

# **PERFORMANCE EXPECTATIONS**

## **A REPORT**

**of the**

## **ACADEMIC STANDARDS COMMITTEE**

Members:

Henry Amoroso  
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Approved by a vote of 6-0 by the Academic Standards Committee on December 6, 1993.

Approved, as amended, by a vote of 24-3 (with 7 abstentions) of the Faculty on May 6, 1994.

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## SECTION 1

### OVERVIEW

The purpose of this report is to provide the recommendations of the Academic Standards Committee (ASC) on the **Performance Expectations of Tenured and Probationary Faculty of the W. Paul Stillman School of Business**. The Committee recommends that, in some categories of expectations, performance expectations of tenured and probationary faculty be identical. In other cases, expectations differ given the leadership roles the former are to assume at Seton Hall University and the larger academic community.

The remainder of this report is organized into seven sections. In the next section, Background, we discuss how the Academic Standards Committee was charged with this project. In Section 3, we put forth the Committee's Operating Considerations. These considerations guided our subsequent efforts. In Sections 4, 5 and 6, respectively, we provide the performance expectations for faculty in the areas of Teaching, Intellectual Contribution, and Service. In Section 7, additional expectations for faculty are provided. We close with Section 8, which gives some interpretative questions and answers of our work. This will give our colleagues a comprehensive view of the discussions that took place as our Committee completed its work.

## SECTION 2

### BACKGROUND

On June 21, 1993, Acting Dean Nicholas J. Beutell requested that the Executive Board of FASB be charged with clarifying **performance expectations** for tenured and probationary faculty (see Attachment #1, letter dated 6/21/93, at the end of this document). FASBEB delegated this responsibility to the Academic Standards Committee; this Committee received this delegated responsibility on 6/21/93 (see Attachment #2, ASC minutes dated 6/21/93, at the end of this document).

In order to meet this charge, ASC members organized themselves into two subcommittees. Joan Coll, Richard Hunter, and Cecilia Wagner developed expectations for tenured faculty members. Henry Amoroso, Karen Boroff, Dennis Raihall, and Shashi Shah developed those for the untenured faculty members. These two subcommittees met at various times in July, August, September and October.

A draft of this document was circulated to the Committee on November 19, 1993. The Committee modified the draft and approved it on December 6, 1993.

## SECTION 3

### OPERATING CONSIDERATIONS

Five major considerations guided the work of the Committee. The first one addressed the differences in tenured and probationary faculty and the second focussed on how these expectations will be used. The third major philosophy addressed how it will be determined whether these expectations are being met and/or exceeded. The fourth one centered on the applicability of the Faculty Guide to these expectations. The final one addressed the approval process of this work of the Committee. Each of these is discussed below.

#### 1. Differences in Tenured and Probationary Faculty.

##### A. Tenured Faculty.

A faculty member who has achieved tenure and who holds the rank of Associate or Full Professor has a special and unique role to play in the academic environment of the W. Paul Stillman School of Business. Such a person must simultaneously act as mentor and role model, confidant and colleague, and must, in addition, take care to meet the real responsibilities and challenges of personal development in teaching, intellectual contributions, and service.

It is recognized that the contributions of our senior faculty will be different both in kind and character from those of probationary faculty. Nonetheless, in so stating, the contributions of senior faculty, because they will represent breadth, wisdom and a unique institutional memory, are vital to the continued success of the School of Business and the University as a whole.

So, the expectations of tenured faculty are "painted," albeit in broad brush strokes. These expectations are ones which will be ordinarily observed by all tenured faculty. In the main, however, the details of expectations must be filled in only through thoughtful contemplation by the individual faculty member in connection with a meaningful and realistic Faculty Development Plan and in conversations with the Dean's office, colleagues and the department chair.

##### B. Probationary Faculty.

Given that the University has not made a long-lasting commitment to a probationary faculty member, the performance

expectations of probationary faculty differ. As a result, in designing the expectations for this subset of faculty members, the Committee decided to specify only minimum performance expectations for probationary faculty. Assuming the continued need for the respective faculty line and the meeting of University policies by the probationary faculty member, meeting these minimum expectations would generally translate into contract renewal for a probationary faculty member. Meeting minimum expectations, however, may not convert into a positive decision on one's rank or tenure application. ASC pointedly wishes to underscore that its work here is in no way intended to constrain or affect the work of the Rank and Tenure Committees of the School of Business and the University. The standards used by those Committees for their evaluations are beyond the scope of the ASC's charge. The Faculty Development Plans submitted by probationary faculty to their chairs and the Dean should help provide the basis for distinguishing between minimum performance and performance beyond minimum expectations.

In comparing the differences in the two sets of expectations, one can conclude that the performance expectations specified for tenured faculty are more than "minimum" ones. They reflect, besides excellence in teaching and intellectual contributions, involvement in University and collegiate affairs commensurate with the highest level of commitment the University has made with respect to the faculty's employment with the University. The expectations for probationary faculty focus on minimally acceptable level of performance. In both cases, though, the submission of an annual Faculty Development Plan by a faculty member to his or her chair and the Dean is considered a performance expectation.

## 2. How these expectations will be used.

It is the intent of the Academic Standards Committee that the expectations articulated here will serve to guide faculty performance. The allocation of scarce resources, including but not limited to release time, course scheduling, graduate and teaching assistance support, travel allowances, contract renewals (where applicable), and compensation, will be made on the degree to which expectations are met and/or exceeded.

## 3. How it will be determined whether expectations are met and/or exceeded.

The responsibility to evaluate faculty members rests with the faculty, the chairs of the respective departments, and the

Dean. Furthermore, rank and tenure decisions rest with the School of Business and University Rank and Tenure committees, and designated University administrators. The expectations put forth here are not intended in any way whatsoever to change this structure.

4. How these expectations are affected by the Faculty Guide.

In no case is anything in these expectations intended to supersede matters covered in the Faculty Guide. Without a doubt, matters raised here may provide useful discussion on aspects of the Guide that may need to be re-examined. Even so, the expectations here, where they are also treated in the Guide, cannot and, hopefully do not, conflict with the Guide.

5. How this report will be reviewed for approval.

From the outset, it has always been and continues to be the intention of the Academic Standards Committee to develop a report which would be reviewed by the entire faculty and subsequently put before it for consideration and approval.

## SECTION 4

### TEACHING

Teaching is the prime focus of our endeavors at Seton Hall University. Thus, the obligation for all faculty members, regardless of rank and tenure at the University, is to provide excellence in teaching, ultimately to foster excellence in student learning. All faculty members bear a special responsibility to our students for continued academic and professional competence and excellence. These responsibilities are:

- . to meet all classes as scheduled; to provide reasonable notice, to students and administration alike, of postponed and cancelled classes; to provide reasonable choices for classes to be "made-up" when such are postponed.
- . to distribute course syllabi according to the standards articulated in the Faculty Guide and A Guide to University Life. These respectively state:

***At the beginning of each course, the faculty member shall establish clear course objectives and explain the evaluative techniques and standards to be used. Each enrolled student shall be provided with a course outline or syllabus. Copies of the syllabus shall be given to the department chairperson within one week of the start of the course.***

and

***Students shall receive a written syllabus which clarifies course objectives, details course requirements, text books used and methods of evaluations for each course in which they are enrolled.***

- . to keep office hours and make themselves available to students on a "by appointment" basis.
- . to provide tangible evidence of their innovativeness and continuous improvement in the classroom.
- . to provide tangible evidence of their currency on knowledge in their respective disciplines.
- . to establish standards for returning students' work.
- . to administer final examinations during the University

examination period.

- . to be attired in an appropriate professional manner and conduct themselves at all times in a dignified and professional manner.

- . to show respect for students in their diversity and unique individual talents.

- . to be expert and interested in advising students on coursework and career interests.

## SECTION 5

### INTELLECTUAL CONTRIBUTIONS

The lifeblood of business education is both applied (including pedagogical) and theoretical research which add relevancy and breadth to our teaching mission. Accordingly, while continued intellectual contribution remains a focus of the output of tenured as well as probationary faculty members, the expectations can be distinguished.

#### 1. Tenured Faculty Members.

Tenured faculty, in their dual roles as masters and mentors, must especially remain engaged as "active" researchers and learners. The awarding of tenure or the attaining of the rank of full professor does not signal the end of the research mission of a member of our faculty. Instead, the status implies a renewed commitment to advancing the knowledge of the academy or of the business school at large, as well as a recognition that senior faculty may provide valuable insights into the important areas of pedagogy and teaching innovation. In light of the necessity for renewal and continued involvement in the area of intellectual contribution, a senior faculty member is expected:

- . to continue to publish on a regular basis in journals, professional publications, and the like, of high quality, generally those which each department considers to be generally recognized in the discipline.

- . to work with junior faculty in a genuine collaborative effort in preparing manuscripts, proceedings, and articles which will reflect the wisdom, contribution and advice of the senior faculty member.

- . to serve on Reviewer or Editorial Boards of appropriate journals and other professional publications.

- . to write timely and informational book reviews of periodical, technical or general business literature of special interest to the academic and business communities.

While no attempt to quantify the aspect of intellectual contribution can be made, it is suggested that each tenured faculty member publish in at least one generally recognized journal, as defined by one's department, during each two year period. In addition, it is appropriate to continue to write

and present papers which provide insight into innovative teaching or research issues at professional meetings on a yearly basis. The preparation and writing of text books is also a special area of intellectual contribution by tenured faculty and is encouraged. In the main, however, a tenured faculty member must demonstrate continued intellectual vitality in whatever manner dictated by thoughtful preparation of the Faculty Development Plan which will contain specific examples pertaining to the area of scholarship.

## 2. Probationary Faculty Members.

In order to meet minimum performance expectations in this area, faculty members must make manifest their progress in the development and publication of advances in their respective fields of research or in teaching pedagogy. Annually, and in accordance with the members' respective Faculty Development Plan, faculty members must have an inventory of research projects, each representing a different stage of development.

Ordinarily, these research projects would include work products in the following progression: (1) conceptualization of a project or research question, (2) creation of a working paper for a presentation, (3) preparation of a draft of a manuscript, (4) submission of a manuscript for publication in a generally recognized journal, and (5) acceptance of a manuscript for publication in a generally recognized journal.

Work products from one year are expected to advance to the next level of development in the following year.

## **SECTION 6**

### **SERVICE**

Tenured and probationary faculty are obliged to contribute to the continuous improvement of their departments, the Business School, the University, and the academy. Generally, however, the focus of the tenured faculty member will be centered more on contributions to the School of Business, the University, and the academy. The probationary faculty members' efforts will more directly be centered on departmental, School of Business and, to a lesser extent, University affairs.

#### 1. Tenured Faculty members.

A tenured faculty member, in recognition of the responsibility and trust placed upon him or her by the University and faculty colleagues through the tenure and promotion process, must continue to fulfill a vital and important role in the University. In this context, a senior faculty member must:

- . be visible on campus at functions centering around student life, such as the Student Awards Ceremony, Career Day, and University Day; be present at student athletic contests, cultural and social events, and the like, depending upon availability and interest.

- . attend the Commencement ceremony.

- . participate in such collegial activities as the Faculty Convocation, Charter Day, faculty luncheons, and the like.

Senior faculty should be aware that their presence lends dignity and prestige to all activities in which they may participate and their presence is duly noted by students, parents and colleagues alike.

Service expectations include those in which a senior faculty member will:

- . participate in faculty governance on an appropriate level; advise colleagues of prospective absences at scheduled meetings, or in the case of unanticipated delays, their reasons for absence subsequent to the meeting; carry their share to ensure that committee objectives are met.

- . participate in departmental matters and in University and college "quality of life" issues such as planning, curriculum development committees, and the like.
- . participate in faculty development and research seminars, offering constructive comments on the work presented.
- . participate in the Center for College Teaching activities as they relate to teaching, issues of collegiality and important campus-wide issues.
- . sponsor student activities, as appropriate, including clubs, professional organizations, social functions, and service activities, or offer their time, talent or expertise as a speaker or resource person.
- . if elected chair to a committee, schedule meetings with lead time that gives due regard to the schedules and work of committee members so that members can prepare themselves accordingly, or, alternatively, establish an advance calendar of meetings so committee members can schedule their time accordingly.

## 2. Probationary Faculty Members.

All faculty must serve conscientiously and professionally on all committees on which they serve, either elected or appointed. Faculty are expected to serve on at least one committee annually, in addition to their regular contribution to department meetings. At a minimum and for committee chairs, they must schedule meetings with lead time or an advance calendar so that members can prepare themselves accordingly. Members are to come prepared for meetings, remain focussed on the purposes of the meetings and carry their fair share to ensure that committee objectives are met.

Furthermore, all faculty are expected to advise committee chairs of the members' prospective absences at meetings, or in the case of unanticipated delays, their reasons for absence subsequent to the meeting.

All faculty must attend departmental meetings and attend Commencement services.

## 3. Tenured and Probationary Faculty Members.

Regardless of the teaching schedules of faculty, faculty are to be on campus a minimum of three days per week.

## SECTION 7

### OTHER AREAS OF EXPECTATIONS

#### 1. Professional Activities for Tenured Faculty Members.

A senior faculty member owes a unique allegiance to the academy and to the profession of which he or she is a vital part. Maintaining continued professional competence is a special province of our senior faculty, who are charged with passing on the mantle of their specialty to the junior faculty. In this light, a senior faculty member should:

- . strive to remain as an active participant in a "key" professional organization, perhaps holding an elected or appointed position of leadership and responsibility.
- . provide feedback to colleagues regarding professional activities through electronic mail, bulletin board postings, memoranda, working papers, etc.
- . maintain professional credentials, as appropriate.

#### 2. Non-University Obligations of Tenured and Probationary Faculty Members.

Not only must a faculty member continue to be a "good citizen" of the School and University, but a faculty member will also add to the prestige and recognition of Seton Hall University and the Stillman School of Business by active participation in the life of his or her community. Participation in civic, political, charitable and cultural organizations is therefore encouraged and extolled.

The question of outside consulting activities, employment at other educational institutions and elsewhere, and pursuit of other personal objectives, offers a different set of challenges. The Committee, therefore, respecting the individual talents and opportunities offered to faculty, offers the following:

- a. Recognizing that the primary focus of all of our endeavors should be Seton Hall, a faculty member must be certain that any non-University employment or activity does not detract from the area of primary focus, including obligations to teaching, intellectual contributions and service.

- b. Outside consulting work should reflect upon and enhance the professional development of each faculty member. Because of the unified mission of teaching, research and consultation, a faculty member should endeavor to identify Seton Hall University appropriately in all consulting activities. Furthermore, faculty should be guided by paragraph (d) below.
- c. All consulting opportunities as well as other employment options are to be discussed with the individual department chairs, or, in some cases, with the Dean. Teaching at another academic institution requires the prior approval of the department chair and the Dean.
- d. Every effort must be made to avoid any conflict of interest or in undertaking activities which might conflict with the role and mission of the University. In the main, faculty must be guided by conscience, good sound judgment, and a sense of professional balance whenever they take on responsibilities and activities which may remove the faculty member from his or her primary work at Seton Hall. In most cases, a thorough discussion with appropriate parties (chairs and Dean) will yield a proper balance between internal academic and professional responsibilities and employment options.

**SECTION 8****INTERPRETATIVE QUESTIONS AND ANSWERS**

**Q1. Will the Academic Standards Committee be the committee that measures whether these expectations are met?**

No. The departmental chairs, the Dean and Administrators have and will continue to have the obligation to monitor and measure performance. The Faculty Development Committee is developing instruments and criteria to assist the respective parties in the evaluation process.

**Q2. What is meant by "allocating scarce resources...including compensation?"**

Performance expectations are established to guide faculty behavior. If faculty opt not to meet expectations set forth by their colleagues, then it becomes necessary to evaluate the faculty member's commitment to the University and the mission we share. Furthermore, a faculty member who opts not to maintain expectations places a heavier burden on those who do since the latter must bear the former's share. It is not appropriate that below-expectations behavior be compensated in the same manner as expected behavior. Given scarce resources, then, equity dictates that those who meet or exceed expectations be rewarded with greater allocation of scarce resources than those who have not met expectations.

**Q3. Assuming a faculty member has not met expectations, then what happens?**

We must emphasize that the Academic Standards Committee is not the body which determines whether or not individuals meet expectations. Chairs, Deans, and Administrators must determine this. Assuming that a decision has been made that an individual has not met expectations, then chairs, Deans and Administrators will decide on a course of action appropriate to the circumstances of the individual.

**Q4. Some expectations seem more important than others. As an example, it seems that publishing a paper is more important than attending Commencement services. How are these expectations weighted?**

The extent to which individuals meet these expectations is a matter for evaluators. Ideally, we envision that all faculty will strive to meet all expectations.

**Q5. Some terms in this document are ambiguous. For example, what does "reasonable" mean?**

This document was drawn knowing that it would be difficult to define precisely some of the expectations. We welcome any suggestions to tighten the language of this draft.

**Q6. Reference is made to journals. Is there some ranking of journals that presently exists?**

The Academic Standards Committee recommends that departments compile, where they have not already done so, a roster of generally recognized journals in their respective fields of research.

**Q7. What is the role of the Faculty Development Committee?**

The Academic Standards Committee expects that the Faculty Development Committee will provide guidelines and instruments to assist faculty members in meeting performance expectations.

December 22, 1993

Prof. J. Jordan  
Chair - FASBEB

Attached is the report of the Academic Standards Committee on the **Performance Expectations of Tenured and Probationary Faculty**. This report was approved, by a vote of 6-0, by the members of Academic Standards. We now seek that it be discussed at our next FASBEB meeting, for FASBEB's consideration and approval. (Do you want to circulate this document to FASBEB under your signature? Given the importance of the topic, we feel that FASBEB members should have at least two weeks time to review it.) From there, we recommend that it be sent to the entire faculty for similar consideration and approval.

A word of explanation...the due date for this report was October 15, 1993. As the Committee reflected back, we concluded that this due date, as specified in Acting Dean Beutell's memorandum, was an ambitious date, especially in light of the fact that it was difficult to work on the project given the availability of the faculty during the summer months. Furthermore, not as an excuse but as an explanation for the delay in this report, several members of the Committee were and continue to serve on other faculty committees, and/or were preparing their rank and tenure materials. Having said this, though, we nonetheless feel that the work product here represents a major and important step in outlining faculty expectations.

Karen E. Boroff  
Chair - ASC

Attachment #1

Attachment #2

SETON HALL UNIVERSITY  
W. Paul Stillman School of Business

**Date:** May 13, 1994

**From:** Karen E. Boroff, Ph.D.  
Chair - Academic Standards Committee

**To:** Nicholas Beutell  
Acting Dean

**Re:** **Performance Expectations for Probationary and  
Tenured Faculty**

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Enclosed you will find the **Performance Expectations for Probationary and Tenured Faculty**. As noted on the cover page of this Report, these expectations were approved by the Faculty on May 6, 1994. With this, FASBEB considers its duties discharged on this matter.

Should you have any questions, do not hesitate to contact me.

Att: Performance Expectations Report  
CC: The Faculty of the W. Paul Stillman School of Business