

METROPOLITAN STATE UNIVERSITY OF DENVER
SCHOOL OF BUSINESS

COMPUTER INFORMATION SYSTEMS DEPARTMENT

FACULTY EVALUATION GUIDELINES
Effective July 1, 2014

DEPARTMENT GUIDELINES REVIEW			
	Approve	Disapprove	Date
<u>Al Morn</u> Department Chair	✓*		4/21/14
Reviewed and approved by Committee of Department Chairs As noted in minutes of meeting dated email approval 4/25/14			
<u>AS Morn</u> Dean of School	✓		4/25/14
<u>Moline</u> Vice President of Academic Affairs/Provost	✓		4/28/14

* concerned about retroactiveness of guidelines changes AM

COMPUTER INFORMATION SYSTEMS DEPARTMENT

MISSION STATEMENT

The Computer Information Systems Department delivers high quality, accessible undergraduate information systems education to a diverse student population. We prepare students to analyze, design, develop and use business applications utilizing contemporary technology. We provide a balance between fundamental information systems concepts and the application of these concepts from a future-oriented perspective.

The Computer Information Systems Department provides undergraduate major and minor programs in information systems. We also offer courses in information systems and quantitative methods to School of Business students, and applied computer courses to students university-wide.

AREAS OF PERFORMANCE

University faculty are reviewed on their performance in three areas: teaching, scholarly activities, and service. All relevant and official information may be considered in the course of any review or evaluation.

As per Handbook policy of July 2013:

V.C.4.h. Guidelines should be reviewed annually, but only updated if deemed necessary. If Department Guidelines are changed, the Chair must submit the current Department Guidelines and revised Department Guidelines, highlighting and explaining the rationale for any changes, to the School Committee of Department Chairs, the School Dean, and Provost for approval no later than March 1 of each year. The Provost may make revisions to such guidelines. The revised guidelines will be effective for the next evaluation period.

Evaluators will give consideration to previous year reviewer comments and previous criteria when new standards have been adopted.

CRITERIA

Each performance area has criteria that provide the basis for evaluation:

- a. Teaching: Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post-baccalaureate careers or further educational opportunities.
- b. Scholarly Activities: Scholarly and creative activities are disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring puzzles.
- c. Service: Service is participation in the shared governance of the academy and the use of disciplinary or professional expertise and talents to contribute to the betterment of multiple environments, including professional and disciplinary associations, or non-profit and governmental agencies.
- d. Other Duties: Faculty engaged in other duties, including faculty on reassigned time to serve in roles such as Department Chairs or Directors, will be reviewed on those activities.

Faculty will submit a Portfolio for review as stated in Section V of the Handbook.

RATING SCALE

The following rating scale must be applied to each criterion.

Meets Standards

This rating represents a level of performance that demonstrably and substantially meets the expectations of the University. Sustained performance at this level or above is necessary to support an application for tenure or promotion. However, ratings alone do not guarantee a favorable decision under the tenure or promotion policies. Performance at this level or above is necessary for a satisfactory post-tenure review.

Needs
Improvement

Does not meet standards. While this rating represents a level of performance that may meet a basic, minimal competency standard, it is insufficient to support an application for promotion or tenure, and if continued, a satisfactory post-tenure review.

Performance at this level may reduce a faculty member's eligibility for base salary increases and in some cases may render the faculty member ineligible for salary increases, and subject to a performance improvement plan, disciplinary action, and dismissal in accordance with applicable University procedures.

In reviewing faculty performance using these ratings, evaluators shall conscientiously adhere to the descriptions of each rating category, taking care to acknowledge differing levels of performance among faculty members.

CRITERIA AND GUIDELINES

While criteria for the Areas of Performance are stated in this section of the *Handbook*, guidelines must specify the standards for each rating (Meets Standards, Needs Improvement) pertaining to each criterion listed below, and must provide examples of activities for each rating except for a "Needs Improvement" rating.

TEACHING

Teaching is a complex and reflective human activity that, in the higher education context, is offered in a forum that is advanced, semi-public, and essentially critical in nature. No single definition can possibly suffice to cover the range of talents that go into excellent teaching or that could be found across the board in the varied departments and disciplines of an entire university. Good teachers are scholars, researchers, inventors, scientists, creators, artists, professionals, investigators, practitioners or those with advanced expertise or experience who share knowledge, using appropriate methodologies, and who demonstrate and encourage enthusiasm about the subject matter in such a way as to leave the student with a lasting and vivid conviction of having benefited from that interaction.

Effective teachers typically maintain high academic standards, prepare students for professional work and development, facilitate student achievement, and provide audiences for student work. Some might add that the best teaching transmits specific skills or enhances talents that students possess, while others would note that good teaching develops habits of mind or provides models of scholarly, scientific, artistic or professional behavior and inquiry much more important than particular information. Faculty typically aspire to a number of other civic purposes in the classroom that may also include encouraging their students to long for the truth, to aspire to achievement, to emulate heroes, to become just, or to do good, for example.

At the instructional level, the most important responsibilities of a teacher to his/her students are the following:

- (1) Content Expertise: To demonstrate knowledge and/or relevant experience: Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.

Examples of activities that demonstrate content expertise may include:

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| ▪ Class materials, assignments, text, reading materials are current in the field | ▪ Continuously surveys the professional, business, political, legal field to keep updated on developments in the field | ▪ Incorporates current information into the classroom |
| ▪ Attend sessions at professional meetings that add currency to the teaching field | ▪ Includes additional course material beyond the textbook | ▪ Research in the field; research information is included in the course |

- (2) Instructional Design: To re-order and re-organize this knowledge/experience for student learning: Effective teachers design course objectives, syllabi, materials, activities, and experiences that are conducive to learning.

Examples of activities that demonstrate instructional design may include:

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|--|---|---|
| ▪ Identify and communicate appropriate learning objectives | ▪ Course objectives, learning objectives, assignments, assessments are consistent | ▪ Develop a detailed course outline for students |
| ▪ Syllabus clearly states grading policies | ▪ Attends teaching workshops/seminars and implements new ideas | ▪ Develops assignments, class activities, assessment instruments that provide students with opportunities to apply course content |
| ▪ Develop new courses | ▪ Revise Regular Course syllabi as needed | ▪ Active learning opportunities |
| ▪ Peer-to-peer learning opportunities | | |

- (3) Instructional Delivery: To communicate and “translate” this knowledge/experience into a format accessible to students: Effective teachers communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods.

Examples of activities that demonstrate instructional delivery may include:

- Uses multiple pedagogies in the class to meet needs of diverse learning styles
- Communicate class/chapter/course objectives
- Organization and preparation of the course
- Incorporates technology into the class
- Provide additional materials to students via website, Blackboard, etc.
- Attends teaching workshops/seminars and implements new ideas
- Use of group activities

(4) Instructional Assessment: To evaluate the mastery and other accomplishments of students: Effective teachers design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.

Examples of activities that demonstrate instructional assessment may include:

- Design course assessment instruments to measure course learning objectives
- Advise students on their academic weaknesses and how they may improve future performance
- Develop multiple types of assessments to meet needs of diverse learning styles
- Assessments are current and updated regularly
- Ensure all graded work is made available to students for their review
- Provide reviews for exams

(5) Advising In and Beyond the Classroom: To provide guidance for students as they pursue undergraduate and post-baccalaureate education and/or employment: Effective advisors interact with students to provide career guidance and information, degree program guidance and information (e.g., advice on an appropriate schedule to facilitate graduation), and answers to questions relating to a discipline.

Activities that demonstrate advising may include:

- Attends department advising workshops
- Participates in Department and Metro Advising activities (Majors Fair, Metro Open House, etc.)
- Writes letters of recommendation
- Uses appropriate forms (CAPP adjustments, advising waivers)
- Incorporates advising component into the class
- Provides career or graduate school advice to student
- Uses the **Banner Tracking** system
- Supervises an IDP, independent study, internship
- Maintains contacts in the industry to enhance career advising

SCHOLARLY ACTIVITIES

Scholarly and creative activities are disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring puzzles.

Purposes include, but are not limited to, the following: advancing knowledge or culture through original research or creative activities; interpreting knowledge within or across disciplines; synthesizing information across disciplines, across topics, or across time; aiding society or disciplines in addressing problems; or enhancing knowledge of student learning and effective teaching.

Typically, to be considered scholarship, findings should be disseminated to either peer review by disciplinary scholars or professional or governmental organizations; or critical reflection by a wider community, including corporations or non-profit organizations, for example.

In addition to these scholarly activities, this category may also include activities in which the faculty member shares other knowledge with members of the learned and professional communities; continued education and professional development activities appropriate to professional status or assignments; and other activities specific to the faculty member's discipline or assigned responsibilities.

Activities that demonstrate scholarly activities may include:

- Publication of an article in a peer reviewed journal
- Publication of 1st edition or revision of textbook by respected publishers and reviewed by peers
- Presentation of peer-reviewed papers at conferences
- Publication of cases in textbooks by respected publishers
- Serving as a panelist at a professional or academic conference
- Presentation of a workshop
- Publication of scholarly books or books of applied (contribution to practice) scholarship by respected publishers
- Publication of chapters in edited scholarly books or edited textbooks
- Publication of peer-reviewed conference papers in proceedings
- Publication of book review or interview by peer reviewed journal
- Presentation of a non-peer reviewed paper
- Professional certification (CPE or CEU to maintain professional certification)
- Publication of trade books, teaching lab or case books, published by respected publishers
- Development of original data base or software
- Publication of course supplements to texts
- Publication and dissemination of cases by respected academic or professional organizations
- Invited keynote speaker
- Serving as editor of a preferred journal

SERVICE

Faculty engage in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the program, department, school, or university level. Beyond the institution, faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, non-profit organizations, or government agencies.

Activities that demonstrate service may include:

- Serving a term as defined by committee bylaws on department committees
- Serving a term as defined by committee bylaws on school committees
- Serving a term as defined by committee bylaws on university committees
- Hosting student activities
- Assisting with student organizations
- Unpaid public service or consulting work to community, business, or professional organizations
- Serving as a reviewer for a peer reviewed journal or conference (at least 3 years)
- Serving on the editorial board of a peer reviewed journal
- Serving as session chair or discussant at a conference (multiple years or conferences)
- Review texts or textbook supplements for a publisher
- Provide media interviews
- Serving on the board of a professional or community organization
- Member of a local, state, national organization
- Serving a local agency, non-profit, community group, etc.

EXPECTATIONS FOR TENURE & PROMOTION FROM ASSISTANT TO ASSOCIATE PROFESSOR

The Computer Information Systems department expects tenure track faculty to *Meet Expectations* in all three areas of evaluation according to any of the following **three evaluation paths**. It is expected that there be integration between discipline/course topics, scholarly activities, and service.

Path ONE Evaluation criteria:

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none"> Effectively use pedagogies 	<ul style="list-style-type: none"> A minimum of 5 scholarly activities: 	<ul style="list-style-type: none"> Continuous service activities in multiple areas (department, school, university, professional, or community work related to discipline) that fit needs of the department and school
<ul style="list-style-type: none"> Develop assignments that provide a practical application of course material 	<ul style="list-style-type: none"> At least 3 must be peer-reviewed/ with no more than 3 authors/ related to the discipline, published or accepted for publication in Journals listed in Cabell's Directory by the time the tenure dossier is submitted. 	<ul style="list-style-type: none"> Make substantive contributions in service activities – more than attending meetings
<ul style="list-style-type: none"> Show effective classroom delivery, content, and design 	<ul style="list-style-type: none"> The balance of the 5 scholarly activities must be peer-reviewed/no more than three authors/related to the discipline and published in conference proceedings 	<ul style="list-style-type: none"> Show continuous growth in service activities throughout the tenure-track years. This may include taking on increased responsibilities or serving in a leadership position
<ul style="list-style-type: none"> Demonstrate maintenance of currency in the discipline 	<ul style="list-style-type: none"> Must maintain Academically Qualified (AQ) status every year of probationary period 	
<ul style="list-style-type: none"> Implement suggestions of peer observers, as appropriate 		
<ul style="list-style-type: none"> Show SRI scores on the 		

second question of the evaluation form that are on average (weighted average) 5.0 or above. SRI scores shall be considered as one factor of many in the overall evaluation of teaching

- Actively participate in department and school assessment activities and implement changes as determined by department faculty
- Use Banner Tracking system (or BRM) to record sessions which includes writing notes on what was discussed/advised
- Participate in Dept advising activities such as, department training sessions, majors fairs, Metro Open House, SOAR, etc.

Path TWO Evaluation criteria:

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none"> Effectively use pedagogies 	<ul style="list-style-type: none"> A minimum of 5 scholarly activities: 	<ul style="list-style-type: none"> Continuous service activities in multiple areas (department, school, university, professional, or community work related to discipline) that fit needs of the department and school
<ul style="list-style-type: none"> Develop assignments that provide a practical application of course material 	<ul style="list-style-type: none"> At least 2 must be peer-reviewed/ with no more than 3 authors/ related to the discipline, published or accepted for publication in Journals listed in Cabell's Directory by the time the tenure dossier is submitted. 	<ul style="list-style-type: none"> Make substantive contributions in service activities – more than attending meetings
<ul style="list-style-type: none"> Show effective classroom delivery, content, and design 	<ul style="list-style-type: none"> The balance of the 5 scholarly activities must be peer-reviewed/no more than three authors/related to the discipline and published in conference proceedings 	<ul style="list-style-type: none"> Show continuous growth in service activities throughout the tenure-track years. This may include taking on increased responsibilities or serving in a leadership position
<ul style="list-style-type: none"> Demonstrate maintenance of currency in the discipline 	<ul style="list-style-type: none"> Must maintain Academically Qualified (AQ) status every year of probationary period 	<ul style="list-style-type: none"> <i>A Meets Standards</i> rating will be assigned based on exceptional impact, relevance and amount of work involved with the service activity (ies).
<ul style="list-style-type: none"> Implement suggestions of peer observers, as appropriate 		
<ul style="list-style-type: none"> Show SRI scores on the second question of the evaluation form that are on average (weighted average) 5.0 or above. SRI scores 		

<p>shall be considered as one factor of many in the overall evaluation of teaching</p> <ul style="list-style-type: none"> ▪ Actively participate in department and school assessment activities and implement changes as determined by department faculty ▪ Use Banner Tracking system (or BRM) to record sessions which includes writing notes on what was discussed/advised ▪ Participate in Dept advising activities such as, department training sessions, majors fairs, Metro Open House, SOAR, etc. 		
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Path THREE Evaluation criteria:

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none"> Effectively use pedagogies 	<ul style="list-style-type: none"> A minimum of 5 scholarly activities: 	<ul style="list-style-type: none"> Continuous service activities in multiple areas (department, school, university, professional, or community work related to discipline) that fit needs of the department and school
<ul style="list-style-type: none"> Develop assignments that provide a practical application of course material 	<ul style="list-style-type: none"> At least 3 must be peer-reviewed/ with no more than 3 authors/ related to the discipline, published or accepted for publication in Journals listed in Cabell's Directory by the time the tenure dossier is submitted. 	<ul style="list-style-type: none"> Make substantive contributions in service activities – more than attending meetings
<ul style="list-style-type: none"> Show effective classroom delivery, content, and design 	<ul style="list-style-type: none"> The balance of the 5 scholarly activities must be peer-reviewed/no more than three authors/related to the discipline and published in conference proceedings 	<ul style="list-style-type: none"> Show continuous growth in service activities throughout the tenure-track years. This may include taking on increased responsibilities or serving in a leadership position
<ul style="list-style-type: none"> Demonstrate maintenance of currency in the discipline 	<ul style="list-style-type: none"> Must maintain Academically Qualified (AQ) status every year of probationary period 	<ul style="list-style-type: none"> <i>A Meets Standards</i> rating will be assigned based on exceptional impact, relevance and amount of work involved with the service activity (ies).
<ul style="list-style-type: none"> Implement suggestions of peer observers, as appropriate 		
<ul style="list-style-type: none"> Show SRI scores on the second question of the evaluation form that are on average (weighted average) no less than 4.0 in value. 		

<p>SRI scores shall be considered as one factor of many in the overall evaluation of teaching</p> <ul style="list-style-type: none"> ▪ Actively participate in department and school assessment activities and implement changes as determined by department faculty ▪ Use Banner Tracking system (or BRM) to record sessions which includes writing notes on what was discussed/advised ▪ Participate in Dept advising activities such as, department training sessions, majors fairs, Metro Open House, SOAR, etc. 		
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EXPECTATIONS FOR POST-TENURE REVIEW

The Computer Information Systems department expects tenured faculty to *Meet Expectations* in all evaluation areas. It is expected that there be integration between discipline/course topics, scholarly activities, and service. Faculty is expected – at a minimum (*Meets Standards*) – to meet the following criteria:

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none"> ▪ Effectively use pedagogies 	<ul style="list-style-type: none"> ▪ Must maintain Academically Qualified (AQ) status, i.e. Have a total of five intellectual or other scholarly contributions within a five-year period with a total of three intellectual contributions of which one must be a peer reviewed journal article in a preferred peer reviewed journal. At least two contributions must be within the most recent two-year period. The two year period is the most recent two years the faculty member has been under contract with the University. For AQ Faculty, this may exclude time away for sabbatical or other approved leave of absence 	<ul style="list-style-type: none"> • Continuous service activities in multiple areas (department, school, university, professional, or community work related to discipline) that fit needs of the department and school
<ul style="list-style-type: none"> ▪ Develop assignments that provide a practical application of course material 	<ul style="list-style-type: none"> ▪ Journal contributions must be peer-reviewed/ related to the discipline articles, published or accepted for publication in Journals listed in Cabell's Directory by the time the PTR dossier is submitted. Conference papers must be peer-reviewed/ related to the discipline and published in 	<ul style="list-style-type: none"> • Make substantive contributions in service activities – more than attending meetings

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<p>assessment activities and implement changes as determined by department faculty</p> <ul style="list-style-type: none"> ▪ Use Banner Tracking system (or BRM) to record sessions which includes writing notes on what was discussed/advised ▪ Participate in Dept advising activities such as, department training sessions, majors fairs, Metro Open House, SOAR, etc. 		
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EXPECTATIONS FOR PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR

The Computer Information Systems department expects candidates for promotion to Professor to *Meet Expectations* in all evaluation areas. It is expected that there be integration between discipline/course topics, scholarly activities, and service. Faculty is expected – at a minimum (*Meets Standards*) – to meet the following criteria:

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none"> Effectively use pedagogies Develop assignments that provide a practical application of course material Show effective classroom delivery, content, and design 	<ul style="list-style-type: none"> A minimum of 5 scholarly activities since promotion to Associate Professor: At least 3 must be peer-reviewed/ with no more than 3 authors/ related to the discipline articles, published or accepted for publication in Journals listed in Cabell's Directory by the time the promotion dossier is submitted. Must maintain Academically Qualified (AQ) status every year of evaluation period, i.e. Have a total of five intellectual or other scholarly contributions within a five-year period with a total of three intellectual contributions of which one must be a peer reviewed journal article in a preferred peer reviewed journal. At least two contributions must be within the most recent two-year period. The two year period is the most recent 	<ul style="list-style-type: none"> Continuous service activities in multiple areas (department, school, university, professional, or community work related to discipline) that fit needs of the department and school Make substantive contributions in service activities – more than attending meetings Show continuous growth in service activities throughout the evaluation period. This may include taking on increased responsibilities or serving in a leadership position

<ul style="list-style-type: none"> ▪ Demonstrate maintenance of currency in the discipline ▪ Show SRI scores on the second question of the evaluation form that are on average (weighted average) no less than 4.0 in value. SRI scores shall be considered as one factor of many in the overall evaluation of teaching ▪ Actively participate in department and school assessment activities and implement changes as determined by department faculty ▪ Use Banner Tracking system (or BRM) to record sessions which includes writing notes on what was discussed/advised ▪ Participate in Dept advising activities such as, department training sessions, majors fairs, Metro Open House, SOAR, etc. 	<p>two years the faculty member has been under contract with the University. For AQ Faculty, this may exclude time away for sabbatical or other approved leave of absence</p>	
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EVALUATION & EXPECTATIONS OF AFFILIATE FACULTY

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none"> ▪ Effectively use multiple pedagogies ▪ Include activities and/or assignments that provide a practical application of course material ▪ Show effective classroom delivery, content, and design ▪ Shall be observed once in their first semester of teaching. Continuing affiliate faculty will be observed once per year ▪ Implement suggestions of peer observers, as appropriate ▪ On average SRI scores for question #2 should be greater than 4.0. A score of 4.61 or greater reflects excellence in teaching. ▪ Actively participate in department and school assessment activities ▪ Meet contractual obligations 	<ul style="list-style-type: none"> ▪ Demonstrate maintenance of currency in the discipline ▪ May be asked to document professionally qualified status which may include: recent education/certification/licensure experience, work experience, intellectual contributions (See Classification I, II, and III activities for Academically Qualified standards) 	

EVALUATION AND EXPECTATIONS OF CATEGORY II FACULTY

Teaching a 5/5 load

Category II faculty who wish to be reappointed must undergo a comprehensive review by submitting a portfolio as stated in Section VI of the Handbook.

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none"> ▪ Effectively use multiple pedagogies ▪ Include activities and/or assignments that provide a practical application of course material ▪ Show effective classroom delivery, content, and design ▪ Shall be observed once in their first semester of teaching. Continuing affiliate faculty will be observed once per year ▪ Implement suggestions of peer observers, as appropriate ▪ On average SRI scores for question #2 should be greater than 4.0. A score of 4.61 or greater reflects excellence in teaching. ▪ Actively participate in department and school assessment activities ▪ Meet contractual obligations 	<ul style="list-style-type: none"> ▪ Demonstrate maintenance of currency in the discipline ▪ May be asked to document professionally qualified status which may include: recent education/certification/licensure experience, work experience, intellectual contributions (See Classification I, II, and III activities for Academically Qualified standards) 	

EVALUATION AND EXPECTATIONS OF CATEGORY II FACULTY

Teaching a 4/4 load

Category II faculty who wish to be reappointed must undergo a comprehensive review by submitting a portfolio as stated in Section VI of the Handbook.

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none">▪ Effectively use multiple pedagogies▪ Include activities and/or assignments that provide a practical application of course material▪ Show effective classroom delivery, content, and design▪ Shall be observed once in their first semester of teaching. Continuing affiliate faculty will be observed once per year▪ Implement suggestions of peer observers, as appropriate▪ On average SRI scores for question #2 should be greater than 4.0. A score of 4.61 or greater reflects excellence in teaching.▪ Actively participate in department and school assessment activities▪ Meet contractual obligations	<ul style="list-style-type: none">▪ Demonstrate maintenance of currency in the discipline▪ The faculty member engages in professional development with a minimum of two Classification III scholarly activities per year or sufficient scholarly activities that would maintain AQ status if that faculty member had the appropriate academic preparation	<ul style="list-style-type: none">▪ Attend department meetings▪ Service activities in 2 of the 5 areas (department, school, university, professional, or community work related to the discipline)

ACADEMICALLY QUALIFIED STANDARDS

Approved by the Policy Review Committee May 7, 2013

Approved by the SCOBS Faculty May 17th

MAINTENANCE STANDARDS FOR ACADEMICALLY QUALIFIED (AQ) FACULTY

The School of Business recognizes the importance of currency in discipline as a cornerstone to quality teaching. Faculty who are current in their discipline will be classified as academically qualified (AQ) or professionally qualified (PQ) per the standards and definitions as laid out in this Appendix. Per AACSB, "AQ status requires a combination of original academic preparation (degree completion) augmented by subsequent activities that maintain or establish preparation for current teaching responsibilities" and professionally qualified (PQ) faculty members have, at a minimum, academic preparation consisting of a master's degree in the teaching or related area and professional experience in the teaching area that is "significant in duration and level of responsibility, and current at the time of hiring." As the school positions itself to become a preeminent undergraduate business school, it is a goal of the school to have AQ and/or PQ faculty members teach at least 90% of school FTEs.

AQ Status

To be initially designated as Academically Qualified, a faculty member must meet at least one of the AACSB's six current categories of Academic Qualification standards. After meeting the initial standards for Academic Qualification in order to maintain Academic Qualification, all faculty must meet the following:

At least five (5) contributions must be attained within the most recent five year period. Of these at least two (2) must be in the most recent two (2) year period. The requirement of five (5) contributions must include at least three activities listed as Intellectual Contributions, with at least one (1) peer reviewed journal article from a school preferred journal. See definition of preferred journal within this policy. The remainder of the five (5) activities may consist of activities listed as Other Scholarly Activities.

Performance at this level or above is necessary but may not be sufficient to support an application for tenure or promotion. Copies of articles, (full) papers, books (title page), etc., must be in the Department's files in order for an activity to be counted toward AQ status.

Summary: To maintain academically qualified status, a faculty member must:

Have a total of five intellectual or other scholarly contributions within a five-year period with

- A total of three intellectual contributions of which one must be a peer reviewed journal article in a preferred peer reviewed journal
- At least two contributions must be within the most recent two-year period

Expectations for Chairs and Deans to Maintain Academic Qualifications

Chairs and Deans who are AQ at the time they became Chair or Dean may maintain AQ classification by any one of the following

- A. Meet expectations as required for faculty or
- B. Produce at least five contributions in a five year period, of which at least one is a peer reviewed journal article
 - a. at least one contribution within the most recent two-year period
 - b. a peer-reviewed journal article will count as two intellectual contributions
 - c. in addition to the activities items listed, Chairs may also include Continuing Education Credits Hours, these may be earned by attending conferences, seminars or workshops approved by the Dean's management team
 - i. a minimum of twenty Continuing Education Credits Hours are required within a calendar year to be sufficient to count as one activity
- C. Upon return to a faculty position, Chairs and Deans are required to have at least one scholarly activity per year, but would have up to three years to meet the AQ maintenance standard for faculty members.

All activities, for Intellectual Contributions and Scholarly Contributions, listed below unless otherwise specified, must be published in a Department or School preferred outlet. Definitions of preferred outlets are included within this policy.

Intellectual Contributions

- Publication of peer reviewed journal article
- Publication of scholarly books, books of applied scholarship, or research monographs
- Publication of trade books, teaching lab or case books
- Publication of first edition or major revision of a peer reviewed textbook
- Publication of chapters in edited scholarly books or edited textbooks, multiple chapters in an edited textbook count as a single contribution.
- The development of original data bases or original software in public use.
- Peer-reviewed paper publication in the proceedings of a scholarly meeting
- Presentation of peer-reviewed full papers at preferred meetings or conferences, with or without publication of an abstract or summary of the article
- Publication of peer reviewed course supplements to texts (study guides, test banks etc.)
- Publication of cases with instructional materials in peer reviewed or edited textbooks

Scholarly Contributions

- Presentation of a major (e.g. keynote or plenary) address at an academic or professional meeting or conference.
- Serving as Editor [or co-editor] of a journal or as editor of a special edition of a journal.
- Publication and dissemination of cases by widely respected academic or professional associations.
- The development of instructional software in public use.* Public use of original software or databases must be documented by the faculty member.
- Presentation of peer-reviewed work in poster sessions or research forums of professional meetings or conferences.
- Serving as a panelist at a panel presentation at a professional conferences or meetings
- Presentation at a conference without a full paper, [examples: a teaching note, case development, abstract only with power point or overhead, poster session]
- Serving as associate editor or on the editorial board of a refereed journal.
- Serving as editor of conference proceedings.
- Serving as editor of a book of readings.
- Active participation (e.g. reviewer, discussant, or track chair) in academic associations' meeting or scholarly conference.
- Serving as a referee for a preferred peer-reviewed journal.
- Publication of supplement to texts (study guides, test banks etc.) not included as Intellectual Contributions.
- Completion of a formal faculty development program sponsored by a university which requires full-time attendance for one week or more (approximately 40 hours or more of study.)
- Initial attainment of Professional Certification or documented accumulation of sufficient CPE or CEU or equivalent credits to maintain an active professional certification.
- Department and School preferred outlets

Preferred journals are journals listed in Cabell's as blind peer reviewed. These journals should be in discipline; however educational outlets will in many cases be relevant outlets for learning and pedagogical research.

Journals or books published in traditional, known and respected academic publishers (Elsevier, BNA, CENGAGE, ITP, and subsidiaries, Springer, AAA and sections, Blackwell, IMA, AABSS, Sage and AICPA, ect.), published by recognized professional associations or think tanks, or by accredited institutions of higher education.

Preferred conferences or meetings should be widely respected academic or professional associations having a selective peer-review process as enumerated by the individual Departments and/or the School of Business. Conferences sponsored by nationally recognized academic professional organizations, or conferences sponsored by accredited institutions of higher education. Clute Institute conferences or journals are not considered preferred journals or conferences.

Other peer reviewed journals, scholarly books, textbooks, or conferences not covered by the above may be pre-approved for the department list by the department in consultation with the dean's office and the school management team (chairs, associate dean and dean).

Classification I

1. Publication of an article in a Department and/or School preferred peer reviewed journal.

Classification II: Items that could be considered as equivalent to a peer reviewed journal article, include but are not limited to the following:

1. Publication of scholarly books, books of applied [contribution to practice] scholarship, or research monographs by preferred publishers.
2. Publication of trade books, teaching lab or case books published by widely respected publishers.
3. Publication of first edition or revision of a textbook by preferred publishers. Textbook must be peer reviewed.
4. Publication of chapters in edited scholarly books or edited textbooks by preferred publishers. Each book chapter in a different book counts as one intellectual contribution. Each chapter, if they are truly separate papers, in the same scholarly book counts as one intellectual contribution. Multiple chapters in an edited textbook count as a single contribution.
5. The development of original data bases or original software in public use.

Classification III: Examples of other scholarly activities, but not limited to the following, request pre-approval for activities not on this list from your Chair and Dean:

1. Presentation of peer-reviewed full papers at preferred meetings or conferences [preferred conferences or meetings should be widely respected academic or professional associations having a selective peer-review process as enumerated by the individual Departments and/or the School of Business].
2. Presentation of peer-reviewed full papers at preferred meetings or conferences with the publication of the full paper in proceedings of meeting or conference.
3. Presentation of peer-reviewed full papers at preferred meetings or conferences with publication of an abstract.
4. Publication of first editions or major revisions of scholarly books or textbooks by presses not included in Classification II, but not self-published.
5. Publication of course supplement to texts (study guides, test banks etc.) included in Classification II.
6. Publication in refereed/peer reviewed journals not on the department/school preferred list, but not self-published.
7. Presentation of a major (e.g. keynote or plenary) address at a preferred academic or professional meeting or conference.
8. Serving as Editor [or co-editor] of a preferred journal or as editor of a special edition of a preferred journal.
9. Publication of cases in textbooks published by preferred publishers.
10. Publication of a book review or interview in a preferred peer reviewed journal.
11. Publication and dissemination of cases by widely respected academic or professional associations.
12. The development of instructional software in public use. Public use of original software or databases must be documented by the faculty member.
13. Presentation of peer-reviewed papers at and/or publication of full papers or abstracts of full papers in the proceedings of other meetings or conferences.
14. Presentation of peer-reviewed work in poster sessions or research forums of professional meetings or conferences.
15. Serving as a panelist at a panel presentation at a professional conferences or meetings.
16. Make a presentation at a conference [examples: no full paper; a teaching note, case development, abstract only with power point or overhead, etc.].
17. Serving as associate editor or on the editorial board of a preferred refereed journal.
18. Serving as Editor [or co-editor] of a journal or as editor of a special edition of a journal not on the preferred list.
19. Serving as editor of conference proceedings.
20. Serving as editor of a book of readings.
21. Active participation (e.g. reviewer, discussant, or track Chair) in academic associations' meeting or scholarly conference.
22. Writing publicly available working papers.
23. Serving as a referee for a preferred peer-reviewed journal.
24. Publication of papers in in-house journals.
25. Presentations (full papers) at faculty workshops or seminars at MSU Denver.
26. Publication of supplement to texts (study guides, test banks etc.) not included in Classification II.
27. Publication of material describing the design and implementation of new courses for wide, public use.

28. Completion of a formal faculty development program sponsored by a university which requires full-time attendance for one week or more (approximately 40 hours or more of study).
29. Initial attainment of Professional Certification or documented accumulation of sufficient CPE or CEU or equivalent credits to maintain an active professional certification.

Note: Other activities may be counted and will be classified by the respective Department Evaluation Committee or Department Chair in consultation with the Dean on a case-by-case basis, with substantiating support of the contribution provided by the faculty member involved with that activity. The School applies equal emphasizes to learning and pedagogical, contributions to practice and discipline-based activities.