conducts a formal, periodic review for the purposes of evaluation, reappointment, promotion, and tenure decisions to ensure results consistent with the missions of the MBS and University of Maine. The Committee also reviews and judges the appropriateness of sabbatical requests.

All tenured faculty members are members of this Committee with full voting rights, except that only the full professors of this committee shall vote on matters related to the recommendation of faculty for post-tenure review merit increases and promotion of faculty to full professor.

## **UNDERGRADUATE CURRICULUM AND LEARNING COMMITTEE**

The curriculum is central to the development of the undergraduate degree program. The undergraduate curriculum combines basic study of core business disciplines with general education. In addition, every student majors in one or more of the core disciplines. The task of the Undergraduate Curriculum and Learning Committee is to assess and continuously improve the undergraduate curriculum. The Committee has an oversight role for faculty-generated and discipline-specific modifications and changes to the curriculum.

The Committee ensures that the undergraduate curriculum reflects the mission of the Maine Business School and complies with University requirements and AACSB standards. The Committee ensures that the MBS has a well-documented and systematic process for determining and revising degree program learning goals. It establishes an assessment timetable for all goals and appoints goal team leaders who conduct assessments. On the basis of the assessment data, the Committee proposes curricular changes. In addition, the Committee devises a formal process for planning, evaluating, and revising the undergraduate curriculum, and engages relevant

stakeholders on an annual basis in an assessment of the opportunities for curricular innovation based on trends in the general business environment.

## **GRADUATE CURRICULUM AND LEARNING COMMITTEE**

The Graduate Curriculum and Learning Committee ensures that the University of Maine Business School graduate program supports the School's mission and reflects changes in the needs of students and employers. The Committee devises a formal process for planning, evaluating, and revising the graduate curriculum, and engages relevant stakeholders on an annual basis in an assessment of the opportunities for curricular innovation based on trends in the general business environment.

The Committee ensures that the MBS has a well-documented and systematic process for determining, revising, and assessing degree program learning goals. The Committee is ultimately responsible for the assessment of graduate program goals, for assuring that the assessment data is analyzed, and for implementing continuous improvement changes approved by the faculty. The Committee is responsible for reviewing admission policies for the graduate programs of the Maine Business School and recommending any needed changes to the faculty, as well as approving any exceptions to the standards to yield results consistent with the objective of producing high-quality graduates.

## **ASSURANCES OF LEARNING COORDINATING COMMITTEE (ALCOM)**

The Assurances of Learning Coordinating Committee is a working group of those members of UCLC and GCLC with specific responsibilities in assessment and closing the loop as well as the goal leaders. It coordinates various aspects of the assurances of learning process across curricula and serves as a repository of knowledge on assessment and closing the loop. The committee also works to monitor the efforts each discipline makes to assess their curriculum when they meet biennially.

## **STUDENT AFFAIRS AND ALUMNI RELATIONS COMMITTEE**

The Student Affairs and Alumni Relations Committee is dedicated to the professional growth and development of its students and aims to make sure they are prepared for a competitive workforce through academic and experiential learning experiences and through establishing and nurturing connections with alumni, faculty, the Career Center and the business community. The committee seeks to establish a culture of engagement, responsibility and giving by creating meaningful experiences so students become lifelong learners who stay engaged with the MBS community as they develop in their careers and their lives.

## **TECHNOLOGY COMMITTEE**

The task of the Technology Committee is to oversee the productive use of technology throughout the Maine Business School, specifically, in the classrooms, the computer lab, and the faculty/staff offices. As such, the Committee will monitor the use and requirements of technology by students in their coursework, by faculty in their course development and

instructional innovation, by faculty in their research endeavors, and by staff in their support work. In addition, the Committee will monitor state-of-the-art technologies and evaluate their applicability to the Maine Business School and establish and update technology goals for the school, including the planned upgrading and replacement of hardware and software in the labs and offices.

### **CBA HONORS COMMITTEE**

The function of the Honors Committee is to facilitate student and faculty participation in the Honors Program and to act as a liaison with the UMaine Honors Program. The Committee promotes the program among qualified and interested Business students and aids in recruitment of Maine Business School faculty to teach in the UMaine Honors Program.

### **AD HOC COMMITTEES**

The Dean, in consultation with the Executive Committee, may appoint ad hoc committees as seem necessary. In each instance, the creation of an ad hoc committee shall be announced in the faculty meeting with an explanation of the functions and responsibilities of the committee, and its membership. Each ad hoc committee shall expire at the end of the academic year in which it was created unless an earlier expiration date is stated in the announcement of its creation.

## ***VI. AMENDMENT OF THESE BY-LAWS***

These by-laws may be amended at any regular or specially called meeting of the faculty, providing that the faculty shall have been notified of the proposed amendment at the regular meeting of the school immediately preceding the meeting at which the amendment is to be considered for adoption. A two-thirds majority of all members present and voting must agree to amend these bylaws. The text of the amendment shall be included with the agenda of the meeting of the college at which consideration is to occur.

The School shall formally consider the question of by-law review at intervals no greater than five years. At any time within such intervals the faculty may appoint an ad hoc by-law review committee, which shall make a report on the question to the faculty before the expiration of the academic year in which it was appointed.

Policies of the School are developed and implemented by the faculty and administrators of the School that supplement and extend these by-laws and allow for the effective operation of the school. These continuing policy decisions must be deemed by the faculty not to constitute a change in the by-laws. The Dean shall be responsible for keeping a current compilation of the policies.

*Approved by Executive Vice President for Academic Affairs and Provost Jeffrey E. Hecker, 10/19/17.*

# MAINE BUSINESS SCHOOL SERVICE ASSIGNMENTS

(Last Updated 09.02.2021)

## **Standing Committees**

### **Executive Cmte**

Faye Gilbert

Henri Akono  
Jason Bolton  
Jason Harkins  
Nory Jones  
Sebastian Lobe  
Dmitri Markovitch  
Susan Myrden  
Norm O'Reilly  
Corey Watson

### **AoL Cmte**

Tanya Beaulieu

Faye Gilbert  
Jason Harkins  
Jen Larlee  
Buffie McCue-Quinn  
Grant Miles  
Stephen Jurich  
Tingting Ye  
Jennifer Healy

### **GSB Working Cmte**

Norm O'Reilly

Faye Gilbert  
Joanne Williams  
Jason Harkins  
Jamie Ballinger  
Jane Kuenz

### **GSB Curriculum Cmte**

Jie Li (USM)

Sebastian Lobe (UM)

Norm O'Reilly  
Jamie Ballinger  
Lizao Zheng (UM)  
Angie Zheng (UM)  
Rozhin Yousefvand-  
Mansouri (USM)  
Jeff DiBartolomeo  
(USM)

### **GSB Steering Cmte**

Norm O'Reilly

Jamie Ballinger

Jason Harkins  
Jane Kuenz  
Patti Miles (UM)  
Tim Lu (UM)  
Ivan Manev (UM)  
Bert Smoluk (USM)  
Richard Arend (USM)  
Bob Heiser (USM)

### **SAAR Cmte**

Melanie Brooks

Taylor Ashley  
Wanda Crosby  
Jody Loper  
Jackie Leonard  
Jenny Scott

### **Tech Cmte**

Corey Watson

Dave Barrett  
Tanya Beaulieu  
Nadege Levallet  
Jun Lou  
Ricky Mullins  
Billy Obenauer  
Rusty Stough

### **T&R Cmte**

Ivan Manev

Pank Agrawal  
Henri Akono  
Matt Graham  
Nory Jones  
Sebastian Lobe  
Dmitri Markovitch  
Grant Miles  
Patti Miles  
Susan Myrden  
Stephanie Welcomer

### **UGRD Curriculum Cmte**

Susan Myrden

Rick Mullins  
Cindy D'Angelo  
Muralee Das  
Matt Graham  
Jason Harkins

Stephen Jurich  
Stephanie Welcomer  
Matthew Hodgkin

## **Ad Hoc Committees**

### **Mentorship Group (Ad Hoc)**

Henri Akono  
Jason Bolton  
Nory Jones  
Sebastian Lobe  
Dmitri Markovitch

### **DEI Cmte (Ad Hoc)**

Matt Graham

Taylor Ashley  
Dave Barrett  
Martha Broderick  
Erin Carter  
Cynthia Tollerson  
Tingting Ye  
Manuel  
Woersdoerfer

### **GSB AoL Cmte (Ad Hoc)**

Norm O'Reilly

Pank Agrawal (UM)  
Faye Gilbert  
Cynthia Tollerson  
(UM)  
(USM)  
(USM)

### **PAC Cmte**

Faye Gilbert

Pank Agrawal  
Henri Akono  
Dave Barrett  
Jason Bolton  
Martha Broderick  
Matt Graham  
Jason Harkins  
Nory Jones  
Sebastian Lobe  
Ivan Manev  
Dmitri Markovitch

Grant Miles  
Patti Miles  
Susan Myrden  
Norm O'Reilly  
Corey Watson  
Stephanie Welcomer

## **Additional MBS Service**

### **Area Coordinators**

Henri Akono  
Jason Bolton  
Nory Jones  
Sebastian Lobe  
Dmitri Markovitch

### **Student Org Advisors**

Dave Barrett (IMA)  
Erin Carter (WIB)  
Faye Gilbert (BGS)  
Nory Jones (MBS  
Corps, WIB,  
UndiscoveredME)  
Sebastian Lobe  
(SPIFFY)  
Rusty Stough (AMA)  
Stefano Tijerina  
(Honors)

### **Faculty Senators**

Henri Akono  
Dave Barrett  
Ivan Manev  
Dmitri Markovitch

### **Chair**



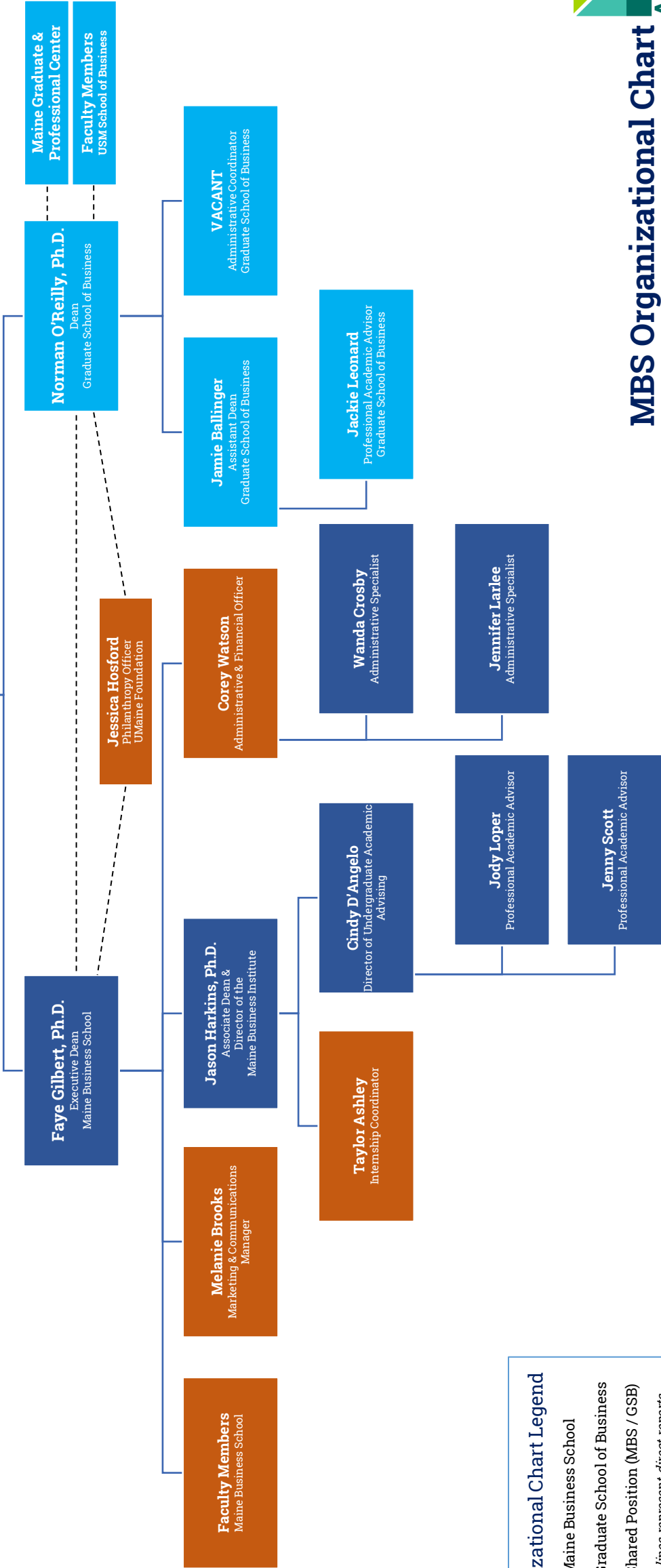




Maine Business School • Graduate School of Business

**Joan Ferrini-Mundy, Ph.D.**  
President of University of Maine  
and University of Maine at Machias

**John Volin, Ph.D.**  
Executive Vice President for  
Academic Affairs and Provost



Organizational Chart Legend

Maine Business School

Graduate School of Business

Shared Position (MBS / GSB)

Solid lines represent direct reports.

Dotted lines represent collaborations.