

FACULTY EVALUATION STANDARDS

Maine Business School

University of Maine

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

revised April 22, 2021

Approved by Executive Vice President for Academic Affairs and Provost on September 3, 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.”¹

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 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

¹ <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>

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”²

² <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.