

MSB FACULTY SENATE MEETING MINUTES
25 APRIL 2003

ATTENDEES: Adlakha, Aggarwal, R. Bento, Bowers, Brownstein, Dutt, Ford, Fowler, Herron, Isberg, Kemery, Korb, Laric, Levy, Luchsinger, Lynagh, Lynn, Mersha, Moily, Morse, Nielsen, Oblak, Otto, Parham, Pitta, Popjoy, Randolph, Richardson, Robinson-Backmon, Rollier, Sawhney, Schrenk, Sigler, J. Singhal, K. Singhal, Sriram, Trotter, Vemuganti, White, Weiss & Zacur.

CALL TO ORDER: President Nielsen called the meeting to order at 1012AM.

I. APPROVAL OF THE MINUTES:

Professor Oblak pointed out that the motion regarding the Faculty Handbook and the membership of the Curriculum Committee should say: **THE MOTION AS AMENDED READ.**

Professor R. Bento pointed out some typographical and spelling errors that needed to be fixed.

Professor Aggarwal made the motion that **the minutes as amended be accepted.**

Professor R. Bento seconded the motion.

THE MOTION PASSED UNANIMOUSLY

II. APPROVAL OF THE AGENDA

Professor K. Singal made the motion to accept the agenda.

Professor Adlakha seconded the motion

THE MOTION WAS ACCEPTED BY UNANIMOUS VOTE

III. HANDBOOK REVISIONS: Professor Nielsen pointed out that only Handbook changes dealing with tenure and promotion have to go to the Attorney General. Everything else goes as far as President Bogomolny.

IV. DEAN'S REPORT:

AFPR POLICY REVISION ON INTELLECTUAL CONTRIBUTIONS

The Dean indicated that we would not know the AACSB standards until they were passed at their meeting being held in New Orleans.

Professor Sigler asked if the faculty would be subject to the new standards. The Dean answered yes, but pointed out that the new standards will be about process. The actual standards will remain basically the same.

Professor Vemuganti asked if the AACSB would only look at numbers. Dean McCarthy said that they would look at whether the Intellectual Contribution fits the mission of the university. They will look at many things. The Dean stated that internal standards and processes would help us achieve accreditation, but that new internal standards are not the same as new external standards.

V. NOMINATION COMMITTEE FOR THE 2003-2004 FACULTY SENATE-PROFESSOR TROTTER

Professor Trotter passed out the "Merrick School of Business Faculty Senate Officers and Committee Representatives for 2002-2003 Revised" and the a list of the openings for "Merrick School of Business Faculty Senate Officers and Committee Representatives Academic Year 2003-2004". He said we would elect next year's officers and committee representatives and the May 9 Faculty Senate meeting.

Professor Trotter pointed out that the Faculty P & T Policies and Procedures Committee was a task force whose mission had been completed, so that one Ad Hoc committee would not be

required next year. Professor Trotter indicated that **all nominations for vacant positions be given to him.**

VI AACSB RE-ACCREDITATION: REVIEW OF DRAFT FACULTY PORTFOLIO GUIDELINES-PROFESSOR ROLLIER

Professor Rollier spelled out the three areas that are covered in the research section regarding professors' portfolios:

LEARNING & PEDAGOGY

PRACTICE

DISCIPLINED BASED SCHOLARSHIP

Business schools' priorities in these areas are to be based on their mission statements.

Not all faculty need to conduct research in all three categories, but in the aggregate, all should be covered.

VII. CURRICULUM COMMITTEE REPORT AND CURRICULUM MOTIONS-PROFESSOR ISBERG

PROFESSOR ISBERG PRESENTED THE RECOMMENDATIONS OF THE CURRICULUM COMMITTEE. THE CHANGES WERE GROUPED INTO TWO AREAS: MAJOR (SEE APPENDIX A) AND MINOR (SEE APPENDIX B).

MAJOR CHANGE: Add a new course for the core and remove Accounting 305 from the core.

New course: MGMT 3XX GLOBAL BUSINESS ENVIRONMENT

MINOR CHANGES:

OPRE-315-Change description

OPRE-330-Change description

MGMT-300-Change in name and description

MGMT-301-Change in name and description

MGMT-339-Change name and description

MGMT 650-Change the number to **MGMT 735**

MGMT-725-Delete the prerequisite

COURSES DELETED: MGMT-485, 761 & 765

SPECIALIZATIONS:

ELIMINATE HEALTH CARE MANAGEMENT

CHANGE NAME FROM "GENERAL MANAGEMENT" TO "MANAGEMENT"

Professor Vemuganti made a motion to:

Accept the recommendation of the Curriculum Committee (MSBCC)

Professor Vemuganti then withdrew his motion and a discussion then took place on the recommendations of the MSBCC.

Professor Laric **called for the question**

Professor Bowers seconded

The results were:

FOR: 36

AGAINST: 1

NOT VOTING: 1

Dr. Ford then made the following motion:

**MSBFS ACCEPT ALL OF THE RECOMMENDATIONS OF THE
CURRICULUM COMMITTEE**

Dr. Adlakha seconded the motion

THE MOTION PASSED:

FOR: 37

AGAINST: 1

VIII. UPDATE ON ADMINISTRATOR' EVALUATION PROCESS-

Professor Trotter reported that the response rate has been good. He said the deadline for submitting evaluations is Monday 28 April 2003.

IX. FACULTY HANDBOOK REVISIONS

**(FINAL REVISED AND APPROVED FACULTY HANDBOOK SECTIONS ARE
INCLUDED AS APPENDIX C.**

SECTION I. ORGANIZATION

Motion on the process for determining the size of the Curriculum Committee.

The need to expand the Curriculum Committee will be determined by the Faculty Senate Executive Committee each academic year based on charges to the Curriculum Committee. The Executive Committee will notify the divisions of the requirement for additional representatives. The division faculty will nominate these additional members for approval by the Faculty Senate. The International Group for Education, Research, and Service will be notified when an international business representative is required, and the Entrepreneurship faculty members will be notified when an entrepreneurship representative is required.

President Nielsen explained the motion and how it would be implemented.

**Professor K. Singhal raised several issues dealing with the workability of the committee.
He proposed the following motion:**

The Curriculum Committee be composed of representatives from the 9 areas

Professor Sawhney seconded the motion.

Professor Randolph called for the question.

Professor Bowers seconded.

The MSBFS voted on calling the question:

FOR CALLING THE QUESTION: 35

AGAINST: 0

NOT VOTING: 2

THEN THE MSBFS VOTED ON KAL SINGHAL'S MOTION:

FOR: 15

AGAINST: 21

Discussion continued and Professor K. Singhal made the motion that the following be added to the motion passed at the 11 April 2003 meeting:

The size of the committee will be raised to 9 whenever the charge to the committee might include a decision that may involve an addition or deletion of one or more required courses at the undergraduate and MBA levels.

Professor Sawhney seconded the motion.

Professor Randolph called for the question

Professor Bowers seconded.

THE MSBFS VOTED ON CALLING THE QUESTION:

FOR: 32

NOT VOTING: 1

THEN THE MSBFS VOTED AGAINST THE MOTION BY PROFESSOR K. SINGHAL:

FOR: 15

AGAINST: 19

NOT VOTING: 2

Dr. Oblak made the following friendly amendment to THE ORIGINAL MOTION BROUGHT FORWARD BY THE EXECUTIVE COMMITTEE TO change the wording to:

The Division Faculty will elect the additional voting members for approval by the Faculty Senate.

The friendly amendment was accepted, AND THE MSBFS VOTED ON THE MOTION BROUGHT FORWARD BY THE EXECUTIVE COMMITTEE AS AMENDED:

*The need to expand the Curriculum Committee will be determined by the Faculty Senate Executive Committee each academic year based on charges to the Curriculum Committee. The Executive Committee will notify the divisions of the requirement for additional representatives. The division faculty will **elect** these additional **voting** members **for approval** by the Faculty Senate. The International Group for Education, Research, and Service will be notified when an international business representative is required, and the Entrepreneurship faculty members will be notified when an entrepreneurship representative is required.*

FOR: 30

AGAINST: 1

NOT VOTING: 4

SECTION I. ORGANIZATION

The Faculty Senate Executive committee brought forward the motion to accept the revised Section I. Organization in its entirety.

The MSBFS voted to accept the recommendation of the Executive Committee

FOR: 34

AGAINST: 0

NOT VOTING: 0

SECTION III FACULTY EVALUATIONS-

Professor Nielsen went over the changes

The MSBFS voted to accept the recommendation of the Executive Committee

FOR: 33

AGAINST: 0

NOT VOTING: 1

SECTION III SABBATICAL LEAVE POLICY-PROFESSOR WHITE

Professor White covered the proposed changes in criteria and procedures for faculty awards
Professor K. Singhal made a motion **TO ACCEPT THE CHANGES**
Professor Randolph seconded the motion

THE MOTION PASSED

FOR: 35

AGAINST: 0

NOT VOTING: 1

X. TIGER TEAM CALL FOR SUMMER RESEARCH PROPOSALS

Dr. Nielsen reminded everyone that the **deadline is 1 May 03**

XI. AWARDS COMMITTEE REPORT

Professor White announced the following winners:

DEAN COSTELLO SERVICE-----Steve Isberg

DEAN JAMES TEACHING-----Veena Adlakha

HOFFBERGER ETHICS-----Susan Zacur

BLACK & DECKER RESEARCH---Honghui Chen

Erik Benrud

David Levy

ADJOURNMENT: The meeting was adjourned at 12:12PM

Respectfully submitted,

Peter M. Lynagh, Secretary

Appendix A

NEW CORE COURSE: GLOBAL BUSINESS ENVIRONMENT

**UNIVERSITY OF BALTIMORE
MERRICK SCHOOL OF BUSINESS**

MAJOR CHANGE TO THE UNDERGRADUATE CURRICULUM

I. Major Curriculum Initiation Form
(for recommendation to the MSB Curriculum Committee)

This document is to be used to describe proposed revisions to the MSB curriculum, and should be submitted as part of a package including a Curriculum and Course Change Cover Sheet, together with any associated documents (Adoption of New Course forms, or Minor Course Action Forms).

Date Submitted: 4 / 25 / 03

Division(s): ... Acctng ... Econ, Fin &Mgt Sc ... MIS **X** Mgt & Mktng

Graduate Program (if applicable): _____

Description of proposed changes to MSB Curriculum:

1. Description of the new curriculum change:
 - a. What present course(s) are to be used? N/A
 - b. What course(s) are new?

MGMT 3XX Global Business Environment Course

2. **The new course:**
 - a. **How is the new course related to Division and/or Merrick School goals, priorities and resources?**

Relationship to the Merrick School of Business Mission Statement: Responsibility to Our Students

The Merrick School of Business mission statement declares that we are preparing students to succeed in the dynamic global economy. In fact, it is essential that our students understand the global business environment not only to succeed in the workplace, but also to contribute to an increasingly multicultural society. Knowledge gained in this course will enable students to understand key aspects of the global business environment, as applied to small companies, multinational corporations, multilateral institutions, and non-governmental organizations. Students will explore the impacts of globalization at home and abroad. Course modules aim to broaden the students' understanding of similarities and differences among national political economies, legal systems, and sociocultural environments, including world religions, business ethics, and social responsibility. Students will survey business functions as they are applied to expand and manage international operations.

Responsibility to the State of Maryland

Beyond our responsibility to the individual goals of our students, we have an added responsibility as a state institution of higher education. We must support international business education because of its vital role in Maryland's economy. The U.S. Department of Commerce reports that jobs supported by export activity pay 13% more than jobs in non-exporting sectors. For every \$45,000 in export sales, one job is created, more than double the rate of jobs created by domestic sales. Firms that export grow 20% faster than those that don't, and they have a higher survival rate. In fact, most businesses can not survive without a global market and/or production base. Maryland exports reached \$4.97 billion in 2001, an 8%

increase over 2000. International business is responsible for over 200,000 jobs in the state of Maryland, with approximately half of these generated from Maryland exports, and the other half from foreign investment in the state.

Beyond the Market-Driven Rationale: International Business Education as a Public Good

Since September 11, 2001, there has been a paradigm shift in the views of public and private leaders toward international education. The majority view now is that international education is essential to the national interest, both for U.S. continued leadership in the world economy, and as a matter of national security. The University of Baltimore, as a state institution with priority concern for Maryland's economic development, and its public welfare, has a responsibility and an opportunity to emerge as a regional leader in international business education. Paraphrasing remarks by Chancellor William Kirwan to the Maryland International Education Association annual meeting on November 18, 2002:

Higher education must produce a new generation workforce that is worldly wise, culturally aware, and foreign language literate. At the national level, 9/11 was a wake-up call to this generation as Sputnik was to mine. We have gotten a wake-up call that we are not creating a generation of internationally-educated students... We must learn about foreign countries' economies, customs and cultures, language and politics or we will certainly be at a large disadvantage. They certainly know everything about us... Our national security depends on creating specialists educated about different regions of the world...

- b. What significant effect would the proposed course have on undergraduate programs and the Merrick School as a whole? Will enrollments in other programs be impacted by this program being offered?**

This course is proposed for the core, and does not represent the addition of an extra specialization. Therefore, it should not negatively impact enrollments in other programs. Because it is a popular course, it may boost enrollments.

- c. What significant effect would the proposed revisions have on community colleges and UB's relationship with community colleges?**

Our Global Business Studies Program has a working relationship with Howard Community College in the area of international business. This course could serve to enhance that relationship, and encourage more students to come here who wish to major in international business. Similar working relationships could be fostered with other community colleges.

MGMT 3XX
University of Baltimore
Merrick School of Business
Draft Syllabus

GLOBAL BUSINESS ENVIRONMENT

Course Description

The purpose of this course is to enhance students' abilities to operate successfully in today's multicultural, global environment. Students will gain a theoretical basis for understanding key aspects of the global business environment, as applied to small companies, multinational corporations, multilateral institutions, and non-governmental organizations. Students will explore the impacts of globalization at home and abroad. Course modules aim to broaden the students' understanding of similarities and differences among national political economies, legal systems, and sociocultural environments, including world religions, business ethics, and social responsibility. Students will survey business functions as they are applied to expand and manage international operations.

Required Text

Hill, Charles W.L., *International Business: Competing in the Global Marketplace*, 4th edition, 2003, Irwin-McGraw-Hill Publishing. (Chapters 1-4, 6-8, 12-20 are covered; Chapters 5, 9 - 11 are covered in ECON 409 International Economics)

Learning Objectives

- Analyze political and economic systems in terms of their impacts on foreign trade and investment decisions, and potential for transformation to market-based economies.
- Schematize cultural dimensions, including value systems, attitudes, and behaviors.
- Demonstrate cultural understanding to adapt leadership, communication and motivation styles within multicultural organizations, work groups and teams.
- Describe contemporary regional and multilateral agreements that provide institutional frameworks within which companies must operate internationally.
- Demonstrate commitment to social responsibility and ethical behavior in a global environment.
- Assess global business strategies and practices in light of international business theories.
- Select appropriate organization structures and decision-making processes for global operations, balancing cultural responsiveness and efficiency goals.

CLASS PARTICIPATION

Participation in class sessions is essential for the student to understand key concepts and to demonstrate mastery of the course material. Your contributions to case discussions and participation in class exercises will be a major component of your participation grade.

Students will be drawn into in-depth analyses of real case examples from a variety of industries. Each student will be challenged to make significant decisions that will affect the strategic interests of the firms under review. Students will exercise their abilities to apply what they have learned in a proactive process.

Participation in case discussions should follow the guidelines summarized below:

- Students contribute to the discussion by raising points that improve the level of understanding of the situation being analyzed
- Students listen carefully in order to understand the comments of others
- Students are open to various points of view, recognizing there are no "right" or "wrong" answers (...although there may be "better" and "worse" solutions...)
- Each student will analyze his or her own approach based on a comparison of the approaches presented by his or her classmates

ACADEMIC INTEGRITY POLICY EXCERPT¹

"...Academic honesty is based on the principle that one's work is one's own. The University of Baltimore Academic Integrity Policy encourages all members of the University to accept responsibility for taking academic honesty seriously by being well-informed, by contributing to a climate in which honesty is valued, and by considering responsible ways to discourage dishonesty in the work of others.

Students, faculty, administrators, and staff shall not condone or tolerate cheating, plagiarism, or falsification, since such activity negatively affects all members of the academic community...

I. *Responsibilities of Students*

Students have the responsibility to encourage and support an atmosphere of academic honesty. To encourage honest and reasonable use of sources, students are expected to utilize appropriate methods of documentation for written work. Students are to recognize that faculty considering written materials will assume such utilization. Students are to do their own work and to make all reasonable efforts to prevent the occurrence of academic dishonesty. They are to set an example for other students by refraining from acts of cheating, plagiarism, or other violations of the Academic Integrity Policy. They are to refrain from aiding or abetting other students in any attempts to violate the Academic Integrity Policy. When acts of academic dishonesty occur, students are to consider means to limit such behavior."

¹ *Student Policies and Procedures*, University of Baltimore (1999-2000), 5-6.

COURSE OUTLINE AND SCHEDULE

Module I: Understanding the Political Economy for Global Business Success

Week	Topics	Geographic Focus	Assignments Due
1	Course Overview Globalization: Opportunities and Threats	Global	Read Hill Chapt. 1
2	Analysis of political and economic systems Impacts on foreign trade and investment decisions, and Emerging market transformations into market-based economies	Global	Read Hill Chaps. 2, 6
3	Regional Economic Integration -EU, NAFTA, Mercosur, CARICOM, ASEAN, APEC	Regional Latin America and Mexico	Read Hill Chaps. 7, 8
4	Introduction to the Case Method Discussion of International Business Ethics and Social Responsibility <i>Royal Dutch/Shell</i> Case Discussion	Africa and Nigeria	Read the <i>Royal Dutch/Shell: Human Rights in Nigeria</i> case to prepare for class discussion (in Hill text)

Module II: Cross-Cultural Interactions for Multicultural Management Success

Week	Topics	Geographic Focus	Assignments Due
5	Cultural Dimensions and Value Systems	Global	Read Hill Chapt. 3
6	Communicating Across Cultures <i>General Electric in Hungary</i> Case Discussion	Global Central and Eastern Europe	Read <i>General Electric in Hungary</i> Case. Be prepared to answer 4 discussion questions at the end of the case (in Hill text, following Chapt. 2).
7	International Marketing <i>Disney in France</i> Case Discussion	Europe	- Read Hill Chapt. 17 - Read <i>Disney in France</i> Case. Be prepared to answer 3 discussion questions at end of case (in Hill text, following Chapt. 3).
8	Managing Global Human Resources	Global	Read Hill Chapt. 18
9	Midterm Exam	Local ☺	Prepare for Mid-Term Exam

COURSE OUTLINE AND SCHEDULE Module III:
International Business in Practice

Session	Topics	Geographic Focus	Assignments Due
10	Changing Paradigms of International Competition: Alternative Strategies and Structures	Instructor Choice	Read Hill Chapt. 12, 13
11	Market Entry Strategies to Fit Firm-Specific Requirements Exporting, Importing, and Countertrade	Instructor Choice	Read Hill Chapt. 14 and 15
13	Global Manufacturing and Materials Management	Instructor Choice	Read Hill Chapt. 16
14	Accounting and Financial Management in International Business	Instructor Choice	Read Hill Chapt. 19, 20
Exam Week	Final Exam	Local ☺	Prepare for Final Exam

Appendix B

MINOR CURRICULUM CHANGES

Appendix C

FACULTY HANDBOOK REVISIONS

Approved by the Faculty Senate on April 25, 2003

Section I. Organization

ROBERT G. MERRICK SCHOOL OF BUSINESS FACULTY SENATE ORGANIZATION

The faculty of the Robert G. Merrick School of Business is organized along the lines of four divisions: 1) Accounting; 2) Economics, Finance, and Management Science; 3) Management Information Systems; and 4) Management, Marketing, Operations Management, Policy and Strategy,. A director heads each. The director and faculty of each division determine class offerings, curriculum, and course schedules. Program directors and the Curriculum Committee oversee curricula across divisions, and center directors oversee research and other activities in the centers. These divisions represent the following 11 areas: 1) Accounting; 2) Economics; 3) Finance; 4) Management Science; 5) Management Information Systems; 6) Management; 7) Marketing, 8) Operations Management; 9) Policy and Strategy; 10) Global Business; 11) Entrepreneurship.

Recommendations concerning academic policy can be made by the faculty and staff of the Merrick School of Business and are properly forwarded to the Dean's Council by the appropriate Dean's Council representative for further consideration. Faculty members may attend the Dean's Council meetings, but should give notice to the Council in advance. Minutes and agenda of each meeting will be made distributed to all faculty members .

1. Dean's Council

The Dean's Council is composed of the dean, associate deans, assistant dean, divisional directors, the Faculty Senate president (elected by the Faculty Senate, two Faculty members-at-large elected by the Faculty Senate, program directors, and center directors. Membership is subject to change, and other constituents will be invited to participate depending on the agenda.

The Council is charged with the examination of suggested changes in academic and personnel policies and general initiation, management, and evaluation of academic programs. Subgroups of the Council include Chair's subgroup, Program Directors' subgroup, and other ad-hoc subgroups. Subgroups forward the recommended policy issues to the full Council for further examination and evaluation. Decisions made by the council are recommendations to the Dean and serves as a complementary mechanism in the implementation of faculty governance. The Council shall meet not less than five times per year.

2. Faculty Senate

The Faculty Senate of the Merrick School of Business is composed of the full-time faculty of the School and meets at least twice each semester (at least five times per year). The Constitution of the Merrick School of Business Faculty Senate is found in I-3.30.

3. Faculty Senate Committees

There are three standing committees of the Faculty Senate, as well as other ad hoc committees appointed for a specified period. Faculty Senate elections for both the standing and ad hoc committees must be completed no later than April 15. This approval process applies to both voting and non-voting members.

A. Personnel Committee

This committee reviews applications for promotion and tenure consistent with the school's policies (See III-7.30.) and reviews the performance of the candidates selected for post tenure review. (See III). The Personnel Committee is comprised of representatives approved by the Faculty Senate. One representative will represent each division containing a single academic area and two elected representatives will represent each division with more than one academic area.

B. Curriculum Committee

The general task of the Curriculum Committee is to continuously monitor the undergraduate and graduate curricula and the academic policies that affect them. The Curriculum Committee consists of at least five members, four of whom are selected by the four Divisions and approved by the Faculty Senate, and one member-at-large elected by the MSBFS. The need to expand the Curriculum Committee will be determined by the Faculty Senate Executive Committee each academic year based on charges to the Curriculum Committee. The Executive Committee will notify the divisions of the requirement for additional representatives. The division faculty will elect these additional members for approval by the Faculty Senate. The International Group for Education, Research, and Service will be notified when an international business representative is required, and the Entrepreneurship faculty members will be notified when an entrepreneurship representative is required.

C. Awards Committee

This committee addresses issues related to the practice and advancement of teaching, research, and service activities. This committee also evaluates and recommends candidates for various awards including teaching, research, service, and sabbatical leave, among others. The Awards Committee is comprised of the previous year's award recipients of the teaching, research, service, and ethics, as well as the recipient of the Turner Medallion.

**Approved by the MSB Faculty Senate
April 25, 2003**

Section III. Personnel Policies and Procedures

ROBERT G. MERRICK SCHOOL OF BUSINESS FACULTY EVALUATIONS

The School of Business incorporates several considerations into faculty evaluations, principally teaching, intellectual contributions, service to the school and university (through committee responsibilities and other activities outside the classroom), and service to the community (including consulting, service without fee in civic and professional organizations, etc.). While it is recognized that not all faculty excel in all areas evaluated, it is expected that effort be made to contribute and show satisfactory accomplishment in all areas.

In the fall of the academic year, faculty members establish their Planned Faculty Portfolio for the coming calendar year. In the spring of the academic year, faculty members submit their Annual Faculty Performance Review for the previous, just-ended calendar year to their division director.

The faculty forward their accomplishments to their division directors who goes over the written presentations in detail with each of the faculty members in their divisions. Course and Instructor evaluations, and other evaluations of teaching are also presented to the faculty in both summary form and with written comments. Following these interview sessions, during which the faculty sign the division director's evaluation of the listed activities and students' reactions, the division directors present their assessments to the dean. These evaluations are considered for teaching, research, and service awards, as well as decisions.

A School of Business Faculty Senate committee reviews the course and instructor evaluation procedures and instrument annually and makes whatever recommendations it feels appropriate for their improvement to the Faculty Senate. The Faculty Senate approves these instruments and procedures for use.

**Approved by the School of Business Faculty Senate
April 25, 2003**

Section III. Personnel Policies and Procedures

ROBERT G. MERRIC SCHOOL OF BUSINESS SABBATICAL LEAVE POLICY

II. Purpose

- A. A faculty committee will be formed each year: :
 - 1. To determine whether applicants for sabbatical leave meet the standards set forth in established policy and to recommend from among qualified applicants those to receive sabbatical leave for the upcoming academic year, or portion thereof, in accordance with the number of opportunities available; and
 - 2. To recommend, as deemed needed by the committee, changes in the governance and/or the criteria for sabbatical leave, in keeping with the policies of the University of Maryland System and the University of Baltimore.
- B. This committee shall be formally incorporated into the published list of standing school-wide committees.
- C. On or before June 1 of each academic year, members of the awards committee in the School shall be elected to serve on the committee that will evaluate sabbatical applications. By September 15, the committee shall meet to elect a chairperson.

II. Eligibility

- A. Faculty members eligible for sabbatical leave are those full-time faculty members who have accumulated six (6) or more full-time, consecutive years since coming to the Merrick School/or since the last sabbatical from the School, if any.
Qualified applicants are those faculty members who are eligible and also meet all other criteria set forth below.

III. Criteria

- A. Decisions of sabbatical leave shall take into consideration the mission statements of the university and the school, as well as the development of the candidate.
- B. Sabbatical leave is intended to relieve a recipient of normal service, teaching, and research responsibilities and to substitute research and/or professional development consistent with the goals of the university and the school. Such leave can be granted for an array of purposes.

- C. Candidates must submit a detailed plan of the project on which they will be working during their sabbatical leave. Weight will be given to proposals that demonstrate that the candidate has a concrete expectation of making a contribution to the university, school, and to personal development.
- D. Seniority will be used as a tie-breaker in the event that two candidates are equally qualified. Seniority means service since the candidate's date of employment with the School.
- E. Priority consideration shall be given to candidates previously qualified by the committee who did not receive a sabbatical.

IV. Applications

- A. Candidates should submit a letter of intent (can be sentence) by September 1 in the academic year preceding the year of the sabbatical. The full proposal should be given to the committee chairperson, in five copies, by October 1. The dean shall make every effort to respond to this committee's recommendations by December 15.
- B. The full proposal may take any format the candidate deems suitable, but it shall include a summary limited to 1,000 words and vitae.
- C. The committee shall send a memorandum reminding faculty members of deadlines and format by June 1. Any changes to this document must be made by the faculty senate before June 1 preceding any year in which they apply.

V. Procedures

- A. Committee recommendations are reviewed by the dean and the provost, who make independent recommendations to the president. The president has ultimate authority to grant or deny a request for sabbatical leave.
- B. For purposes of accountability, each recipient of a sabbatical shall submit a written report to the dean detailing accomplishments during such leave and those expected to be realized thereafter. This report shall be submitted not later than 45 days after January 15 or June 15, depending upon when the recipient completes his/her sabbatical leave.

**Approved by School of Business Faculty Senate
April 25, 2003**