

**RIT College of Business**  
**Faculty Responsibility Portfolios**  
Effective December 1, 2002

**Subject to the approval of their Department Chair and Dean**, faculty select one of three Responsibility Portfolios to assist the College of Business in accomplishing its mission and carrying out their professional duties:

- Teaching portfolio
- Balanced portfolio
- Scholarship portfolio

See Exhibit 1 for the key baseline elements of each portfolio. Faculty who hold appointments as named Chairs/Center Directors and those holding administrative positions such as Department Chair and Director of Graduate Studies have other types of portfolios that are negotiated with the Dean.

**Selection of a Faculty Responsibility Portfolio:**

Selecting a portfolio should reflect a long-term, well-articulated self assessment by each faculty member in consultation with their Department Chair. With the approval of their Department Chair and the Dean, with recognition of available resources, COB faculty select one of three responsibility portfolios, typically for a period of three academic years. On occasion Chairs, in consultation with the Dean, may reassign faculty within a three-year cycle if their performance is not, in the judgment of the Chair, up to the requirements of their current portfolio, or to meet the needs of the College. Approval of portfolio selections and portfolio reassignments will take into account the College's target of ensuring that, each quarter, at least seventy-five percent of all courses/sections in each program are taught by full-time faculty.

Factors guiding portfolio selection:

- **Teaching Portfolio** - Faculty with non-tenure-track appointments normally are assigned this portfolio. Tenured faculty may select this portfolio with the approval of their Chair. This portfolio is not available to tenure-track faculty who are not yet tenured.
- **Balanced Portfolio** - It is anticipated that most tenured faculty, with the approval of their Chair, will select this portfolio. The balanced portfolio is not available during their initial three years, to either tenure-track instructors or tenure-track assistant professors.
- **Scholarship Portfolio** - New tenure-track instructors and assistant professors are assigned initially to this portfolio for a period of three years. Other faculty, with an appropriate record, may select this portfolio with the approval of their Chair and the Dean. Reappointment requires peer review and approval of their Chair and Dean; particular attention will be placed on the rigor and significance of the scholarship output achieved.

**Faculty Responsibility Expectations and Performance Assessment:**

The portfolios are designed to help the COB achieve its staffing needs and mission of high quality education and scholarship, while recognizing the differing skills and interests of the faculty, as well as allowing for changes that may occur in any given faculty member's priorities during her or his career. The work distributions, standards for meeting expectations, and performance weightings for each portfolio are outlined in Exhibit 1 at the end of this document.

The specific portfolio elements appearing in Exhibit 1 represent baseline expectations for satisfactory performance over a three year period.

Each faculty member's annual Plan of Work will explain the way in which the individual expects to progress, during the twelve months starting every December 1, toward achieving the three-year baseline expectations of his or her portfolio. Annual performance appraisals then will be keyed to the faculty Plan of Work, assessing the progress made during the twelve months ending each November 30. Faculty in all portfolios are eligible for merit raises. To achieve "exceeds expectations" or "outstanding" in the annual review process, an individual must demonstrate correspondingly significant performance, relative to the portfolio baseline and Plan of Work.

#### **Relationship to Promotion and Tenure Norms and Academic Qualifications:**

The performance expectations of the various portfolios should not be construed as directly prescribing norms for promotion to the rank of associate or full professor and/or tenure. Faculty are awarded promotion and tenure based on the promotion and tenure policies of the College. However, there are certain links. Generally faculty in either the balanced or scholarship portfolios have goals of promotion and tenure. By contrast, faculty with a teaching portfolio are not expected to meet the scholarship threshold for further promotion. All faculty are expected to be academically qualified to teach undergraduate courses; faculty in the balanced or scholarship portfolios are expected to be academically qualified also to teach graduate courses.

#### **Additional Development and Research Support:**

The College expects faculty to remain current in their discipline by investing in themselves through memberships in professional organizations, subscriptions to professional journals, etc. Faculty are consulted in selecting library books and journals, and in acquiring other resources such as databases. Graduate assistants are available on a competitive basis.

Travel support is provided to faculty presenting papers at professional meetings within limits set annually. Travel support also is provided for faculty to attend professional meetings for development purposes within limits set annually. It is expected that all faculty will attend at least one academic or professional meeting every two years.

Additional faculty development support is available on a competitive basis from the Institute and the College. Criteria and procedures for competitive awards will be announced annually.

COB-funded summer support will be available on a competitive basis to all faculty holding ten-month appointments within limits set annually. This support is based on the quality of the proposal and the applicant's record. Evidence of significant output produced with summer funding is expected.

A faculty member who achieves truly exceptional results, such as publishing a substantial article in the very most prestigious national journals or accomplishing a particularly impressive pedagogical outcome, will receive further recognition, such as a monetary bonus or course release. Annually the Dean will award, through a competitive process, single course releases to three faculty members (more when feasible), in recognition of the strength of applications submitted; when a larger number of strong applications are submitted than the number of available releases, preference will be given to those who did not receive such a release during the prior two years.

Subject to the Dean's approval with a recommendation from their Chair, faculty with externally-funded research grants may receive additional course reductions as a buy-out option at the rate of one-seventh their ten-month salary (including fringe benefits) per course.

**Transition:**

Portfolio assignments for the three-year period starting September 2003 will be determined in January 2003. Decisions about subsequent three-year assignments, to take effect September 2006, will be made in January 2006.

The current Dean's Research Grant program will be phased out with no new applications for Dean's Research Grants accepted after January 1, 2003. In general, faculty receiving Dean's Research Grant program awards will have the impact on their teaching loads determined assuming they had the balanced portfolio. Hence, a faculty member awarded two course releases under that program would teach five courses (7 – 2) during the academic year for which they received the award (or in a subsequent year if adequate course coverage so requires). For any particular faculty member, if there is a significant disparity between this transitional plan and prior Plan of Work or employment agreement, an alternative phase-in arrangement may be negotiated with their Chair and Dean.

**Exhibit 1: Baseline Elements of Faculty Responsibility Portfolio System**

	<b>Teaching Portfolio</b>	<b>Balanced Portfolio</b>	<b>Scholarship Portfolio</b>
<b>Teaching<sup>1</sup></b>	Nine courses during the regular academic year, reduced to eight if Dean approves extra assignment. Primarily undergrad instruction.	Seven courses during the regular academic year. Mix of undergraduate and graduate instruction.	Six courses during the regular academic year. Mix of graduate and undergraduate instruction.
<b>Scholarship</b>	One output in the form of a journal article or a presentation at a scholarly meeting over the three year period. Emphasis on applied scholarship or instructional development	Two refereed journal articles, or one refereed journal article and two peer reviewed presentations at scholarly meetings over the three year period. Emphasis on applied scholarship.	Two refereed journal articles and two prestigious, peer-reviewed presentations at scholarly meetings (or three and one, respectively) over the three year period. Emphasis on rigorous applied and basic scholarship
<b>Service<sup>2</sup></b>	Standard service to the Dept, COB, and RIT depending on faculty rank and situation.	Standard service to the Dept, COB, and RIT depending on faculty rank and situation.	Standard Service to the Dept, COB, and RIT depending on faculty rank and situation.
<b>Performance assessment<sup>3</sup></b>	Emphasis on quality teaching, limited scholarship, with service expected. Teaching = 70 Scholarship = 10 Service = 20	Emphasis on quality teaching, with significant scholarship and service expected. Teaching = 50 Scholarship = 30 Service = 20	Emphasis on scholarship of high merit, with quality teaching and service expected. Teaching = 40 Scholarship = 40 Service = 20

<sup>1</sup> In all cases, to meet teaching expectations faculty must demonstrate that they meet basic teaching obligations (meeting classes, holding office hours, etc.), that courses are current and delivered in accordance with the master course syllabi, that course grades meet COB guidelines, and that student evaluations of effectiveness and rigor are not in the lowest ranges. With prior Department Chair consultation, innovative approaches to instruction and new courses receive special consideration.

<sup>2</sup> Once service expectations are met, additional service to the profession and other professional accomplishments will be considered in developing an assessment of “exceeds expectations.” Particular importance will be attached to applied projects that help achieve outreach elements of the COB mission.

<sup>3</sup> The weights provide a rough sense of the relative importance attached to each responsibility. For purposes of annual performance evaluations, achieving less than “meets expectations” in any one of the three areas normally will result in an overall evaluation not higher than “needs improvement.”