



WILLAMETTE UNIVERSITY

ATKINSON GRADUATE SCHOOL OF MANAGEMENT

Faculty Personnel Policies and Procedures

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1 INTRODUCTION

1.1 University Policies and Calendar

Nothing contained herein shall be construed to modify, abridge, amend, or change any policy or procedure of Willamette University. Additional University policies may apply. Copies of University policies may be obtained from the Human Resources Office.

These policies and procedures contain several dates and deadlines for the performance of various tasks. All such dates and deadlines are subordinate to the University calendar, and may be changed, with reasonable notice, to allow the School to comply with the University calendar.

1.2 The Atkinson School

The Atkinson School is a high-quality management education provider, differentiated from other programs through a highly personalized approach to teaching and career development, and greater attention to public and non-profit sectors.

The Atkinson School faculty is devoted to teaching and puts students first. We develop innovative, customized educational materials, engage students in experiential projects, support cross-sectoral orientation, cultivate coordination and integration, offer mentoring, and promote effective assessment of student achievement.

The Atkinson School faculty aims for a dynamic research environment providing useful management insights into all sectors of the economy: Public, private, and non-profit. We pursue research that enhances the classroom experience and the visibility of the School.

The Atkinson School aspires to be a self-sustaining resource that increases the visibility and reputation of Willamette University.

1.3 Mission Statement

The Atkinson Graduate School of Management is committed to providing world-class management education to U.S. and international students in all stages of their careers. We help our graduates acquire life-long learning skills and become outstanding leaders and managers in business, government, and non-profit organizations worldwide by offering an intimate learning and practice environment, an integrated, cross-sectoral approach to management education, and dedication to quality teaching, instructional development, basic and applied research, and exceptional, customized career services.

1.4 Purpose of Policies and Procedures

The primary purpose of these Policies and Procedures is to guide the faculty and the administration in attaining the mission of the Atkinson School. The Policies and Procedures aim to help attract and retain quality faculty, help create an open and supportive environment for the professional growth of its members, enrich the process of teaching and learning, enhance mutual confidence among faculty, students, administrators, and trustees, and to provide effective and fair mechanism for decisions and activities related to academic problems and issues.

1.5 Equal Opportunity

These Policies and Procedures shall be administered so as to ensure that no person is discriminated against on the grounds of race, color, religion, sex, national origin, marital status, veteran status, actual or perceived sexual orientation, gender identity, gender expression, or status with regard to pregnancy, disability or age and shall be administered in compliance with the University equal employment opportunity program.

Willamette is firmly committed to adhering to the letter and spirit of all federal and state equal opportunity and civil rights laws, including but not limited to Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967 (ADEA), the Age Discrimination Act of 1975, the Americans with Disabilities Act (ADA) of 1990, and their implementing regulations.

2 FACULTY STRUCTURE AND GOVERNANCE

2.1 Faculty Appointments

2.1.1 Regular Appointments

A regular faculty appointment is either with tenure or is tenure-track, leading to a decision regarding the granting of tenure within a specified period of time. A regular appointment may be at the academic rank of an instructor, assistant professor, associate professor, or professor. Faculty members with regular appointments are eligible to participate in supplemental benefit programs subject to conditions described in the programs.

With the acceptance of a regular faculty appointment at the Atkinson School, an individual makes a full-time commitment to the School. Every faculty member with a regular appointment is expected to arrange outside obligations and activities so as not to conflict with his or her commitment to the School and to a high level of engagement with School activities. Outside obligations and activities must not divert attention from University duties or consume so much time or creative energy that they interfere, or appear to interfere, with responsibilities to the University. Typically, outside engagements should not exceed one day per week during the faculty contract period.

Faculty members must perform their duties in a manner that will ensure no conflict, nor any appearance of conflict, between their personal interests and those of Willamette University. A conflict of interest exists when individual commitment to the University may be compromised by personal benefit. Faculty members are also expected to avoid situations or activities that could interfere with their unencumbered exercise of judgment in the best interests of Willamette University. It is inappropriate for members of the faculty to make use of University property or other resources to advance personal interests or activities during the course of their employment at Willamette University.

Simultaneous or joint faculty, administrative, or professional appointments must be expressly approved by the Dean.

2.1.2 Tenured Appointments

Tenure is the right of a faculty member to hold his or her faculty position without reduction of salary or supplemental benefits, or denial of salary increases that comply with School policy published by the Dean, and not to suffer the loss of such position, except for the reasons and in the manner provided in [Section 4.9](#). Tenure held by a faculty member who also holds an administrative appointment extends only to the faculty position.

All tenured appointments are regular and can be only at the rank of an associate professor or professor.

2.1.3 Non-Regular Appointments

A non-regular appointment is date-specific and terminates at the end of the period specified in the appointment. No number of renewals of a non-regular appointment creates a right to further renewals or to a decision concerning tenure.

A non-regular appointment may be in the capacity of management practice, executive, contributing, or visiting faculty. Each one of those capacities can be at the rank of an instructor, assistant professor, associate professor, or professor.

2.1.4 Administrative Appointments

Academic administrators may hold regular or non-regular faculty appointments. Accepting or leaving an administrative position does not take away any rights that a person has as a faculty member.

2.1.5 Initial Faculty Appointments

Before hiring a faculty member with a regular appointment, the position is advertised in order to reach prospective applicants. Position announcements list required qualifications and ask for a curriculum vitae, evidence of teaching excellence or the capacity and promise to deliver teaching excellence, samples of research, and letters of reference. Advertising copy also notes that Willamette University is an Equal Opportunity/Affirmative Action employer. All regular appointments at the rank of assistant professor and above require a completed Ph.D. or equivalent.

Initial regular faculty appointments may be made at any academic rank, with or without tenure. Initial appointments with tenure are made only infrequently and for compelling reasons. When a tenured appointment is contemplated, the applicant is reviewed for tenure as described in Section 3.2.5.

Initial regular faculty appointments shall be made only on the basis of a recommendation by the majority of the regular faculty, identifying the candidate, the rank, whether the appointment is with or without tenure, and whether the initial appointment includes a special timetable for tenure review, as described in Section 3.2.2.

2.1.6 Emeriti Faculty

A faculty member of any academic rank who, at the time of retirement from the University, has served the University in a full-time position for 15 years or more, will receive upon retirement, subject to his or her consent, the title of professor emeritus. Years of service include time on sabbatical leave but exclude time on other leave.

2.2 Faculty Committees

2.2.1 Personnel Committee

The mission of the Personnel Committee is to encourage and support continuous improvement in faculty quality and performance. The Committee:

1. Conducts regular performance reviews of all faculty and tenure reviews of untenured faculty.
2. Creates, reviews, and recommends to the faculty and the Dean policies and procedures for faculty development.
3. Helps implement, and advises the Dean on the implementation of faculty personnel policies and procedures.
4. Makes recommendations to the faculty for revising and improving faculty personnel policies and procedures.
5. Confirms academic or professional qualifications of faculty on an annual basis.
6. Reviews and recommends to the Dean action on applications for a sabbatical leave, as described in Section 4.5.

7. Recommends to the Dean action on reports of accomplished development activities of faculty who return from a sabbatical leave, as described in Section 4.5.
8. Assists the Dean with the assignment of faculty mentors to faculty who are being mentored.

The Personnel Committee is composed of academically qualified tenured full-time faculty members appointed by the Dean at the beginning of each academic year. The chair is appointed by the Dean.

2.2.2 Curriculum Committee

The mission of the Curriculum Committee is to encourage and support continuous improvement in the curricula of the School's programs of instruction. The Committee:

1. Reviews programs of instruction for adequacy of coverage, currency, coherence, and consistency with the mission of the School.
2. Creates, reviews, and recommends plans for improvement of content and delivery of the programs of instruction.
3. Reviews and recommends to the faculty proposals to add and delete courses or to alter degree requirements.
4. Reviews and recommends to the faculty proposals for significant changes in course content and any changes in course name.
5. Solicits ideas from stakeholders and keeps track of leading pedagogical innovations for faculty use.
6. Works with the Assurance of Learning Committee to close the loop on assurance of learning activities.

The Curriculum Committee is composed of faculty members, a student in the EC/CC program, and a student in the MBA-P program, appointed by the Dean at the beginning of each academic year. One faculty member of the Curriculum Committee will also be a member of the Assurance of Learning Committee. The chair is appointed by the Dean.

2.2.3 Assurance of Learning Committee

The mission of the Assurance of Learning Committee is to develop key learning outcomes for the core curriculum of each of the school's programs, assure that students are achieving these learning outcomes as measured through direct learning assessment activities, and to close the loop with the faculty as a whole in order to achieve continuous improvement of the delivery of the core curriculum. The Committee:

1. Designs and implements, with the participation of the faculty as a whole, annual assurance of learning activities for each core program.
2. Analyzes the assurance of learning data after each activity and reviews it with the faculty for continuous improvement.
3. Works with the faculty and the Curriculum Committee to close the loop on assurance of learning activities.
4. Summarizes the assurance of learning activities and data for the annual AACSB report.

The Assurance of Learning Committee is composed of faculty members, appointed by the Dean at the beginning of each academic year. One faculty member of the Assurance of Learning Committee will also be a member of the Curriculum Committee. The chair is appointed by the Dean.

2.2.4 Student Affairs Committee

The mission of the Student Affairs Committee is to encourage and support continuous improvement in the professionalism of the students and the quality of interaction between students, faculty, administration, and staff. The Committee:

1. Develops and reviews policies and guidelines for grade appeals, academic probation, expulsion from, and re-admission to the School.
2. Responds to individual questions of grade appeal, academic probation, expulsion, and readmission directed to the Committee by the Dean or the Associate Dean.
3. Develops and reviews policies and guidelines for academic advising and advisor and advisee assignments.
4. Reviews the Student Handbook and makes recommendations for currency and other improvements.
5. Implements the Honor Code as approved by the faculty.
6. Develops and brings to the faculty other proposals that fall within the mission of the Committee.

The Student Affairs Committee is composed of faculty members, a student in the EC-CC program, and a student in the MBA-P program, appointed by the Dean at the beginning of each academic year, and, ex officio, the Associate Dean for Admissions for the School. The chair is appointed by the Dean. To deal with activities (1) and (2) the Committee meets in executive session without the student members.

2.2.5 Research Committee

The mission of the Research Committee is to encourage and support continuous improvement in the research environment at the School. The Committee:

1. Organizes a research workshop series of internal and external speakers.
2. Allocates faculty research funds from the Dean's annual allotment. Research funds are provided to pay certain expenses incurred in the conduct of faculty research and cannot be used to supplement a faculty member's salary.
3. Coordinates presentations by internal candidates for tenure and by faculty returning from a sabbatical leave, as described in Sections 3.2.2 and 4.5.

The Research Committee is composed of faculty members appointed by the Dean at the beginning of each academic year. The chair is appointed by the Dean.

2.2.6 Information Technology Committee

The mission of the Information Technology Committee is to encourage and support continuous improvement and updating of the instructional information technologies the School. The Committee:

1. Develops and maintains a flexible plan for sustainable currency in instructional information technology.
2. Keeps track of instructional information technologies used by other schools, brings them to the attention of the faculty and the Dean, and incorporates them into the plan.
3. Keeps track of relevant information technologies used by potential employers, brings them to the attention of the faculty and the Dean, and incorporates them into the plan.

The Information Technology Committee is composed of faculty members, a student in the EC-CC program, and a student in the MBA-P program, appointed by the Dean at the beginning of each academic year, and, ex officio, the Director of Information Technology for the School. The chair is appointed by the Dean.

2.2.7 Other

Other Committees and Task Forces may be created as approved by the faculty or constituted by the Dean.

3 PROMOTION AND TENURE

3.1 Principles for Promotion and Tenure

3.1.1 Granting of Tenure

Tenure is granted upon the determination that a faculty member:

1. Has demonstrated teaching excellence, distinction in research, and good academic citizenship.
2. Has the capacity and promise to continue to deliver, over the course of his or her academic career, teaching excellence, distinction in research, and good academic citizenship.

We expect tenured faculty to continue to deliver teaching excellence, distinction in research, and good academic citizenship. Special arrangements apply to tenured faculty with administrative appointments.

3.1.2 Teaching Excellence

The Atkinson Graduate School of Management is committed to providing world-class management education to U.S. and international students in all stages of their careers. – Mission of the Atkinson School

We support further development of our distinctive personal attention to student learning – an intimate, “high-touch” learning environment that continues the Willamette and Atkinson traditions of rapport and nurturing. Our learning model includes dedication to teaching, development of customized educational materials, experiential projects, cross-sectoral orientation, coordination and integration, mentoring, and effective assessment of student achievement.

– Vision, Strategy, and Recommendations for the Atkinson School

Teaching excellence is an important part of a faculty member's contribution to the mission of the Atkinson School.

Teaching excellence helps students learn, integrate, and retain functional knowledge and skills. It requires appropriate, specific, up-to-date learning objectives, course materials, pedagogy, and course activities that: (1) Help students learn, practice, and retain new concepts, methods, and skills; (2) Help integrate student knowledge across disciplines and sectors; (3) Stimulate intellectual curiosity and intellectual excitement of students; and (4) Develop student capacity and desire for life-long learning.

An excellent teacher has a thorough and current knowledge of his or her subject field(s), is organized, promotes active participation in learning on the part of the students, provides timely and meaningful feedback to students, is familiar with current research literature and practice in his or her subject field(s), introduces the results of new research and practice into his or her teaching, and conducts assessment of student learning and achievement that is accurate and consistent with the learning objectives of the course. Furthermore, an excellent teacher shows an interest in, and is sensitive to, the problems students encounter in learning, and is responsive to student and peer evaluations.

In recognition of the trend toward global economic integration, and to accommodate our geographically diverse population of students, an excellent teacher includes suitable global content in every course. To help students become ethical leaders, an excellent teacher integrates ethics content into the subject matter of every course.

The mission and strategy of the Atkinson School call for an intimate learning and practice environment and for coordination and integration of courses within and across disciplines and sectors. We expect all faculty to collaborate on their learning objectives, course materials, and pedagogy, to include experiential elements in their courses, and to develop customized teaching materials.

We aspire to continuous improvement of our teaching and student learning. We expect all faculty to seek innovative improvements to their syllabi, course materials, and pedagogy, and to keep developing fresh and creative teaching materials that help students learn and retain knowledge and skills. We also expect the development of new, innovative courses, to deliver to students recent advances in the theory and practice of management.

Teaching excellence is assessed from the faculty member's statement of professional activities, student evaluations, and peer evaluations of teaching and course materials, including course syllabi, textbooks, cases, lecture notes and presentations, assignments, project descriptions, examinations, and, when appropriate, the work of students on assignments, projects, and examinations, and faculty member's feedback to students on such assignments, projects, and examinations. Other activities that contribute to, or detract from, favorable learning situations may also be considered.

3.1.3 Distinction in Research

We must also work to create an even more intellectually exciting environment in which faculty are encouraged to raise important research questions and passionately search for answers. That will help us attract more high quality faculty members that can excel at both teaching and research.

— Vision, Strategy, and Recommendations for the Atkinson School

To accomplish its mission of providing world-class management education, the Atkinson School must contribute to research and its dissemination to students, practitioners, and academia. Distinction in research is an important part of a regular faculty member's contribution to the mission of the School.

Distinction in research requires asking and answering good research questions. Good research questions can be conceptual, with answers that advance understanding (basic research), or practical, with answers that advance execution (applied research). In either case, good research questions relate to significant and challenging issues, and have answers that contribute to the solution of important new or open problems.

Distinction in research requires a creative accomplishment of providing new, valid answers to good research questions, answers that have the potential to change what others think about the issues underlying the research questions. Such creative accomplishment may manifest itself in the formulation, revision, testing, or application of theories, paradigms, or models, or the design or application of new and rigorous methodologies.

Distinction in research requires presentation of research questions and answers in an effective manner that has the potential to engage readers. It requires anticipating significant questions and concerns that readers may have, and answering those questions in the body of the research.

We value research in the subject field(s) of the faculty member and cross-disciplinary and cross-sectoral research in all areas of management.

We aspire to continuous improvement in our quality of research. We encourage all faculty to ask and answer increasingly important and challenging research questions and to seek publication in high-quality peer-reviewed journals and other high-quality peer-reviewed outlets. Peer-review is a process of independent review prior to publication by editors and reviewers with expertise in the subject matter of the research in question.

Distinction in research is assessed primarily from the work itself and its publication in a peer-reviewed journal, a peer-reviewed collection of papers or proceedings, or a peer-reviewed research monograph. Other primary evidence of distinction in research comes from the quality and reputation of the journal, collection of papers or proceedings, or research monograph in which the research is published, from the influence that the research in question has on subsequent research, from the incidence and caliber of citations, and from the impact that the research in question has on the theory and practice of management. Other primary evidence of distinction in research comes from

editorial services to peer-reviewed journals, from research awards and honors granted by prestigious research organizations, and from other significant recognition of the research in question.

Supplementary evidence of distinction in research comes from presentations at academic and professional meetings, presentations at faculty seminars, published pedagogical research, published cases and other instructional materials, technical reports related to research projects, instructional software, new curricula or course materials, unpublished work for which there is evidence of quality, and contributions to the intellectual activities of the Atkinson School or a peer institution. Supplementary evidence cannot substitute for primary evidence.

3.1.4 Good Academic Citizenship

Quality faculty are essential to the attainment of the offered vision. To us, quality characterizes faculty who do excellent teaching, research, and service, and who actively contribute to an environment of collegiality and trust.

— Vision, Strategy, and Recommendations for the Atkinson School

Academic citizenship includes contributions to intellectual activities and faculty self-governance of the Atkinson School and Willamette University, service to the profession, service to business, government, and non-profit organizations, service to the community, and adherence to the principles of professional and ethical responsibility. Good academic citizenship is an important part of a faculty member's contribution to the mission of the Atkinson School.

Faculty members help create a productive teaching and research atmosphere by providing mutual intellectual support and stimulation. Faculty members benefit from each other's teaching and research skills through informal dialogue, formal collaboration, and through participation in workshops and other presentations at the Atkinson School and at Willamette University.

Contributions to faculty governance include work in committees, participation in meetings, performance of *ad hoc* tasks, participation in faculty retreats, student orientations, graduation ceremonies, and other activities aimed at resolution of academic problems and issues, and interaction with students, performed in one's capacity as a faculty member. Performance in administrative appointments is not included.

Advancing the mission of the Atkinson School includes contribution to the Executive Development Center. Service to the profession includes participation and presentations at academic meetings and seminars, editorial and review services for peer-reviewed journals, and service to professional associations.

Service to business, government, and non-profit organizations includes field application of new ideas and methods, participation and presentation in nonacademic professional meetings and seminars, publication in non-peer-reviewed journals, editorial services for non-peer-reviewed journals, and service to professional non-academic organizations.

Adherence to principles of professional responsibility and ethics honors the principle of academic freedom and accepts its duties and responsibilities, requires that a faculty member does not become involved in so many consulting activities, outside work, or heavy teaching loads that he or she is unable to maintain a high level of engagement with the activities of the School or carry out his or her professional responsibilities to the School, and demands fair acceptance of the obligation of implementing, impartially, proper regulatory decisions which do not contravene general laws and policies, and are adopted by a specified majority of the faculty in its authorized meetings.

In addition to the criteria of good academic citizenship listed here, we expect faculty to adhere to the statement of Academic Freedom and Professional Responsibility in Section 4.7.

The scope and quality of contributions to intellectual activities, faculty self-governance, service to the profession, service to business, government, and non-profit organizations, and the community are assessed from faculty member's statement of professional activities, his or her curriculum vita, and peer and external reviews.

The policy of the Atkinson School is, to the extent possible, to relieve untenured tenure-track faculty members from performing heavy committee work or heavy *ad hoc* faculty self-governance tasks.

Good academic citizenship is an important part of a faculty member's contribution to the mission of the Atkinson School.

3.1.5 Promotion to a Full Professor

Promotion to a full professor is granted upon the determination that a tenured associate professor:

1. Has demonstrated continued growth and development in teaching excellence, distinction in research and significant publications, and across-the-board leadership in teaching, research, and academic citizenship.
2. Has the capacity and promise to continue to deliver, over the course of his or her academic career, teaching excellence, distinction in research and significant publications, and across-the-board leadership in teaching, research, and academic citizenship.

We expect full professors to continue to deliver teaching excellence, distinction in research and significant publications, and across-the-board leadership in teaching, research, and academic citizenship. Special arrangements apply to full professors with administrative appointments.

3.2 Procedures for Review, Promotion, and Tenure

3.2.1 Regular Performance Review

All faculty on regular appointments receive regular performance reviews. The purpose of the regular performance review is to assess the faculty member's delivery of teaching excellence, distinction in research, and good academic citizenship, and to offer constructive advice to the faculty member designed to help him or her achieve full performance potential, and, for untenured faculty, a realistic cumulative appraisal of their progress toward tenure. It is important that this appraisal be candid, and that the person under review be told if there are areas in which performance needs to be improved.

The time basis of the regular review is the previous calendar year. Faculty under review may add significant new materials to the review file while the review process is under way. Similarly, the Personnel Committee may, for good cause, request, obtain, and consider significant new materials that become available during the review period.

Untenured faculty receive an annual regular review, tenured associate professors receive a biennial regular review, and tenured professors receive a triennial regular review. Regular review of new faculty members starts during their first academic year at the School.

Special arrangements apply to regular faculty with administrative appointments. Table 1 describes the regular review process.

Table 1. Regular performance review process

Step	Explanation
1 Review file	Faculty member under review updates the review file by January 31 of the review year.
2 Teaching record	The <u>Personnel Committee</u> prepares assessment and advice regarding teaching.
3 Research record	The Personnel Committee prepares assessment and advice regarding research.
4 Academic citizenship	The Personnel Committee prepares assessment and advice regarding academic citizenship.
5 Personnel Committee draft report	The Personnel Committee prepares a draft report of assessment and advice for submission to ranking tenured faculty, that is, tenured faculty with academic rank higher or equal to the academic rank of the person under review.
6 Review by ranking tenured faculty	Ranking tenured faculty members contribute to a final report for submission to the Dean and the faculty member under review.
7 Review by the Dean	The Dean meets with the faculty member under review to discuss the final report from the ranking tenured faculty, and to add his or her assessment and advice.

Process Detail

1. **Review file.** In January of the review year the Chair of the Personnel Committee asks the faculty member under review to update his or her review file by January 31. The review file is cumulative and includes up-to-date:
 - a. A candidate's statement of professional activities, making the case for teaching excellence, distinction in research, and good academic citizenship.
 - b. Curriculum vitae, including a complete bibliography.
 - c. Copies of all publications, forthcoming publications, journal submissions, and other scholarly materials referenced during the review period.
 - d. Teaching materials, including: All course syllabi, and representative sample lecture notes, presentations, assignments, project descriptions, and examinations. The Personnel Committee may request other course-related materials, such as student work on assignments, projects, examinations, the faculty member's representative feedback to students on assignment, projects, and examinations, and an account of other activities that relate to student learning.
 - e. Student evaluations, of all courses for untenured faculty, and review period courses for tenured faculty. The primary source of student course evaluations is the Dean's office.

- f. Evaluations by tenured faculty who visited classes of the person under review, if any, as described in Section 4.4.
- g. Other evidence of teaching excellence, distinction in research, and good academic citizenship.
2. **Teaching record.** The Personnel Committee prepares an assessment, including advice to the faculty member, regarding teaching, that reflects the criteria, standards, and sources of evidence in Section 3.1.2. The Committee notes improvement or decline in assessed teaching excellence, and, where applicable, progress toward teaching excellence.
3. **Research record.** The Personnel Committee prepares an assessment, including advice to the faculty member, regarding research, that reflects the criteria, standards, and sources of evidence in Section 3.1.3. The Committee notes improvement or decline in assessed distinction in research, and, where applicable, progress toward distinction in research.
4. **Academic citizenship.** The Personnel Committee prepares an assessment, including advice to the faculty member, regarding academic citizenship that reflects the criteria, standards, and sources of evidence in Section 3.1.4.

The Committee notes improvement or decline in assessed good academic citizenship, and, where applicable, progress toward good academic citizenship.

5. **Personnel Committee report.** The Personnel Committee prepares a draft report for submission to tenured faculty with academic rank higher or equal to the academic rank of the person under review.
6. **Performance Improvement Plan.** Part of the function of the Personnel Committee report is to help the faculty member succeed. The report may include a performance improvement plan that facilitates a constructive discussion between the faculty member and his or her mentor and other faculty in the faculty member's teaching and research field(s) to clarify expectations, and offers to the faculty member specific goals and deliverables to help meet performance standards in terms of progress toward teaching excellence, distinction in research, and good academic citizenship.

If the plan requires resources, the Dean will work with the faculty member to develop a budget that involves the use of resources from the faculty member's annual allocation and, to the extent that it is needed and possible, additional funding from the Dean.

The Performance Improvement Plan is separate from the Atkinson School Mentorship Program, whose objectives are developmental rather than evaluative.

7. **Review by ranking tenured faculty.** Ranking tenured faculty members consider the draft report from the Personnel Committee together with the review file, and discuss, in person, conference call, or through correspondence, the strengths and weaknesses of the case, and the final report to the Dean and the faculty member under review. To assist with timely feedback to the faculty member under review, the ranking tenured faculty shall submit the final report to the Dean by May 15.
8. **Review by the Dean.** The Dean meets with the faculty member under review to discuss the final report from the ranking tenured faculty. The Dean indicates in writing agreement or dissent with the ranking tenured faculty report, and his or her assessment and advice to the faculty member under review. The Dean gives a copy of the Dean's report to the person under review, and places a copy in the review file for reference by the Personnel Committee and ranking tenured faculty.

3.2.2 Tenure Review

Table 2 describes the tenure review process. When an assistant professor is granted tenure, he or she is promoted to the rank of an associate professor. Normally, when an associate professor is granted tenure, he or she retains the rank of an associate professor. In infrequent and compelling cases, an associate professor without tenure may be simultaneously reviewed for tenure and for promotion to a full professor.

Normally, a faculty member cannot be considered for tenure before he or she has served at the School in a full-time, regular appointment for a minimum of four years. In infrequent and compelling cases, a faculty member may be considered for tenure after serving for two or three years in a full-time, regular appointment. Other timetables for tenure review may be included, if recommended by the majority of the regular faculty, in the letter of initial faculty appointment.

Table 2. Promotion and tenure review process.

Step	Explanation
1 Review file	Candidate updates the review file by August 31 of the review year.
2 Presentation	Candidate gives a talk presenting his or her research to the faculty.
3 Request for external scholarly reviews	Personnel Committee requests external reviews of research and service to the profession.
4 Request for external practitioner reviews	If pertinent, the Personnel Committee requests external review of service to business, government, and non-profit organizations.
5 Request for student and alumni(ae) reviews	Personnel Committee writes to a number of students and alumni(ae) requesting review of teaching.
6 Request for administration and staff reviews	Personnel Committee writes to members of the administrative staff requesting review of candidate's contribution to service.
7 Teaching record	Personnel Committee prepares an assessment of teaching excellence.
8 Research record	Personnel Committee prepares an assessment of distinction in research.
9 Academic citizenship	Personnel Committee prepares an assessment of good academic citizenship.
10 Personnel Committee draft report and draft summary report	Personnel Committee prepares a draft report for submission to the tenured faculty, and a draft summary report for presentation to all regular faculty.
11 Review of summary report by tenured faculty	Tenured faculty discuss the content and the presentation of the summary report to all regular faculty, and approve a final version of the summary report.
12 Faculty meeting	The candidate's file and the final version of the summary report are made available to all regular faculty members. At a meeting of

	all regular faculty, the Personnel Committee describes the process, the summary report, and their thinking on the merits of the case.
13 Recommendation by tenured faculty	Tenured faculty discuss and approve, in a face-to-face meeting, a final report and recommendation to the Dean and the President by November 15.
14 Recommendation by the Dean	The Dean makes a recommendation to the President by December 31.
15 Recommendation by the President	The President chooses not to recommend tenure/promotion or makes an affirmative recommendation to the Board of Trustees.
16 If the Presidential recommendation is in the affirmative, the Board makes the final decision.	The President or the Dean notify the candidate and the tenured faculty.

Process Detail

1. **Review file.** In August of the review year, the Chair of the Personnel Committee asks the candidate to update his or her review file by August 31. The review file is cumulative and should include up-to-date:
 - a. A candidate's statement of professional activities, describing the candidate's teaching philosophy and research program, and making the case for teaching excellence, distinction in research, and good academic citizenship.
 - b. Curriculum vitae, including a complete bibliography.
 - c. Copies of all publications, forthcoming publications, journal submissions, and other scholarly materials.
 - d. Teaching materials, including: All course syllabi, and representative sample lecture notes, presentations, assignments, project descriptions, and examinations. The Personnel Committee may request other course-related materials, such as student work on assignments, projects, examinations, the faculty member's representative feedback to students on assignment, projects, and examinations, and an account of other activities that relate to student learning.
 - e. Student evaluations for all courses taught at the School. The primary source of student course evaluations is the Dean's office.
 - f. Evaluations by tenured faculty who visited classes of the person under review, as described in Section 4.4.
 - g. Other evidence of teaching excellence, distinction in research, and good academic citizenship.
 - h. The names, affiliations, and addresses of three external reviewers.

The candidate may add significant new materials to the review file while the review process is under way. Similarly, the Personnel Committee may request, obtain, and consider significant new materials that become available during the review period.

2. **Candidate's presentation.** In September or October of the review year the candidate presents a workshop for the faculty and open to others, coordinated with the Research Committee, in which the candidate describes his or her stream of research and its contribution to the discipline and subject field(s) of the candidate, with a special emphasis on recently completed research.
3. **Request for external scholarly reviews.** The Committee asks external reviewers to examine each candidate's research and scholarly writing with a view to assist the Committee in making its own informed judgment.

The Committee writes to a number of external scholars sufficient to obtain six or more responses for inclusion in the review file. The requests use a standard letter signed by a member of the Committee designated for that purpose by the Chair, and are accompanied by the candidate's curriculum vitae and three recent papers selected by the candidate. To give the external reviewers a benchmark and perspective on the School, the request is accompanied by the text of Section 3.1 of these Policies and Procedures, and by a short biographical list and titles of recent publications of the current faculty members at the School.

The selection of the external reviewers is described in Section 5.1. Section 5.2 presents a standard letter of request for a scholarly review.

4. **Request for external practitioner reviews.** If the candidate has done significant amount of work with external practitioners, the Personnel Committee writes to a number of external practitioners requesting review of service to business, government, and non-profit organizations. Service to business, government, and non-profit organizations is defined in Section 3.1.4.
5. **Request for student and alumni(ae) reviews.** The Personnel Committee asks a representative sample of students and alumni(ae) in the subject field(s) of the candidate for an assessment how well he or she helped prepare them for elective courses and for a professional job. Section 5.3 presents a standard letter of request for student and alumni(ae) review.
6. **Request for administration and staff reviews.** The Personnel Committee asks career services, student recruitment and admission, and general administration, excluding the Dean, for written feedback regarding contributions to service to the School.
7. **Teaching record.** The Personnel Committee prepares a cumulative assessment of teaching that reflects the criteria, standards, and sources of evidence in Section 3.1.2. The Committee notes improvement and decline in assessed teaching excellence of the candidate.

Every faculty member coming up for tenure should have demonstrated teaching excellence in the EC/CC core.

8. **Research record.** The Personnel Committee prepares a cumulative assessment of research that reflects the criteria, standards, and sources of evidence in Section 3.1.3. The Committee notes improvement or decline in assessed distinction in research of the candidate.
9. **Academic citizenship.** The Personnel Committee prepares a cumulative assessment of academic citizenship that reflects the criteria, standards, and sources of evidence in Section 3.1.4. The Committee notes improvement or decline in assessed good academic citizenship of the candidate.
10. **Personnel Committee draft report and draft summary report.** The Personnel Committee prepares a draft report for submission to the tenured faculty, and a draft summary report for presentation to all regular faculty.

11. **Review of summary report by tenured faculty.** Tenured faculty members consider the draft summary report from the Personnel Committee together with the review file, and discuss, in person or through correspondence, the presentation of the summary report to all regular faculty.
12. **Faculty meeting.** To make the process as transparent as possible, all members of the faculty may access and review the candidate's file and the final version of the summary report. At a meeting of all regular faculty, the Personnel Committee describes the process, the summary report, and their thinking on the merits of the case. Untenured faculty members shall not be asked for comment during this meeting. The purpose of the meeting is to inform untenured faculty about the tenure process, not to alter the outcome of the review that is underway.
13. **Recommendation by tenured faculty.** Tenured faculty members consider the draft report from the Personnel Committee together with the review file and discuss, in a face-to-face meeting, the strengths and weaknesses of the case, and the final report and recommendation to the Dean and the President.

The tenured faculty shall work together to achieve a consensus. The tenured faculty has the option of reporting a consensus recommendation without a numerical vote, or reporting a recommendation with a vote, and with both a majority opinion and a minority opinion.

The tenured faculty shall submit a written report to the Dean by November 15. The Dean shall notify the candidate of the tenured faculty recommendation and shall forward a copy of the tenured faculty report to the candidate within three working days of submission by the tenured faculty.
14. **Recommendation by the Dean.** The Dean makes his or her own recommendation and forwards both the tenured faculty report and his or her recommendation to the President by December 31. If, however, the report of the faculty is a recommendation not to grant tenure, and the candidate has filed an appeal with the Chair of the Personnel Committee and the Dean, as described in [Section 3.2.3](#), the Dean has until January 25 to forward the tenured faculty report and his or her recommendation to the President.
15. **Recommendation by the President.** The President makes only an affirmative recommendation to the Board of Trustees. If he/she chooses not to recommend tenure/promotion, he/she formally communicates that decision to the candidate.
16. **If the Presidential recommendation is in the affirmative, the Board makes the final decision.** After the Board decides, the President or the Dean notifies the candidate and the tenured faculty. Except in rare cases and for compelling reasons, stated in writing by the President to the candidate and to the tenured faculty, no tenure shall be granted if the tenured faculty reports a recommendation not to grant tenure.

3.2.3 Appeal of Recommendation Not to Grant Tenure

The candidate may appeal a tenured faculty recommendation not to grant tenure. The candidate must file a written appeal with the Chair of the Personnel Committee and the Dean, stating the reasons for the appeal, within 30 working days of receiving a copy of the written report of the tenured faculty.

The Personnel Committee shall consider the appeal, and shall make a second written recommendation regarding tenure to the tenured faculty. The tenured faculty shall consider the second written recommendation from the Personnel Committee, and issue a second recommendation to the Dean and the President regarding tenure.

The tenured faculty shall work together to achieve a consensus. The tenured faculty has the option of reporting a consensus second recommendation without a numerical vote, or reporting a second recommendation with a vote,

and with both a majority opinion and a minority opinion. The tenured faculty shall submit the second written report to the Dean by January 20.

3.2.4 Review for Promotion to a Full Professor

Review procedures for a promotion to the rank of a full professor are substantially the same as the procedures for a tenure review.

3.2.5 Review for Initial Appointment with Tenure

The requirements for an initial appointment as an associate professor with tenure or a full professor with tenure are the same as for promotion to those ranks.

The review process for an initial appointment of an associate professor with tenure is as similar as possible to the internal promotion and tenure review process. The differences flow from dissimilarity in information in the following areas:

- Student and alumni(æ) reviews
- Administration and staff reviews
- Academic citizenship

To compensate for the lack of similar information, the Personnel Committee collects additional information from the colleagues and the Dean of the home institution of the candidate.

In addition, to help assess teaching excellence of the candidate, he or she gives a full sample class to a large section of one of our required courses, to which all faculty are invited. The Personnel Committee follows up by soliciting feedback from students and faculty who attended the sample class.

Similar procedures, with suitably higher standards, apply to a review process for an initial appointment of a full professor with tenure.

In contemplating an initial appointment with tenure, the Personnel Committee makes a recommendation to the tenured faculty, who follow the procedures of Section 3.2.2(13) to make a recommendation to the regular faculty rather than the Dean. If the tenured faculty recommends an initial appointment with tenure to the regular faculty, the regular faculty will vote on a majority recommendation to the Dean.

3.2.6 Initial Appointment and Review of Faculty on Non-Regular Appointments

1. Non-regular faculty members shall be a scholarly academic, instructional practitioner, practice academic, or scholarly practitioner, and shall have either a record of teaching excellence, or the capacity and promise to deliver teaching excellence in their courses at the School. Teaching excellence of non-regular faculty is defined and assessed in the same way as teaching excellence of regular faculty.
2. If a candidate for a position of a contributing faculty member has a record of teaching excellence, the Personnel Committee, after consulting with regular faculty in the subject field(s) of the candidate and other interested faculty, makes a recommendation to the Dean regarding the candidate.

3. If a candidate for a position of a contributing faculty member has the capacity and promise, but not the record, of teaching excellence, the School invites the candidate to give a teaching presentation, and to interview with regular faculty members in the subject field(s) of the candidate and with other interested faculty. Subsequent to the candidate's visit, the Personnel Committee, after consulting with the interested faculty, makes a recommendation to the Dean regarding the candidate.
4. Initial faculty appointment in the capacity of management practice shall be made only on the basis of a majority recommendation by the regular faculty, identifying the candidate, the rank, and the length of the contract. The hiring process of candidates for a faculty appointment in the capacity of management practice shall be substantially identical to the hiring process of candidates for regular faculty appointments.
5. A contributing faculty member, teaching a particular course or courses, will not be given responsibility to teach another course without consultation with the regular faculty members in the subject field(s) of the proposed course.
6. The teaching of contributing faculty members is reviewed at fixed time intervals, as described below, by an *ad hoc* review committee of two faculty members with regular appointments, designated by the Dean. One of the two members of the *ad hoc* review committee is in, or as close as possible to, the subject field(s) of the contributing faculty member. The *ad hoc* review committee reports its findings and recommendations to the Personnel Committee, which may attach its own comments to the report of the *ad hoc* review committee before it is forwarded to the Dean. This review of contributing faculty members is separate from the Atkinson School Mentorship Program, whose objectives are developmental rather than evaluative.
7. The frequency of review of contributing faculty members depends on their time of service, they are reviewed every year until they complete three years of service, and every three years after they complete three years of service.
8. The teaching of faculty members in the capacity of management practice is reviewed by the Personnel Committee at fixed time intervals according to rank. Assistant professors of management practice are reviewed every year, associate professors of management practice are reviewed every two years, and professors of management practice are reviewed every three years.
9. The teaching of executive professors is reviewed by the Personnel Committee every three years.

3.3 Faculty Review of the Deans

Periodically, the Personnel Committee conducts a review of the Deans, with a particular focus on leadership and collegiality. All Atkinson School faculty members shall participate in this review, and the results will be published in a timely manner to Atkinson school faculty and submitted to the Deans and the President.

4 Terms of Faculty Employment

4.1 Maximum Period of Regular Appointment Without Tenure

The maximum number of years of service for a faculty member with a regular appointment without tenure is six academic years, whether consecutive or not. At the end of this six-year period the faculty member shall receive either tenure or a one-year terminal appointment.

4.2 Faculty Qualifications

The mission incorporates a focus on quality, intellectual contributions that advance knowledge of business and management theory, practice, and/or learning/pedagogy. The school's portfolio of intellectual contributions is consistent with the mission and programs offered.
— AACSB 2003 Standard 2

The faculty of the school has, and maintains the expertise to accomplish the mission and to ensure this occurs, the school has clearly defined processes to evaluate individual faculty member's contributions to the school's mission. The school specifies for both academically qualified and professionally qualified faculty, the required initial qualifications of faculty (original academic preparation and/or professional experience), as well as requirements for maintaining faculty competence (ICs, professional development, or practice)
— AACSB 2003 Standard 10

4.2.1 Scholarly Academic

Through commitment to world-class management education and dedication to basic and applied research, our mission incorporates a focus on quality and on intellectual contributions that advance knowledge of theory and practice of management.

In order to retain a focus on quality and contributions that advance knowledge and practice, to maintain a portfolio of intellectual contributions that is consistent with the mission of the School, and to maintain faculty expertise to accomplish the mission of the School, we expect faculty on regular appointments to be academically qualified.

Initial status as a scholarly academic is established by a doctoral degree in a subject field related to the faculty member's area(s) of teaching. The initial academic qualification lasts five years from the award of the doctoral degree.

To maintain one's status as a scholarly academic a faculty member must engage in research in subject field(s) related to his or her area(s) of teaching. A *prima facie* case for one's status as a scholarly academic is demonstrated by production of three (3) peer-reviewed journal publications in each consecutive period of five (5) years.

For a given AY, a faculty member's status as a scholarly academic will be evaluated on the basis of the previous five (5) years. Any publication having a date that falls in the previous five (5) calendar years will be counted. For example, for AY 2011-2012 (for which the relevant AYs are 2010-2011, 2009-2010, 2008-2009, 2007-2008, 2006-2007) publications bearing the dates 2007 through 2011 would be counted. Only published pieces will be counted.

4.2.2 Instructional Practitioners

In order to retain a focus on quality and on contributions that advance knowledge and practice, and to maintain faculty expertise to accomplish the mission of the School, we expect a significant number of faculty members on non-regular appointments to be instructional practitioners.

Instructional practitioners are those whose academic preparation consists of a master's or equivalent in a subject field related to the faculty member's area(s) of teaching, and additional professional expertise should demonstrate distinction, or be based on experience that is significant in terms of duration and the level of responsibilities.

To maintain one's status as an instructional practitioner a faculty member has to engage in development activities linked to his or her teaching field(s). Development activities include continuing significant professional experience, new professional experience at a level appropriate to the faculty member's professional expertise, consulting activities at a level appropriate to the faculty member's professional expertise, and other professional activities that possess sufficient depth, sophistication, and substance to maintain the faculty member's professional expertise. See [Appendix 5.4](#) for common criteria by which instructional practitioners maintain this status.

4.2.3 Practice Academics

Practice academics are those individuals who have an earned a doctorate and have additional professional expertise. Academic preparation consists of a doctoral degree in a subject field related to the faculty member's area(s) of teaching, and additional professional expertise should demonstrate distinction, or be based on experience that is significant in terms of duration and the level of responsibilities.

To maintain one's status as a practice academic, a faculty member has to engage in development activities linked to his or her teaching field(s). Development activities include continuing significant professional experience, new professional experience at a level appropriate to the faculty member's professional expertise, consulting activities at a level appropriate to the faculty member's professional expertise, and other professional activities that possess sufficient depth, sophistication, and substance to maintain the faculty member's professional expertise. See [Appendix 5.4](#) for common criteria by which practice academics maintain their status.

4.2.4 Scholarly Practitioners

Scholarly practitioners are those individuals who do not have an earned doctorate but engage in research in subject field(s) related to his or her area(s) of teaching. A *prima facie* case for one's status as a scholarly practitioner is demonstrated by production of three (3) peer-reviewed journal publications in each consecutive period of five (5) years.

For a given AY, a faculty member's status as a scholarly academic practitioner will be evaluated on the basis of the previous five (5) years. Any publication having a date that falls in the previous five (5) calendar years will be counted. For example, for AY 2011-2012 (for which the relevant AYs are 2010-2011, 2009-2010, 2008-2009, 2007-2008, 2006-2007) publications bearing the dates 2007 through 2011 would be counted. Only published pieces will be counted.

4.3 Faculty Teaching Load

1. The academic year at the School starts on August 1 and ends on July 31, and is divided into three semesters: Fall, Spring, and Summer.
2. Regular faculty members are on nine-month appointments from August 15 to May 15.
3. The standard teaching load for a full-time faculty member holding a regular appointment is four standard three- or four-credit courses or equivalent per academic year.
4. A standard three-credit course meets, on average, for 180 minutes a week for one semester in the EC/CC MBA program. A standard four-credit course meets for 200 minutes (plus breaks) a week for one semester in the MBA for Professionals program. Each section of a course counts as a separate course.

5. The teaching load of each faculty member will be arranged so that he or she has one semester without teaching duties in each academic year.
6. The four courses are a combination of three required courses (in either the EC/CC or the MBA-P programs) and one elective course (in the EC/CC program).
7. A departure from this standard can be made by mutual agreement of the Dean and the faculty member.
8. The Dean and the faculty member shall not trade additional teaching or service responsibilities for reduced expectations in other areas of performance.
9. Special arrangements apply to full-time faculty members with an administrative appointment.

4.4 Course Evaluations and Assistance

1. The method of evaluation, applied to all courses, is an anonymous online survey of students administered in class during the last week of classes each semester, under the supervision of a staff member, and without the presence of any other persons.
2. Before the end of each semester, the Senior Associate Dean publishes an in-class course evaluation schedule.
3. The Senior Associate Dean and individual faculty members remind and encourage students to participate in the in-class course evaluations.
4. Each faculty member receives the survey results for a course soon after he or she submits the grades in that course to the Recorder.
5. Changes to the method of evaluation or the survey questionnaire can be made only upon their adoption by the majority of the regular faculty.
6. We expect all faculty members to strive for teaching excellence. Among the various means to this end, we expect untenured faculty to consult about teaching with more experienced faculty, visit their classes, and invite them for reciprocal class visits.
7. We expect experienced faculty members to offer assistance to untenured faculty members in attaining teaching excellence, to accept invitations to visit classes, and to be available to untenured faculty members for debriefing after class visits, and for other conversations, feedback, and advice concerning teaching excellence.
8. An untenured faculty member may, at any time, select and invite tenured faculty members to visit his or her classes, to be available for debriefing, and to submit written reports to the faculty member and to his or her review file. The untenured faculty member and each tenured faculty member agree on a list of three class meetings, and the tenured faculty member visits one of the three agreed to class meetings without further notice. If more than one tenured faculty member visits, the lists of three class meetings are different for different tenured faculty members.
9. An untenured faculty member in his or her fifth year review, and in his or her tenure review, has to select and invite two tenured faculty members to visit his or her classes, to be available for debriefing, and to submit written reports to the faculty member and to his or her review file. The untenured faculty member and each tenured faculty member agree on a list of three class meetings, and the tenured faculty member

visits one of the three agreed to class meetings without further notice. The lists of three class meetings are different for the two tenured faculty members.

10. The Personnel Committee may, at the time of any regular review, ask an untenured faculty member to select and invite two tenured faculty members to visit his or her classes, to be available for debriefing, and to submit written reports to the faculty member and to his or her review file. The untenured faculty member and each tenured faculty member agree on a list of three class meetings, and the tenured faculty member visits one of the three agreed to class meetings without further notice. The lists of three class meetings are different for the two tenured faculty members.

4.5 Sabbatical Leave

1. The purpose of a sabbatical leave is to take time off from the usual School responsibilities in teaching and faculty governance, in order to focus on development activities possessing depth, sophistication, and substance that contribute to the professional development of the faculty member.
2. All tenured faculty members with regular appointments qualify for a sabbatical leave with pay. Length of leave and pay as fraction of salary depend on full-time service since the last sabbatical leave, as shown in the table below:

Full-Time Service (semesters)	Length of Leave (semesters)	Fraction of Salary
6	1	$\frac{1}{2}$
7	1	$\frac{3}{4}$
12	1	1
12	2	$\frac{1}{2}$
14	2	$\frac{3}{4}$

3. An untenured faculty member is guaranteed employment with the University for the year subsequent to the leave. A tenured faculty member maintains his or her tenure during the leave and after returning to the University from the sabbatical leave. A sabbatical leave must be followed by one year of full-time service.
4. Faculty members with regular appointments who have served full-time for 10 years or more are encouraged to apply for a sabbatical leave.
5. Applications for a sabbatical leave are made by September 10 of the year preceding the academic year for which the leave is requested. The application includes a statement of purpose, a detailed description of the proposed development activities, and their significance to the faculty member, the School, and the University, proposed places of residence, and any other grants, fellowships, and compensation that the applicant expects to receive from other sources during the sabbatical leave.
6. Copies of the application are submitted to the Chair of the Personnel Committee and to the Dean. The Personnel Committee makes its recommendation to the Dean by September 25. The Dean makes a recommendation to the President by October 1. Final decision is made by the President, subject to approval by the Board of Trustees.
7. Faculty members on sabbatical leave may receive external compensation, but the total compensation for academic work from all sources may not exceed the faculty member's full-time salary at the School by more than the equivalent of three months' salary at the School. Any further excess reduces the faculty member's

pay from the School during the sabbatical leave. Fringe benefits will continue in full force when a faculty member is on a sabbatical leave.

8. Salary increase for the year following a sabbatical leave is determined as if the faculty member were in full-time service.
9. A faculty member returning from a sabbatical leave submits to the Chair of the Personnel Committee a written report of accomplished development activities during the sabbatical leave, their significance to the faculty member, the Atkinson School, and the University, and a comparison of the accomplished activities with the description of the planned development activities in the application for a sabbatical leave.
10. The report is due one month after the beginning of the semester in which the faculty member returns from the sabbatical leave. The Personnel Committee recommends acceptance or non-acceptance of the report, based on how the accomplished activities correspond to the planned development activities, and sends its recommendation to the Dean.
11. A faculty member returning from a sabbatical leave presents a workshop, in coordination with the Research Committee, timed early in the semester in which the faculty member is back from the sabbatical leave. The workshop is publicized in the Willamette University community and is open to all.
12. The submission and acceptance of the report by the Dean, and the workshop presentation, are necessary conditions for the granting of any future sabbatical leave by the School and the University.
13. A faculty member may appeal a denial of a sabbatical leave to the Personnel Committee for a re-review of the application, and such re-review shall not be unreasonably denied.
14. An application for a sabbatical leave may be denied for budgetary considerations at the University level, and such denial is not subject to a re-review by the Personnel Committee.

4.6 Leave of Absence for Development Activities or Personal Reasons

1. The purpose of a leave of absence may be outside professional development activities. Development activities may include study, research, visiting faculty position at another institution, specialized consulting in the faculty member's subject field(s), or service in business, government, or a non-profit organization.
2. The duration of a leave of absence is one semester or one academic year. All faculty are eligible, but the granting of the leave is subject to feasibility.
3. If the purpose of the leave of absence is professional development activities that offer value to the School and the University, the entire cost of fringe benefits, including the portion usually paid by the individual, is paid by the University. Salary increase for the year following the leave is determined as if the faculty member were in full-time service.
4. An untenured faculty member is guaranteed employment with the University for the year subsequent to the leave. A tenured faculty member maintains his or her tenure during the leave and after returning to the University from the leave of absence. A leave of absence must be followed by one year of full-time service.
5. The period during which an untenured faculty member is on leave of absence does not count toward eligibility for tenure. A faculty member must be on campus a minimum of two years between leaves, whether sabbatical or leaves of absence.

6. A faculty member shall inform the Dean of the possibility that he or she may apply for a leave of absence at the time when he or she applies for the outside professional development activity.
7. Upon receiving notification that an application for an outside professional development activity has been approved, the faculty member shall submit an application for a leave of absence to the Dean.
8. The Dean, after consultation with the Personnel Committee and the President, makes a recommendation to the President. The President makes the final decision and notifies the Board of Trustees.
9. Willamette University has policies for medical, parental, family, dependent and family care, bereavement, military, jury duty, and court appearance leaves.

4.7 Academic Freedom and Professional Responsibility

4.7.1 Rights and Limitations of Academic Freedom

Faculty have the freedom, within the law, to express views, question the views of others, engage in intellectual debate, do research on the subjects of their choice, and advance new ideas including controversial or unpopular opinions, without censorship, reprisals, retaliation, or jeopardy of losing their academic appointments or any rights that go with such appointments.

In exercising their right of academic freedom, faculty members must be aware of the fact that, in speaking or writing publicly, they have a special responsibility to indicate clearly whether or not they are speaking or writing in the area of their professional expertise, and to identify clearly, and otherwise distinguish, their personal views and opinions from those of the University, in order that such opinions do not bring discredit or notoriety upon the University.

In the classroom, academic freedom gives faculty members significant latitude in deciding how best to keep with the academic mission of Willamette University and the Atkinson School, and how to achieve teaching excellence, as defined in Section 3.1.2.

In exercising their right of academic freedom in the classroom, faculty must respect the fact that while controversy may be important in the classroom, not all forms of controversy are appropriate or germane to all classes. Faculty must also refrain from making the classroom a focal point for discussion of campus issues that have minimal relevance to the academic discipline presented in the classroom, and abstain from using the classroom to engage in personal criticisms of other faculty members, or other members of the University community.

Academic freedom does not protect a faculty member whose expression of views or other actions described above substantially impair the rights of others, show disrespect for the human dignity of others, or demonstrate professional incompetence, or lack of professional integrity, in the faculty member's service to Willamette University or the Atkinson School.

Academic freedom does not give a faculty member the right to violate Willamette University or Atkinson School duly adopted policies and procedures, although it does give faculty the right to criticize such policies and procedures in on-campus oral, written, or electronic communications.

Academic freedom does not shield faculty from performance reviews, as described in Section 3.2, and does not protect faculty from disciplinary actions and sanctions for violations of professional responsibility, but it does require that they receive due process and fair treatment.

4.7.2 Professional Responsibility

Professional responsibility of all faculty members requires helping students learn, integrate, and retain functional knowledge and skills. It involves appropriate, specific, up-to-date learning objectives, course materials, and pedagogy, a thorough knowledge and classroom use of current research literature and practice in the area of teaching, and assessment of student learning and achievement that is accurate and consistent with the learning objectives of the course. It also demands adherence to high ethical standards of behavior, and compliance with the rights and limitations of academic freedom.

In addition, professional responsibility of faculty members on regular appointments requires continuing creative scholarly accomplishments, and contributions to intellectual activities and faculty self-governance of the Atkinson School and Willamette University.

Misconduct in research and plagiarism are violations of professional responsibility.

4.8 Faculty Dispute Resolution

1. A faculty member who believes that his or her rights under these or other University policies have been violated, may initiate the dispute resolution process described in this section. Because good faculty relationships are an important element of the successful functioning of the Atkinson School, the dispute resolution process is guided by the aim of preserving good future relationships among faculty.
2. There are two parties to the dispute: The complainant(s) constitutes/constitute one party to the dispute, and the respondent(s) constitutes/constitute one party to the dispute.
3. The first step in the dispute resolution process is good-faith, collegial dialog. The parties to the dispute shall meet to discuss the alleged violation, and to attempt to resolve their dispute informally, in an atmosphere that seeks to promote understanding and respect for the concerns of the parties.
4. If the parties cannot resolve their dispute informally, the complainant(s) may commence a grievance by filing a written complaint with the Chair of the Personnel Committee. The complaint must contain the following information:
 - a. The name(s) of the complainant(s).
 - b. The name(s) of the respondent(s), that is, the person(s) who is (are) alleged to have committed a violation(s) of the rights of the complainant under these or other University policies.
 - c. A clear statement of the action(s) alleged to constitute a violation(s) and the date(s) of the action(s).
 - d. A statement of the policy(ies) alleged to be violated.
 - e. A statement of the relief requested.
5. Because ongoing unresolved conflicts are detrimental to the successful functioning of the Atkinson School, faculty filing a grievance should seek a prompt resolution of the dispute. Therefore, a grievance must be filed within 180 working days of the time at which the alleged violation(s) occurred or commenced. Only the Fall and the Spring semesters count in the calculation of working days.
6. After a written complaint is filed, the Chair of the Personnel Committee sends a copy of the complaint to the respondent(s) and asks the Dean to arrange a mediation process.

7. The Dean arranges for a neutral, trained, outside mediator within 30 working days. The mediator conducts private, confidential, and impartial discussions with the parties, together or separately, to help guide the parties to a voluntary agreement. The mediator cannot be a witness in any subsequent grievance hearing arising out of the case. Statements made to the mediator in the course of the mediation are confidential, and are not admissible in any subsequent grievance hearing arising out of the case. If an agreement is not reached in mediation within 30 working days after mediation begins, the grievance moves to the next stage.
8. If mediation fails, the respondent(s) shall file a written response to the complaint within 10 working days of being informed that the mediation was not successful.
9. Within 10 working days of receiving the answer of the respondent(s), the Chair of the Personnel Committee shall forward the answer of the respondent(s) to the complainant(s) and to the members the Personnel Committee.
10. The Chair of the Personnel Committee shall notify the parties, in writing, of the time and the place of the hearing, giving the parties notice of at least 10 working days.
11. The Chair of the Personnel Committee shall instruct the parties to exchange, at least 10 working days prior to the hearing, names of all witnesses and copies of all exhibits that each party intends to present at the hearing. Omitted witnesses and exhibits shall be excluded from the hearing.
12. The hearing shall be conducted by a Hearing Panel. The Hearing Panel is the Personnel Committee or a specially constituted panel of three members, as described in items 18-20 below.
13. The hearing shall be conducted in a manner that ensures due process and fairness to both parties, proceeds expeditiously, elicits the most accurate and reliable evidence available, and protects academic freedom and responsibility.
14. The parties have the right to be accompanied by their respective representatives. The parties and their representatives may present their respective cases, obtain relevant documents from the other party or other persons at the University, present witnesses and testify, question witnesses called by the other party and otherwise rebut evidence presented by the other party, and present arguments. Any person at the University who may be involved in the resolution of the dispute at or in conjunction with the Hearing Panel, or after the Panel submits its report, cannot serve as a representative.
15. The Hearing Panel shall submit to the Dean and the parties a written report of findings of fact, conclusions as to whether the facts constitute a violation(s) of policy(ies), and a recommendation(s), if any, for remedial action. The parties may submit to the Dean, within 5 working days, their respective responses to the Panel's report.
16. The Dean shall maintain neutrality in the dispute between the parties until he or she receives the report of the Hearing Panel and the responses of the parties, if any, to the Panel's report.
17. Within 30 working days, the Dean shall forward the Panel's report and the responses of the parties, together with his or her recommendation(s), to the President for final resolution.
18. If the Chair or any member of the Personnel Committee is a party or is not neutral in the dispute, he or she will not serve on the Hearing Panel. The Chair and members of the Personnel Committee are required to disclose any conflicts of interest or biases they have in the dispute.

19. If the disqualifications include the Chair of the Personnel Committee, and there are three or more members of the Personnel Committee remaining, the Dean shall appoint another remaining member of the Personnel Committee to serve as Chair of the Personnel Committee acting as a Hearing Panel.

20. If, after any possible disqualifications, the number of the remaining persons from the Personnel Committee is less than three, an outside Hearing Panel shall be convened by the Dean.

The outside Hearing Panel shall consist of three Willamette University full-time faculty members on regular tenured appointments who are neutral in the dispute. Prior to a possible appointment to the Hearing Panel, faculty members are required to disclose any conflicts of interest or biases they have in the dispute.

21. The process in this section constitutes non-binding arbitration.

22. The process in this section does not apply to a dispute arising out of a termination of appointment.

4.9 Termination of Appointment

4.9.1 General Rules

A regular faculty appointment may be terminated for the following reasons:

1. Sustained inability or refusal to perform essential duties and responsibilities of the position.
2. Sustained violation of professional responsibility as defined in Section 4.7.
3. Failure to make satisfactory progress toward tenure.
4. Final conviction (including a plea of guilty) of either: a) a felony or b) a misdemeanor involving moral turpitude.
5. Publicly declared reduction in force as described in Section 4.9.2.

A non-regular faculty appointment may be terminated for reasons 1, 2, 4, and 5 above, and at the end of the period specified in the appointment.

Terminations of appointment are initiated by the Dean, except for termination of appointment for reason 3, which may be initiated by either the Dean or the Personnel Committee.

With the exception of publicly declared reduction in force, the Dean shall submit the proposed termination of a regular appointment to the Personnel Committee, which shall submit a recommendation to the tenured faculty. The Dean shall accept the recommendation of the tenured faculty, except for compelling reasons stated in writing by the Dean, and delivered to the faculty member and to the tenured faculty.

To proceed with a termination process for reason 2 above, the Dean must first deliver to the faculty member and the Personnel Committee two formal written warnings describing the nature of the alleged professional incompetence or irresponsibility, and must allow the faculty member, after each warning, reasonable time to remedy the alleged professional incompetence or irresponsibility. After allowing such reasonable time, the Dean may proceed with the termination process within one year of the second warning, if there is evidence that the warnings have not resulted in removing the alleged professional incompetence or irresponsibility.

A faculty member whose appointment is terminated can appeal the termination to the tenured faculty within 30 working days of being informed that the tenured faculty voted to terminate his or her appointment, and that the Dean has accepted the recommendation to terminate.

The final decision to terminate a faculty appointment is made by the President.

In all cases, the date of the termination of appointment shall be stated in the notice of termination of appointment, and effective no earlier than 12 months after the notice of termination of appointment.

4.9.2 Reduction in Force

Termination of faculty appointments under this section requires a public declaration of the Board of Trustees announcing a reduction in force for Willamette University as a whole, or a reduction in force for the Atkinson School.

Unless the Dean can demonstrate that essential functions of the Atkinson School could not otherwise be performed, the order of termination of appointments shall be:

1. Faculty with non-regular appointments.
2. Untenured faculty with regular appointments, in reverse order of years of service at the Atkinson School:
Last in first out.
3. Tenured faculty, in reverse order of years of service at the Atkinson School: Last in first out.

Years of service at the Atkinson School include time on sabbatical leave and exclude time on other leave.

Each faculty member selected for termination of appointment under a declaration of reduction in force shall receive an individual notice which includes a description of the selection process used for termination of appointments, and an explanation of why the selection process and the specific selection of the faculty member are reasonable.

5 APPENDIX

5.1 Selection of External Reviewers

1. All external reviewers satisfy the criteria and standards of extensive, current knowledge of the discipline and the subject field(s) of the candidate, significant scholarly publications in such discipline and subject field(s), teaching experience in the discipline, and a senior faculty appointment in a school of business or management of recognized quality, or a similar academic unit of a university.
2. The Personnel Committee excludes reviewers who served as professors, dissertation advisors, or dissertation committee members of the candidate, or who were or are coauthors of the candidate.
3. The Personnel Committee initially requests eight outside letters of review with the goal of having six such letters on file. The Personnel Committee starts by asking the candidate to supply three names of potential reviewers who satisfy the preceding standards and criteria, and then proceeds to add five more names to the list.
4. The Personnel Committee assembles a tentative list of more than five additional names, identified from published references in the candidate's scholarly writing, further references in the published work of the tentative reviewers, information on the university web pages of the tentative reviewers, and other relevant information.
5. The Personnel Committee then narrows down the tentative list to a total of eight names of reviewers who satisfy the criteria and standards: The three names supplied by the candidate, and five additional names selected by the Personnel Committee. When one or more names supplied by the candidate do not satisfy the standards and criteria, the Personnel Committee asks the candidate for replacement(s) who meet the criteria and standards.

5.2 Request for External Scholarly Reviews

Dear Professor [Name]:

I am writing to ask for your assistance in a tenure and promotion review of [Name], who is an [Assistant] [Associate] Professor at the Atkinson Graduate School of Management at Willamette University, under review for the rank of [Associate] Professor with tenure.

I am enclosing a current resume of [Name] and copies of three papers that [he][she] selected for this purpose. If you would like to review any of the other papers on [his][her] resume, please email me at [email address] and I will send them to you immediately.

Because you are a leading researcher in the areas of [area] and [area], it is very important for us to receive your evaluation. We are particularly interested in answers to the following questions:

- How well do you know [Name]'s work?
- How do you evaluate [his][her] research? Is it new and interesting?
- How do you compare [his][her] professional standing with others of similar time in rank?
- We would also welcome your comments on [his][her] other professional activities.

To offer you more information about our criteria and standards for promotion and tenure, I have taken the liberty of enclosing an excerpt from our Faculty Personnel Policies and Procedures that describes our principles for granting tenure. I am also enclosing a short biographical list and titles of recent publications of the current faculty members at the School.

External letters of evaluation are considered part of the candidate's file and are open to review by the faculty and administrators of Willamette University.

I know that you are very busy, and that this request is a burden. We will, though, be extremely obliged for any help that you can offer. For your response to be effective, we need to receive it by [date].

Thank you.

Sincerely,

[Signature block]

Enc.

5.3 Request for Student and Alumn[i][ae] Reviews

Dear [Name]:

I am writing to ask for your assistance in a tenure and promotion review of [Name], who is an [Assistant] [Associate] Professor at the Atkinson Graduate School of Management at Willamette University, under review for the rank of a tenured [Associate] Professor.

Because you are a [student][alumnus][alumna] pursuing a career in the area of [area], it is very important for us to receive your comprehensive feedback on [Name]'s teaching excellence. We are particularly interested in answers to the following questions:

- How do you evaluate [Name]'s teaching in the context of how well [he][she] prepared you for the elective courses in the program?
- How do you evaluate [Name]'s teaching in the context of how well [he][she] prepared you for your job?
- Does [Name] demonstrate teaching excellence?
- We would also welcome your comments on [his][her] other professional activities.

To offer you more information about our criteria and standards for promotion and tenure, I have taken the liberty of enclosing an excerpt from our Faculty Personnel Policies and Procedures that describes our definition of teaching excellence.

External letters of evaluation are considered part of the candidate's file and are open to review by the faculty and administrators of Willamette University.

I know that you are very busy, and that this request is a burden. We will, though, be extremely obliged for any help that you can offer. For your response to be effective, we need to receive it by [date].

If you need additional information, please email me at [email address] and I will respond to you immediately. Thank you.

Sincerely,

[Signature block]

Enc.

5.4 Instructional Practitioner and Practice Academic Maintenance Criteria

Name:																																			
Date of initial appointment:																																			
Proposed course(s):																																			
<p>Designation as an instructional practitioner or practice academic requires academic preparation and professional experience relevant to the disciplinary domain in which teaching is done. Experience should be relevant, significant in duration, and material with regard to teaching and other responsibilities.</p>																																			
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