

# Department of Management Bylaws

Approved:9-20-01

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## I. INTRODUCTION

### A. **These Bylaws:**

- Provide for faculty participation in the operations of the Department of Management, in accordance with the Collective Bargaining Agreement between the American association of University Professors – Wright State University Chapter (AAUP/WSU), and the Board of Trustees of Wright State University;
- are subject to and consistent with the Bylaws of the Raj Soin College of Business (here after referred to as the College or College of Business);
- may be amended in accordance with the current Collective Bargaining Agreement;
- and include operational procedures for each departmental committee.

### B. **The purpose of these bylaws is as follows:** The Department Faculty seek to promote and sustain effective teaching (undergraduate and graduate), scholarship, and service, and to participate fully in the governance of the College of Business and the University, as allowed by the Collective Bargaining Agreement, the Wright State University Board of Trustees, and the State of Ohio. The Department addresses standards, recognizes merit, and recommends individuals to the administration to be rewarded for successful performance in teaching, scholarship, and service, as described in these Bylaws

### C. **Faculty rights and responsibilities:**

- for Bargaining Unit Faculty are set forth within the Collective Bargaining Agreement;
- for Non-Bargaining Unit Faculty are determined by the College Dean and Administration, with input from Departmental Faculty and relevant College of Business committees.

## II. DEPARTMENT STRUCTURE AND PROCEDURES FOR ADVICE AND RECOMMENDATIONS:

- ### A. **Department:** The Department of Management is made up of Bargaining Unit Faculty, Non-Bargaining Unit Faculty and Staff. This includes Bargaining Unit Faculty who may be on professional development leave, sick leave, or other temporary leave. On-Bargaining Unit Faculty include faculty holding full-time, non-tenure track appointments in the Department (e.g., Instructors; Visiting Professors), including those on sick leave or temporary leave, and those faculty who are tenured and hold administrative appointments (e.g., Chair; Associate Dean). The Staff consists of the full-time and part-time secretarial positions. All members of the Department fulfill critical roles necessary to carrying out the mission of the Department, College, and University. As such, the Department of Management faculty are in agreement that all members of the Department, regardless of classification are to be treated with respect, dignity, and professionalism.

It is also agreed that all faculty (except the Chair) holding a faculty appointment in the Department of Management are allowed to participate fully in making recommendations about the operation of the Department and have all such authority, rights, and responsibilities, as allowed by the Wright State University Board of Trustees and the State of

Ohio, except in those cases specified in the Collective Bargaining Agreement that are reserved solely for Bargaining Unit Faculty members.

It is also agreed that Staff members will participate, as non-voting members of the Department on issues directly affecting their jobs (e.g., office procedures).

It is also agreed the Department may invite individuals who are outside the Department to participate in the Department for the purpose of providing expertise and input on issues facing the Department (e.g., curriculum issues, recruitment and selection of new faculty). These individuals will be non-voting members and will serve only within the constraints defined at the time by the Department unless otherwise noted in the Bylaws.

**B. Meetings and other Procedural Aspects of the Department:**

1. **Regular Department Meetings:** The Department will meet at least once a month during Fall, Winter, and Spring Quarters on such days and at such times as the majority of the Department faculty members shall determine. All reasonable efforts will be made to schedule these meetings at times that do not conflict with teaching schedules or other regularly scheduled meetings.
2. **Special Department Meetings:** Special meetings will be called by the Department Chair when necessary to deal with administrative issues affecting the Department in a timely fashion. A minimum of two Bargaining Unit Faculty members may call a special Bargaining Unit Faculty meeting to address issues reserved solely for Bargaining Unit Faculty under the Collective Bargaining Agreement. Special meetings will be scheduled at times when the majority are available.
3. **Quorum:** A simple majority of the Department Faculty members constitutes a quorum for those meetings that are intended to include all Department members. A simple majority of Bargaining Unit Faculty members constitutes a quorum for those meetings that are intended to include only Bargaining Unit Faculty.
4. **Facilitation of Meetings:** The Department Chair will facilitate regular Department meetings and any special Department meetings called by the Chair. Special meetings called by the Bargaining Unit Faculty will be facilitated by one of the two members calling the meeting.
5. **Meeting Agendas:** The Department Chair will make every reasonable effort to distribute a complete agenda for all regular Department meetings at least one week in advance. Department members are to submit items to the Chair in advance of the one week cutoff. Exceptions will be allowed in cases where issues come up during the week prior to the Department meeting requiring input or a Department decision in order to adequately respond to a College or University committee or the administration. The Department Chair will distribute an agenda for special meetings called by the Chair at the time the meeting announcement is circulated to the Department members. Agendas for special meetings called by the Bargaining Unit Faculty will be distributed by the Bargaining Unit Faculty calling the meeting, at the time the meeting announcement is circulated. Whenever reasonably possible, new agenda items shall be accompanied by copies of any supporting documents or any other written information that will be presented at the meeting, so Department members have an opportunity to review the materials prior to the meeting. In such cases as when a meeting is called to amend the Department Bylaws, the notice of the meeting must include a copy of the draft of the change(s) being proposed by the Bylaws Committee.
6. **Meeting Minutes:** Minutes of all regular Department meetings and all Special Department meetings called by the Chair will be taken by the Department Secretary. These minutes will be recorded and distributed to all Department members and to the Dean of the College. Any changes in these minutes are to be brought to the next

Department meeting, where the Department will approve the minutes as written or amended. Minutes for special meetings called by Bargaining Unit Faculty will be taken by one of the Bargaining Unit Faculty members calling the meeting. These minutes will be distributed to all Bargaining Unit Faculty members, and other appropriate entities (e.g., AAUP/WSU leadership; Department Chair; Dean; appropriate committees, etc.). Bargaining Unit Faculty members must approve the minutes before they are distributed outside the Bargaining Unit Faculty of the Department of Management.

7. **Rights and Responsibilities of the Department:**

- a. **Faculty Search:** Members of the Department are to be involved in the recruitment and selection process for new faculty. Members of the Department will be chosen by the Chair to serve on the Search Committee (described in C.7.e). All members of the Department will be provided the opportunity to: (1) interview, individually and/or small groups, those candidates who are brought to campus; (2) participate in presentations made by the candidates; (3) provide written feedback, on criteria defined by the Search Committee, for each faculty candidate to the Search Committee.
- b. **Course and Class Schedules:** Faculty members will have the opportunity to provide the Chair with a list of their preferences for courses and times for each quarter. Faculty may request from the Chair information regarding what courses have been taught each quarter, at what times they have been taught each quarter, and enrollments in each section over the past year. Faculty may also ask the Chair to provide information from the Directors of Graduate and Undergraduate Programs regarding scheduling of courses and class times. Faculty will work with the Chair to resolve course and scheduling conflicts.
- c. **Summer Teaching Schedules:** Faculty may request from the Chair information regarding what courses have been taught, at what times they have been taught, and the enrollments in each section for Summer A and B of the previous summer. Faculty may also ask the Chair to provide information from the Directors of Graduate and Undergraduate Programs regarding scheduling of courses and class times. Faculty members with academic year appointments will have the opportunity to provide the Chair with a list of their preferences for courses and times for each summer session. Faculty will work with the Chair to resolve course and scheduling conflicts. The Chair will make the final determinations regarding course and class assignments, subject to College approval. When necessary, the Chair will use the following rotation schedules:
  - In the event there are insufficient classes or projected insufficient enrollment to fill all the requests made by Bargaining Unit Faculty for the upcoming summer, the most senior faculty in the specified area (e.g., HR/OB; Strategy; Project Management; Law) will be given the first opportunity to fill their summer teaching schedules. The following summer, those Bargaining Unit Faculty not receiving teaching assignments the previous summer have first opportunity to fill their summer teaching schedules and those who may have only had the opportunity to teach one class will follow. This rotation will continue until such time enrollments increase sufficiently to meet all summer teaching requests.

Faculty will work with the Chair to resolve course and scheduling conflicts.

- d. **Election of Department Representatives to College Committees:** The Department shall elect Department Representatives to fill College Committee positions, as established in the College Bylaws.
- e. **Review of the Department Chair:** Members of the Department may be asked by the Dean of the College to serve on a performance evaluation committee of the Chair. These individuals will serve on this committee unless they can show a conflict of interest or some other circumstance that would prevent them from fully participating. These individuals will follow the instructions provided by the Dean in developing and administering these evaluations. Members of the Department are encouraged to complete the evaluation, providing honest and objective feedback. The Chair may also request the Department Development Committee to conduct a developmental review (described in C.7.a). Again, members of the Department are encouraged to give honest and objective feedback. The Department may also request the Dean of the College to call for a review of the Chair when serious concerns regarding performance exist among a majority of the Department. All reasonable efforts will be made to resolve any problems with the Chair before taking the concerns to the Dean.
- f. **Review of the College Dean:** Members of the Department may be asked by the University Administration to serve on a performance evaluation committee of the Dean of the College. These individuals will serve on this committee unless they can show a conflict of interest or some other circumstance that would prevent them from fully participating. These individuals will follow the instructions provided by the Administration in developing and administering these evaluations. Members of the Department are encouraged to complete the evaluation forms, providing honest and objective feedback.
- g. **Committees of the Department:** Unless otherwise indicated, all voting members of the Department are eligible to serve on the following committees. Unless otherwise noted, all committees shall have at least three members. Members of each committee will be elected by secret ballot (unless otherwise noted) in the Spring Quarter of each year for the following year. Those three individuals receiving the most votes will serve on the respective committee the following year. If there is a tie, a runoff election will be conducted by secret ballot.
  - i. **Department Development Committee (hereafter referred to as Development Committee):** The Development Committee will be responsible for promoting the overall development of the Department. This will include recommending mentors to junior faculty members, specifically in the areas of teaching and scholarship, as they work toward promotion and tenure. It will also include identifying developmental needs of all faculty and staff members and identifying individuals or centers on campus that can help in meeting those needs. These may include, but are not limited to, computer training, evaluations of teaching portfolios, developing new research techniques, and use of distance learning technology. The Development Committee will match individuals needing developmental assistance with individuals and/or services able to address those needs and encourage individuals to take advantage of those services. In cases where two or more people need the same or very similar assistance, the Development Committee will work with individuals and centers providing such assistance to set up

training/mentoring sessions that several people can attend at once. The Department Development Committee will also coordinate a minimum of one session each quarter in which one or more faculty members present and discuss research projects and/or teaching techniques. Finally, the Development Committee will recommend priority guidelines that can be used to allocate financial resources available to the Department for development purposes. These guidelines are subject to the approval of the Department Chair.

If requested by the Department Chair, the Development Committee will provide feedback to the Chair in areas he/she would like feedback.

- ii. **Major Curriculum Committees:** The Major Curriculum Committees for Departmental major fields of study are responsible for determining the overall structure, outcomes, requirements, and competencies for each major program of study. Each Major Curriculum Committee is to have primary responsibility for: the extent of curriculum alignment with current professional, practitioner certification and/or benchmarked standards; the degree of programmatic integration; and, the degree of measured accomplishment of expected curriculum outcomes. The Major Curriculum Committees are also responsible for preparing and presenting curriculum changes, such as proposed addition/deletion of classes from the major and/or substantive changes in course structures, to the Department and the College Undergraduate or Graduate Program Committee. The Major Curriculum Committees shall include all Department members who regularly teach courses in each major field. Each Major Curriculum Committee may invite individuals from the respective professions, past graduates, and current students majoring in the area to serve on the Major Curriculum Committee as advisors and nonvoting members.

- iii. **Course Curriculum Committees:** Course Curriculum Committees

include: Business Integrity; Business Law; Public Policy; Organizational Behavior; Human Resources; and, Strategy. Those faculty members teaching courses in each of these areas shall be members of the respective Course Curriculum Committee. Each Course Curriculum Committee shall be responsible for monitoring course book/materials selections and course topics to be covered.

In addition, each Course Curriculum Committee shall advise the Department Chair in managing and selecting Adjunct Faculty, including: course assignments to adjunct faculty; reviewing the qualifications of proposed new adjunct faculty; reviewing adjunct teaching evaluations; reviewing continuation of an adjunct; and, ensuring adjuncts are following course topic requirements and are conducting their courses with substantially the same rigor as full-time faculty. Course Curriculum Committee members will also mentor new adjuncts in proper classroom decorum, class preparation, syllabus preparation, dealing with students, obtaining resources needed for teaching, and reviewing the Student Code of Conduct.

- iv. **Scholarship, Honors & Awards Committee (hereafter called the Awards Committee):** The Awards Committee is primarily responsible for making recommendations on: the PHR Scholarships; awarding Department Scholarships (undergraduate and graduate); selection of outstanding students; and planning the annual Department awards event. The elected Department representative to the College Scholarship, Honors & Awards Committee shall chair this committee and choose two committee members from the Department Faculty.
- v. **Faculty Search Committee:** The Faculty Search Committee will be appointed by the Department Chair. The responsibilities of this committee include: reviewing vitas of all applicants for a faculty position; rating applicants based on the criteria set by the Department Chair, as well as any additional criteria the faculty wish to use; recommending to the Department Chair the top three to five candidates to be considered for interviews; assisting the Department Chair in scheduling interviews (dates, time of presentation, individual faculty interviews, meals, etc.); compiling feedback from Department members; and making recommendations to the Department Chair for the hiring decision. The Search Committee will also work with the Department Chair and the Office of Affirmative Action to ensure all steps of the applicant review and interviewing process are carried out in a manner consistent with the University's policies and procedures. The Search Committee will also work to ensure that all affirmative action policies and procedures defined by the University are abided by.
- vi. **Bylaws Committee:** The Bylaws Committee is formed by the election of three or more members of the Bargaining Unit by Bargaining Unit members. The primary responsibility of the Bylaws Committee is the ongoing review of existing bylaws for: consistency with College Bylaws; consistency with the Collective Bargaining Agreement; and, changes within the Department. When inconsistencies are found, the Bylaws Committee is responsible for drafting changes to the Department Bylaws to rectify the inconsistencies. Proposed changes must be approved by a majority of the Department Bargaining Unit members. Once approved at this level, they must be approved at the College Dean and by the Faculty Governance Committee before they can go into effect. The Bylaws Committee is also responsible for reviewing suggested changes in the bylaws provided by members of the Department. In response to these suggestions, the committee is to explain why a suggested change may not be allowed under existing rules, contracts, etc. or draft the change and present it to the Bargaining Unit Faculty for consideration.
- vii. **Promotion and Tenure Committee (hereafter referred to as the P&T Committee):**
  - a. **Committee Make-up:** The P&T Committee is composed of tenured Bargaining Unit Faculty and must have five voting members and one alternate. Any individual who is a candidate for promotion and/or tenure will not be eligible for P&T Committee membership during the year of candidacy. The membership of the P&T Committee will be formed as follows:

**Considering Assistant to Associate Professor:** The P&T Committee will consist of all Bargaining Unit Full Professors and at least two Associate Professors and the Department Chair (who is nonvoting). The Associate Professors will be elected based on a secret ballot of Department Bargaining Unit Faculty held each Spring Quarter. If the number of Bargaining Unit Faculty holding the rank of Full exceeds three, the full Professors will be elected based on a secret ballot of Department Bargaining Unit Faculty held each Spring quarter.

**Considering Associate to Full Professor:** The P&T Committee will consist of no more than four Bargaining Unit Full Professors and one Associate Professor and the Department Chair (who is nonvoting). The Associate Professor will be elected based on a secret ballot of Department Bargaining Unit Faculty held each Spring Quarter. If the number of Bargaining Unit Faculty holding the rank of Full exceeds four, the full Professors will be elected based on a secret ballot of Department Bargaining Unit Faculty held each Spring quarter. In the event there are not four Bargaining Unit Faculty holding the rank of Full Professor and eligible to vote within the Department, Bargaining Unit Faculty holding the rank of Full Professor within the College will be elected based on secret ballot of the Department Bargaining Unit Faculty each Spring Quarter to fill the remaining slots.

No voting member of the Department P&T Committee can serve on both the College and University P&T Committees at the same time. An individual who is to be considered for promotion to Full Professor will not be allowed to serve on the P&T committee during the year in which his/her case is being decided. Assistant and Associate Professors coming before the P&T Committee for promotion (and tenure in the case of Assistants) may choose (but are not required to) a Representative to the P&T Committee. The Representative shall be chosen from another department in the College, must be a tenured Bargaining Unit Member, and must hold the rank the individual is being considered for or higher. If approved by the P&T Committee, the Representative shall be a fully participating and voting member of the P&T Committee; otherwise, the Representative shall serve as a non-voting member of the Committee. This Representative is in addition to the five members chosen by the Department Bargaining Unit Faculty. The Department's representative to the College P&T Committee shall chair the Department P&T Committee.

- b. **Committee Deliberations:** The discussion/deliberation phase may include one or more secret "straw votes". However, a final, official decision shall be made by secret ballot, only after identical results are obtained in two successive secret ballots. The letter of recommendation must include the final results of the two

successive secret ballots. The P&T Committee must review the letter before a final draft is sent forward.

Discussion/deliberation may occur at any stage of the process, including between secret ballots. However, by a vote of a majority of the voting P&T Committee members, discussion/deliberations may be ended after two successive secret ballots with identical results.

- c. **Professional Development:** The P&T Committee shall also perform the following development activities: (1) ensure that peer evaluations of teaching are conducted yearly for Assistant Professors and every three years for Associate Professors; (2) provide all Assistant Professors with an annual letter regarding progress toward tenure; (3) provide all Associate Professors an annual letter regarding progress toward promotion to Full; (4) review and make recommendations on all professional development leave proposals; and (5) make recommendations to individual faculty on areas that may need improvement.
- d. **Dismissal of Probationary Faculty:** The P&T Committee shall consider any proposed dismissal of probationary faculty. At a meeting called for this purpose, the Department Chair will present reasoning and recommendations for or against dismissal of a Probationary Faculty member to the P&T Committee. The P&T Committee will also consider all written evaluations of the individual. After a full discussion of the matter the committee will vote for or against dismissal and provide a summary of the reasons for and against dismissal, as expressed during the discussion, to the Department Chair and the Dean of the College. The final decision to dismiss a Probationary Faculty member lies with the Dean.
- e. **Representative to the College P&T Committee:** The Bargaining Unit Faculty shall elect, by secret ballot a representative to the College P&T Committee. This individual must be a tenured Bargaining Unit member.

### III. ANNUAL EVALUATION OF FACULTY

#### **Procedures for Annual Evaluation:**

- a. **Submission of Materials for Annual Evaluation:** All faculty members holding a full-time teaching appointment in the Department of Management will submit a summary of accomplishments (Activity Report using the accepted College format) in Teaching, Scholarship, and Service for the preceding calendar year to the Department Chair and the P&T Committee no later than February 7 of each year.

Assistant Professors must also include a teaching portfolio each year which will include: (1) syllabi for each course taught; (2) sample exams from each course taught; (3) examples of student papers/projects completed for each course taught; (4) the narrative portion of the student teaching evaluations for each class taught; (5) the numerical summary of student teaching evaluations for each class taught; and, (6) any other materials the individual chooses to include to demonstrate teaching effectiveness and accomplishments.



Associate Professors must include a teaching portfolio every three years which includes: (1) syllabi for each course taught; (2) sample exams from each course taught; (3) examples of student papers/projects completed for each course taught; (4) the narrative portion of the student teaching evaluations for each class taught; and, (5) any other materials the individual chooses to include to demonstrate teaching effectiveness and accomplishments.

In all cases, faculty members teaching multiple sections of a course each year need only submit one set of examples per year. Items to be included are: sample syllabus; a sample of one set of exams; and one to three student papers/projects completed. If teaching evaluations are conducted in multiple sections of a course, all evaluations for all sections completing evaluations must be reported.

The standard weights for Bargaining Unit faculty are:

Teaching40%  
Scholarship40%  
Service20%

Faculty members can make arguments and present evidence supporting a change in these weights for their individual cases to better reflect where their efforts will be spent the upcoming year, subject to the approval of the Chair. For example, it is reasonable for an Assistant Professor to argue for 50% on Scholarship and 10% on Service. Individuals receiving teaching releases to perform service or to conduct research shall have the opportunity to reduce the weight on teaching to reflect the release and apply that weight to the area for which the teaching release was granted. Weight will not generally fall outside the following ranges:

Teaching30% to 50%  
Scholarship30% to 50%  
Service10% to 30%

- b. **Peer Evaluation of Teaching:** Assistant Professors shall submit their teaching portfolios to the P&T Committee by an announced deadline (usually the first Friday in February) of each year. Associate Professors shall submit their teaching portfolios to the P&T Committee at least every three years, with the first one due by the deadline specified in the previous sentence. The portfolios will include:(1) syllabi for each course taught; (2) sample exams from each course taught; (3) examples of student papers/projects completed for each course taught; (4) the narrative portion of the student teaching evaluations for each class taught; (5) the numerical summary of the student teaching evaluations for each course taught (optional for Associate Professors - choosing not to submit numerical information will not be held against him or her); and (6) any other materials the individual chooses to include to demonstrate teaching effectiveness and accomplishments (e.g., number of new preps; new techniques used).

The P&T Committee will evaluate the teaching portfolios for the following:

- a. Consistency of syllabi with topics to be covered in the course.
- b. Whether exams reflect the topics listed in the syllabi.
- c. Whether projects/papers focus on applying topics covered in the course.

- d. Identify areas from student teaching evaluations that consistently suggest positive teaching practices.
- e. Identify areas from student teaching evaluations that consistently suggest weaknesses in teaching practices.
- f. Identify any innovations, specific to the individual, that have been applied to teaching.
- g. Identify any accomplishments, specific to the individual, related to teaching.

In the event an individual appears to be having difficulty in the classroom, members of the P&T Committee may observe that individual in one or more classroom situations. Indications of serious problems may be reflected in the student teaching evaluations or numerous complaints made to the Chair or other faculty regarding classroom behavior.

The P&T Committee will provide each individual evaluated and the Department Chair with written feedback regarding teaching. This feedback should identify specific accomplishments and positive progress in teaching. It should also identify specific areas in which improvement is needed, if any. In cases where improvement is recommended, specific recommendations need to be made as to how the individual may make those improvements. Referrals should also be made to the Development Committee to provide assistance to those individuals needing to improve in teaching.

- c. **Annual Evaluation Report:** Each faculty member will receive a written report from the Chair indicating the individual's evaluation in each of the areas, Teaching, Scholarship, and Service, and an overall performance rating. Possible ratings are: 0 = unsatisfactory; 1 = adequate; 2 = meritorious; 3 = outstanding; and 4 = extraordinary. If the faculty member agrees with the evaluation, he/she will sign a copy of the evaluation and return it to the Chair. If the faculty member disagrees with the evaluation, he/she may write a rebuttal. The rebuttal must be attached to the evaluation and returned to the Chair. The Chair will ensure that the rebuttal is forwarded to all entities who will see the evaluation.
- d. **Annual Evaluation Criteria:**
  - i. **Teaching:**

### **Unsatisfactory**

A faculty member whose teaching is not acceptable and needs improvement and observation. A faculty member may be evaluated as performing unsatisfactorily based on student evaluations and a review of the relevant teaching materials. This level of performance often leads to a significant number of student complaints. The following are examples of performance problems:

- The faculty member does not seem prepared for classroom activities
- The faculty member does not seem current on the subject matter
- The faculty member shows little enthusiasm for the subject matter or classroom interaction
- The faculty member does not return examinations and assignments in a timely manner, does not manage the classroom well, is not available to students, etc.
- On a regular basis, the faculty member shows up late for class, dismisses class early, or does not show up for class at all

- On a regular basis, the faculty member is not available during his or her office hours

### **Adequate**

A faculty member in this category performs satisfactorily based on student evaluations and a review of the relevant teaching materials. The faculty member is recognized as providing a positive learning environment that is conducive to student learning. This faculty member would benefit from developing behaviors such as those described in the Meritorious and Outstanding categories. Performance at the Adequate level of performance is typically demonstrated through:

- Having an appropriate (as defined by the department, college and university) syllabus which is distributed at the first meeting of the class
- Meeting with the class at the scheduled times unless there are extenuating circumstances
- Keeping course content current with developments in the field
- Incorporating current AACSB business context and functional area requirements into appropriate courses as defined by the college and departmental curricular missions
- Incorporating library and/or computer resources into appropriate courses as defined by the college and departmental curricular missions
- Adhering to policies regarding student evaluations and obtaining adequate student evaluations in all courses taught without consistent serious problems
- Being available in his/her office during posted office hours unless there is an unavoidable conflict
- Returning examinations and assignments with comments in a timely manner
- Submitting course grades in a timely manner
- Being prepared for the classroom (speaking to the topic area, demonstrating preparation through logical and informative lectures, class exercises or other related pedagogical tools)

### **MERITORIOUS**

A faculty member in this category demonstrates many of the following: enthusiasm for the subject matter; prepares thorough and challenging course syllabi, course materials, and examinations; integrates current thinking on the course topic into classroom instruction; and is readily available to students outside class time for discussion and counseling. Assuming the faculty member has met the requirements for Adequate, a significant number of activities such as those listed below can be used as evidence of meritorious teaching. The following list of "bulleted" items represents a non-exhaustive list of examples only, and equivalent activities may be used as evidence.

Each "bulleted" item is separate and discrete, so that, for example, serving as a mentor for a faculty member counts the same as preparing a course for the first time. Serving as a mentor for a faculty member and preparing a course for the first time counts as two activities. Likewise, serving as a mentor for

two faculty members and preparing two courses for the first time count as four activities.

- Serving as a teaching mentor to other faculty
- Preparing a course that they are teaching for the first time
- Having a teaching portfolio demonstrating effective teaching
- Participating effectively as the subject in a teaching improvement effort involving classroom visitations with feedback (e.g., Center for Teaching and Learning)
- Effectively teaching extremely large sections (Evidence from the materials submitted for the faculty member's annual performance evaluation will be used in making this determination. It is up to the individual faculty member to make the case that a course should be considered a large section.)
- Effectively supervising Independent Study/Internship
- Having consistently positive teaching evaluations from students.
- Having consistently positive teaching evaluations from peers.
- Having a larger than normal number of assigned preparations per year on the main campus (for faculty with teaching reductions for intellectual activities, the normal number of preparations will be less than that for faculty without such reductions) or teaching in one of WSU's off-campus programs
- Receiving teaching honors from the Department within the past two years
- Received teaching honors from the College within the past three years
- Received teaching honors from the University within the past four years
- Being readily available to students at times other than posted office hours for discussion and counseling
- Effectively teaching writing-intensive courses
- Showing evidence of continuous improvement in delivery of courses taught
- Integrating external service, consulting, research activities into the classroom experience

## **OUTSTANDING**

A faculty member in this category exhibits many of the following: demonstrates enthusiasm for the subject matter; stimulates students of varying abilities; attends seminars or colloquia for improvement; tries new pedagogical methods and technologies in the classroom; shares successful techniques with colleagues; prepares thorough and challenging course syllabi, course materials, and examinations; integrates current thinking on the course topic into classroom instruction; and is readily available to students outside class time for discussion and counseling. Assuming the faculty member has met the requirements for Meritorious, any three bulleted items from the following list (or equivalent activities that may be identified by the individual), one of which must be an updated teaching portfolio (as described in III.A.2), can be used as evidence of outstanding teaching. The following list of "bulleted" items represents a non-exhaustive list of examples only, and equivalent activities may be used as evidence.

Each "bulleted" item is separate and discrete, so that, for example, receiving the Department Teaching award within the past two years counts the same as developing and successfully delivering a new course. Receiving the Department Teaching award within the past two years and developing and successfully delivering a new course counts as two activities. Likewise, receiving the Department Teaching award within the past two years and developing and successfully delivering two new courses counts as three activities.

- Receiving teaching honors from the Department within the current or prior year
- Received teaching honors from the College within the current or prior year
- Received teaching honors from the University within the current or prior year
- Developing and successfully delivering a new course
- Developing a new course that makes a significant contribution to the curriculum at Wright State University
- Significant new contributions to interdisciplinary/interdepartmental curriculum integration
- Having consistently excellent teaching evaluations from students and/or peers.
- Maintaining an updated teaching portfolio demonstrating excellence in teaching. Such a portfolio should contain documented evaluations of classroom performance, evidence of the demonstration of enthusiasm for the subject matter; attendance at seminars or colloquia for improvement of teaching; a thorough and challenging course syllabi, course materials and examinations.

### **Extraordinary**

A faculty member in this category exhibits four of the following: demonstrates enthusiasm for the subject matter; stimulates students of varying abilities; attends seminars or colloquia for improvement; tries new pedagogical methods and technologies in the classroom; shares successful techniques with colleagues; prepares thorough and challenging course syllabi, course materials, and examinations; integrates current thinking on the course topic into classroom instruction; and is readily available to students outside class time for discussion and counseling. Other equivalent items may be counted. The faculty member must demonstrate teaching activities that clearly exceed expectations for Outstanding.

#### ii. **Scholarship**

##### **Unsatisfactory**

No activity that would qualify the faculty member for Adequate.

##### **Adequate**

Research progress may be indicated by documenting at least one of the following during a two-year period which includes the current evaluation period.

- Submission of a manuscript to peer-reviewed or refereed journal.
- Submission of an article in a trade or practitioner publication.
- Submission of an arbitration decision for publication.
- Submission of cases, chapters, comments or invited articles.
- Submission of a research monograph.
- Submission of subsequent editions of a previously published book or textbook.
- Submission of instructional software.
- Submission of book review.
- Submission of an external research grant.
- Submission of an internal grant request.
- Completion of a working paper
- Other intellectual contributions appropriate to the College's and Department's mission.

### **Meritorious**

There are three separate pathways to achieve meritorious.

1. The Department faculty recognize that peer-reviewed or refereed journal articles are the traditional method for demonstrating scholarship, and are within the College's and Department's missions. Publication of one article in a peer-reviewed or refereed journal during a two-year period which includes the current evaluation period, demonstrates scholarship at the meritorious level.
2. The Department faculty recognize that peer-reviewed or refereed journal articles are the traditional method for demonstrating scholarship, and are within the College's and Department's missions. Publication of two articles in peer-reviewed or refereed journals during a five-year period which includes the current evaluation period, demonstrates scholarship at the meritorious level.
3. The Department faculty recognize that there are a variety of other activities that also demonstrate scholarship (examples are listed), and that are within the College's and Department's missions. Publication of one article in a peer-reviewed or refereed journal during a three-year period, which includes the current evaluation period, with one or more of the following activities during the same period, demonstrates scholarship at the meritorious level. The following list of "bulleted" items represents a non-exhaustive list of examples only, and equivalent works may be used as evidence.

Each "bulleted" item is separate and discrete, so that, for example, publication of a peer reviewed paper presented at an academic, professional, or pedagogical regional or national meeting counts the same as publication of a book review or funding of an external grant. Publication of one peer reviewed paper presented at an academic, professional, or pedagogical regional or national meeting and one book review count as two activities. Likewise, publication of one peer reviewed paper presented at an academic,

professional, or pedagogical regional or national meeting and two book reviews count as three activities.

- Publication of peer-reviewed paper, workshop, symposia, poster-session, etc., at academic, professional, or pedagogical regional or national meetings.
- Publication of an article in a trade or practitioner publication.
- Publication of an arbitration decision.
- Publication of cases, chapters, comments or invited articles.
- Publication of a research monograph.
- Publication of instructional software.
- Publication of book review.
- Funding of an external research grant.
- Funding of an internal grant request.
- Other intellectual contributions on a continuing basis appropriate to the College's and Department's mission.

### **Outstanding**

There are four separate pathways to achieve outstanding.

Each "bulleted" item is separate and discrete, so that, for example, publication of a peer reviewed paper presented at an academic, professional, or pedagogical regional or national meeting counts the same as publication of a book review or funding of an external grant. Publication of one peer reviewed paper presented at an academic, professional, or pedagogical regional or national meeting and one book review count as two activities. Likewise, publication of one peer reviewed paper presented at an academic, professional, or pedagogical regional or national meeting and two book reviews count as three activities.

### **Extraordinary**

There are four separate pathways to achieve extraordinary.

Each "bulleted" item is separate and discrete, so that, for example, publication of a peer reviewed paper presented at an academic, professional, or pedagogical regional or national meeting counts the same as publication of a book review or funding of an external grant. Publication of one peer reviewed paper presented at an academic, professional, or pedagogical regional or national meeting and one book review count as two activities. Likewise, publication of one peer reviewed paper presented at an academic, professional, or pedagogical regional or national meeting and two book reviews count as three activities.

### **Activity Reporting Times**

Unless noted otherwise, Scholarship should be counted as follows:

1. The Department faculty recognize that peer-reviewed or refereed journal articles are the traditional method for demonstrating scholarship, and are

within the College's and Department's missions. Publication of two articles in peer-reviewed or refereed journals during a two-year period which includes the current evaluation period, demonstrates scholarship at the outstanding level

2. The Department faculty recognize that peer-reviewed or refereed journal articles are the traditional method for demonstrating scholarship, and are within the College's and Department's missions. Publication of three articles in peer-reviewed or refereed journals during a five-year period, which includes the current evaluation period, demonstrates scholarship at the outstanding level.
3. Publication of (a). A revised edition of a previously published book in the discipline of the author's teaching or professional training, either sole-authored by the individual or in the case of co-authorship where the individual demonstrates having made a substantial contribution; or (b). publication of a first edition book for which the individual has made a substantial contribution. These exclude vanity press publications. It is up to the individual to present evidence of his/her contribution. This may be done through letters from the co-author(s) and/or publisher.
4. The Department faculty recognize that there are a variety of other activities that also demonstrate scholarship (examples are listed), and that are within the College's and Department's missions. Publication of two articles in peer-reviewed or refereed journals during a three-year period which includes the current evaluation period, with two or more of the following activities during the same period, demonstrates scholarship at the outstanding level. The following list of "bulleted" items represents a non-exhaustive list of examples only, and equivalent works may be used as evidence.
  - Publication of peer-reviewed paper, workshop, symposia, poster-session, etc., at academic, professional, or pedagogical regional or national meetings.
  - Publication of an article in a trade or practitioner publication.
  - Publication of an arbitration decision.
  - Publication of cases, chapters, comments or invited articles.
  - Publication of a research monograph.
  - Publication of instructional software.
  - Publication of book review.
  - Funding of an external research grant.
  - Funding of an internal grant request.
  - Other intellectual contributions on a continuing basis appropriate to the College's and Department's mission.
5. The Department faculty recognize that peer-reviewed or refereed journal articles are the traditional method for demonstrating scholarship, and are within the College's and Department's missions. Publication of three articles in peer-reviewed or refereed journals during a two-year period, which includes the current evaluation period, demonstrates scholarship at the extraordinary level.
6. The Department faculty recognize that peer-reviewed or refereed journal articles are the traditional method for demonstrating scholarship, and are within the College's and Department's missions. Publication of four articles in peer-reviewed or refereed journals during a five-year period, which includes the current evaluation period, demonstrates scholarship at the extraordinary level.



7. Publication of a first edition book *in the discipline of the author's teaching or professional training*, either sole-authored or first-authored by the individual (excluding vanity press publications). It is up to the individual to present evidence of his/her contribution. This may be done through letters from the co-author(s) and/or publisher.
8. The Department faculty recognize that there are a variety of other activities that also demonstrate scholarship (examples are listed), and that are within the College's and Department's missions. Publication of three articles in peer-reviewed or refereed journals during a three-year period, which includes the current evaluation period, with three or more of the following activities during the same period, demonstrates scholarship at the extraordinary level. The following list of "bulleted" items represents a non-exhaustive list of examples only, and equivalent works may be used as evidence.
  - Publication of peer-reviewed paper, workshop, symposia, poster-session, etc., at academic, professional, or pedagogical regional or national meetings.
  - Publication of an article in a trade or practitioner publication.
  - Publication of an arbitration decision.
  - Publication of cases, chapters, comments or invited articles.
  - Publication of a research monograph.
  - Publication of instructional software.
  - Publication of book review.
  - Funding of an external research grant.
  - Funding of an internal grant request.
  - Other intellectual contributions on a continuing basis appropriate to the College's and Department's mission.
  - Books and monographs in the year of acceptance date or publication/copyright date. The faculty member must clearly state which date is to be considered.
  - Publications of book chapters in the year of acceptance date or publication/ copyright date. The faculty member must clearly state which date is to be considered.
  - Journal publications in the year of acceptance or publication/copyright date. The faculty member must clearly state which date is to be considered.
  - Publications of instructional software/instructional media in the year of copyright.
  - Papers presented in the year the meeting is held.

i. **Service**

The third component of a faculty member's responsibilities is service to the institution, the profession, and to local, national, and global communities. It will be up to the individual faculty member to provide evidence as to the significance of the activity and its relationship to the profession. This may be done by providing evidence of outcomes for each activity.

**Unsatisfactory**

There is little or no evidence of service activity at this level. The faculty member does not meet the requirements of an Adequate level of performance.

### **Adequate**

- The faculty member demonstrates all of the following in the area of service:
- Regular attendance at college and department meetings
- Fulfilling individual responsibilities to the department, including effective service on departmental committees.

### **Meritorious**

Assuming the faculty member has met the requirements for Adequate, a significant level or number of professional or service activities can be used as evidence of meritorious performance. The following list of "bulleted" items represents a non-exhaustive list of examples only, and equivalent work may be used as evidence.

Each "bulleted" item is separate and discrete, so that, for example, effectively leading a special department project counts the same as serving as a session chair at a significant national or regional conference. Effectively leading a special department project and serving as a session chair at a significant national or regional conference count as two activities. Likewise, effectively leading two special department projects and serving as a session chair at a significant national or regional conference count as three activities.

### Institutional Service

- Effectively serving on one or more active university committees and/or college committees
- Student placement or recruitment activity
- Teaching an overload course, or teaching at a regional campus
- Effectively chairing an active departmental committee or task force
- Effectively leading a special departmental project
- Effectively serving as advisor to an active club or student organization
- Alumni relations/fund raising activity
- Student advising efforts

### Professional Activity

- Participation in a professional activity, either paid or unpaid, that enhances the teaching and/or research capabilities of the faculty member
- Serving as a session chair/track or serving in a voluntary capacity at a significant national or regional conference
- Organizing a conference workshop, session, or panel for a regional conference
- Participating in a project judged as significant by departmental peers
- Reviewing a book, journal, or other manuscript

- Holding an office in an active professional organization
- Obtaining and maintaining significant professional licenses and/or certifications
- Serving as guest speaker for area business, government, or community organization
- Other

#### Community Service

- Maintaining membership in community organizations
- Involvement in community outreach/community programs
- Other

#### **Outstanding**

#### Institutional Service

- Effectively serving as advisor to a significant active club or student organization where a significant time commitment is required
- Serving effectively as a program director
- Effectively chairing an active university committee or task force
- Special projects at the Department, College, or University level

#### Professional Activity

- Effectively serving on the editorial board of a journal
- Effectively serving as an officer in or chairing a significant state or national committee (e.g., academic, professional, government advisory groups)
- Effectively serving as a track chair at a national conference
- Organizing a conference workshop, session, or panel for a national conference
- Significant external service to community programs and/or companies, either paid or unpaid, including consulting, training, dispute resolution, etc.

#### Community Service

- Holding positions of leadership in community organizations
- Involvement in community outreach/community programs

#### Extraordinary

Assuming the faculty member meets the requirements for Outstanding, the rating of Extraordinary will be given based on the number of activities reported by the faculty member, demonstration of taking leadership roles in several service activities, and the outcomes of these activities.

## **IV Promotion and Tenure**

- A. **Promotion from Assistant to Associate and Granting of Tenure:** When applying for promotion and tenure, Assistant Professors must submit to the Department P&T Committee all materials and documentation outlined in the Collective Bargaining Agreement along with a letter of intent to obtain promotion and tenure by the date specified by the College in the fall of the year the individual is to be considered (usually October 1).

**Criteria for Promotion and Tenure.** Candidates for promotion/or tenure will be "academically qualified" according to AACSB criteria. Teaching and scholarship are considered as equally important, with service considered as significantly less important when evaluating the candidate's record. The following minimum requirements must be met by the candidate seeking promotion and tenure:

1. **Teaching:** The candidate must demonstrate that he/she has established him/herself as an effective instructor in at least one of the areas within the Department, such as Human Resource Management/Organizational Behavior, Strategic Management, Business Law, Public Policy, Project Management, and Business Integrity. The individual must show evidence of the following: enthusiasm for the subject matter; prepares thorough and challenging course syllabi, course materials, and examinations; integrates current thinking on the course topic into classroom instruction; and is readily available to students outside class time for discussion and counseling. A number of activities such as those listed below can be used as evidence of teaching. The following list of "bulleted" items represents a non-exhaustive list of examples only, and equivalent activities may be used as evidence.

Each "bulleted" item is separate and discrete, so that, for example, serving as a mentor for a faculty member counts the same as preparing a course one is teaching for the first time. Serving as a mentor for a faculty member and preparing course one is teaching for the first time counts as two activities. Likewise, serving as a mentor for two faculty members and preparing two courses for the first time count as four activities.

- Preparing a course that he/she is teaching for the first time
- Having a teaching portfolio (as described in III.A.1, paragraph 2) demonstrating effective teaching
- Participating effectively as the subject in a teaching improvement effort involving classroom visitations with feedback (e.g., Center for Teaching and Learning)
- Effectively teaching extremely large sections (Evidence from the materials submitted by the faculty member for annual performance evaluation will be used in making this determination. It is up to the individual faculty member to make the case that a course should be considered a large section.
- Effectively supervising Independent Study/Internship
- Having consistently positive teaching evaluations from students
- Having consistently positive teaching evaluations from peers.
- Having a larger than normal number of assigned preparations per year on the main campus (for faculty with teaching reductions for intellectual activities, the normal number of preparations will be less than that for faculty without such reductions) or teaching in one of WSU's off-campus programs
- Receiving teaching honors
- Being readily available to students at times other than posted office hours for discussion and counseling
- Effectively teaching writing-intensive courses
- Emphasis will be placed on evidence demonstrating steady improvement in delivery of courses taught over the entire period at Wright State University.

2. **Scholarship:** The candidate must have a minimum of five peer-reviewed/refereed journal publications or equivalent performance. At least three of the publications must be published while the candidate is at Wright State University. It will be up to the candidate to make the argument for equivalent performance (e.g., publication in what is regarded by the field as an "A" or Premier journal; research awards acknowledging the quality of a publication). The candidate's total scholarship record should demonstrate the development of a body of research consistent with the mission of the Department. The external review letters will be considered heavily in determining the intellectual contribution of the candidate's scholarship record. Order of authorship will be considered in determining the candidate's contribution to the publication in the case of multiple authors. While we want to encourage multiple authorship, it is important that the candidate demonstrate leadership and creativity in his/her scholarship record. Thus, the candidate must document that he/she was first author (or sole author) on at least two peer-reviewed/refereed journal publications.
3. **Service:** The candidate must demonstrate that he/she has been a contributing participant on committees and in activities necessary for the proper functioning of the Department and College.

**Promotion from Associate to Full Professor:** When applying for promotion, Associate Professors must submit to the Department P&T Committee all materials and documentation outlined in the Collective Bargaining Agreement along with a letter of intent to obtain promotion by the date specified by the College in the fall of the year the individual is to be considered.

**Criteria for Promotion from Associate to Full.** Teaching and scholarship are considered as equally important, with service considered as less important when evaluating the candidate's record. The following minimum requirements must be met by the candidate seeking promotion to Full Professor:

1. **Teaching:** The candidate must demonstrate that he/she has established him/herself as an effective instructor in at least one of the areas within the Department, such as Human Resource Management/Organizational Behavior, Strategic Management, Business Law, Public Policy, Project Management, and Business Integrity. The candidate must demonstrate teaching performance generally consistent with the following since receiving tenure at Wright State University: enthusiasm for the subject matter; prepares thorough and challenging course syllabi, course materials, and examinations; integrates current thinking on the course topic into classroom instruction; and is readily available to students outside class time for discussion and counseling. A significant number of activities such as those listed below can be used as evidence of teaching performance. The following list of "bulleted" items represents a non-exhaustive list of examples only, and equivalent may be used as evidence.

Each "bulleted" item is separate and discrete, so that, for example, serving as a mentor for a faculty member counts the same as preparing a course one is teaching for the first time. Serving as a mentor for a faculty member and preparing a course one is teaching for the first time counts as two activities. Likewise, serving as a mentor for two faculty members and preparing two courses for the first time count as four activities.

- Serving as a teaching mentor to other faculty
- Preparing a courses that he/she taught for the first time

- Having a teaching portfolio (as described in III.A.1, paragraph 3) demonstrating effective teaching
  - Participating effectively as the subject in a teaching improvement effort involving classroom visitations with feedback (e.g., Center for Teaching and Learning)
  - Effectively teaching extremely large sections (Evidence from the Faculty Annual Evaluation Form will be used in making this determination. It is up to the individual faculty member to make the case that a course should be considered a large section.)
  - Effectively supervising Independent Studies/Internships
  - Having consistently positive teaching evaluations
  - Having a larger than normal number of assigned preparations per year on the main campus (for faculty with teaching reductions for intellectual activities, the normal number of preparations will be less than that for faculty without such reductions) or teaching in one of WSU's off-campus programs
  - Receiving teaching honors
  - Being readily available to students at times other than posted office hours for discussion and counseling
  - Effectively teaching writing-intensive courses
  - Showing evidence of continuous improvement in delivery of courses taught
2. **Scholarship:** The candidate must have a minimum of twelve peer-reviewed refereed journal publications or equivalent performance over his/her career at Wright State University. It will be up to the candidate to make the argument for equivalent performance (e.g., publication in what is regarded by the field as an "A" or Premier journal; research awards acknowledging the quality of a publication). The candidate's total scholarship record should demonstrate that the candidate has significant expertise in one or more areas of study consistent with the mission of the Department and as having made significant contributions to advancing the knowledge base of that/those areas of study. The external review letters will be considered heavily in determining intellectual contribution of the candidate's total scholarship record. Order of authorship will be considered in determining the individual's contribution to the publication in the case of multiple authors. While we encourage multiple authorship, it is important that the individual demonstrate leadership and creativity in his/her scholarship record. Thus, the individual must document that he/she was first author (or sole author) on at least six peer reviewed/refereed publications.
3. **Service:** The individual must demonstrate that he/she has actively participated in activities supporting the Department, College, and University, the Profession, and the Community. The individual must show evidence of taking leadership roles in several service activities, and the outcomes of these activities. The following may be used as evidence of service. The following list of "bulleted" items represents a non-exhaustive list of examples only, and equivalent may be used as evidence.

Each "bulleted" item is separate and discrete, so that, for example, effectively leading a special department project counts the same as serving as a session chair at a significant national or regional conference. Effectively leading a special department project and serving as a session chair at a significant national or regional conference count as two activities. Likewise, effectively leading two special department projects and serving as a session chair at a significant national or regional conference count as three activities.

### Institutional Service

- Effectively serving as advisor to a significant active club or student organization where a significant time commitment is required
- Serving effectively as a program director
- Effectively chairing an active university
- Special projects at the Department, College, or University level
- Effectively serving on one or more active university committees and/or college committees
- Student placement or recruitment activity
- Teaching overload courses, or teaching at a regional campus
- Effectively chairing an active departmental committee or task force
- Effectively leading a special departmental project
- Alumni relations/fund raising activity
- Student advising efforts

### Professional Activity

- Effectively serving on the editorial board of a journal
- Effectively serving as an officer in or chairing a significant state or national committee (e.g., academic, professional, government advisory groups)
- Effectively serving as a track chair at a national conference
- Organizing a conference workshop, session, or panel for a national conference
- Participation in professional activities, either paid or unpaid, that enhances the teaching and/or research capabilities of the faculty member
- Serving as a session chair/track or serving in a voluntary capacity at significant national or regional conferences
- Organizing a conference workshop, session, or panel for a regional conference
- Participating in a project judged as significant by departmental peers

### Reviewing a books, journals, or other manuscripts

- Holding an office in an active professional organization
- Obtaining and maintaining significant professional licenses and/or certifications
- Serving as guest speaker for area business, government, or community organization
- Significant external service to community programs and/or companies, either paid or unpaid, including consulting, training, dispute resolution, etc.

### Community Service

- Holding positions of leadership in community organizations
- Involvement in community outreach/community programs
- Maintaining membership in community organizations

## **B. Candidacy for Tenure when hired as an Associate or Full Professor without Tenure:**

### **1. Teaching**

In the case of an individual hired at the rank of Associate or Full Professor without tenure, the criteria specified in the previous section (A, 1) will be applied since being hired at Wright State University.

## **2. Scholarship**

- a. For candidates hired at the rank of Associate Professor without tenure, the criteria specified in the previous section (A, 2) will apply with one addition: at least three publications must be published while the candidate is at Wright State University in accordance with the time frame established by the contract (currently 2 years). It will be up to the candidate to make the argument for equivalent performance on the area of scholarship (e.g., publication in what is regarded by the field as an "A" or Premier journal; research awards acknowledging the quality of a publication).
- b. For candidates hired with the rank of Full Professor without tenure: at least three publications must be published while the candidate is at Wright State University in accordance with the time frame established by the contract (currently 1 year). It will be up to the candidate to make the argument for equivalent performance in the area of scholarship (e.g., publication in what is regarded by the field as an "A" or Premier journal; research awards acknowledging the quality of a publication).

## **3. Service**

In the case of an individual hired at the rank of Associate or Full Professor without tenure, the criteria specified in the previous section (B, 3) will be applied over the individual's academic career. Emphasis will be placed on the continuation of and/or the development of a strong service record while at Wright State University.