

METROPOLITAN STATE UNIVERSITY OF DENVER
SCHOOL OF BUSINESS

FINANCE DEPARTMENT

FACULTY EVALUATION GUIDELINES
EFFECTIVE JULY 1, 2012

DEPARTMENT GUIDELINES REVIEW			
	Approve	Disapprove	Date

Department Chair			
Reviewed and approved by Committee of Department Chairs As noted in minutes of meeting dated March 28, 2012			

Dean of School			

Vice President of Academic Affairs/Provost			

FINANCE DEPARTMENT MISSION STATEMENT

The Finance Department of the School of Business at Metropolitan State University of Denver delivers high quality, accessible undergraduate business and personal finance education in the metropolitan Denver area appropriate to a diverse student population and modified open admission standards. We prepare students for careers, graduate education and lifelong learning in a society characterized by technological advancements and globalization.

The primary purpose of the Finance Department is the pursuit of excellence in teaching and learning. We nurture learning through individual attention to students. The faculty of the Finance Department engages in professional development activities that enhance instruction and contribute to scholarship and applied research. Our faculty provides services to the institution, the professions and the community at large.

AREAS OF REVIEW

Tenure track faculty in the Department of Finance are reviewed annually during and throughout their probationary period based 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.

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.

The faculty member will be evaluated on each of the criteria referenced above (Teaching, Scholarly Activities and Service) based on the contents of each portfolio submitted during the Probationary Period. At each level of review, the faculty member will be assessed and evaluated with respect to progress toward tenure. This assessment will reflect that the faculty member either Meets or Exceeds Standards (as described in the Handbook) and is making successful progress toward tenure, or that the faculty member Needs Improvement (as described in the Handbook) and is not making such progress.

The faculty member should consult the letters of evaluation provided by each level of review for specific guidance in each area that has been evaluated as needing improvement (if any). In circumstances where improvement is needed to support a successful application for tenure, the faculty member has the obligation and responsibility to work pro-actively with the Department Chair to develop strategies for improving performance in any areas that have been identified as needing improvement.

The relevant passages describing these levels of performance are taken from Section 5 of the Handbook for Professional Personnel.

Meets Standards This rating represents a level of performance that demonstrably and substantially exceeds the basic competency standard. 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.

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 tenure and promotion.

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.

EVALUATION GUIDELINES

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 include 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, but are not limited to:

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

- (2) Instructional Design: Re-ordering and re-organizing this knowledge/experience to facilitate 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:

Identifying and communicating appropriate learning objectives	Course objectives, learning objectives, assignments, assessments are consistent	Developing a detailed course outline for students
Syllabus clearly states grading policies	Attending teaching workshops/seminars and implementing new ideas	Developing assignments, class activities, assessment instruments that provide students with opportunities to apply course content
Develop new courses	Revise Regular Course syllabi as needed	Providing active learning opportunities
Peer-to-peer learning opportunities are provided		

- (3) Effective Teaching: 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 effective teaching may include:

Use of multiple pedagogies in the class to meet needs of diverse learning styles	Incorporating technology into the class	Attending teaching workshops/seminars and implementing new ideas
Communicating class/chapter/course objectives	Provide additional materials to students via website, Blackboard, etc.	Use of group activities
Organization and preparation of the course	Strong evaluation of classroom performance as documented by high SRI scores	

- (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, but are not limited to:

Designing course assessment instruments to measure course learning objectives	Developing multiple types of assessments to meet needs of diverse learning styles	Ensuring all graded work is made available to students for their review
Advising students on their academic weaknesses and how they may improve future performance	Assessments are kept current and updated regularly	Providing 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 proficiency in advising may include, but are not limited to:

Attending department advising workshops	Using appropriate forms (CAPP adjustments, advising waivers)	Using the Banner Tracking system to aid in academic advising
Participating in Department and Metro Advising activities (Majors Fair, Metro Open House, etc.)	Incorporating advising components into the class	Supervising an IDP, independent study, internship, etc.
Writing letters of recommendation for students	Providing career or graduate school advice to student	Maintaining contacts in the industry to enhance career advising

SCHOLARSHIP

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: maintaining currency in one’s discipline, 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, and depending on the specific Department Guidelines, 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 effective scholarship are described in the Appendix to these guidelines.

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.

As successful junior faculty will become senior faculty, it is acknowledged that junior faculty will one day be the pool from which the institution’s leaders are drawn. Accordingly, it is expected that junior faculty members’ service activities will clearly demonstrate increasing levels of leadership responsibilities and experience as their career progresses.

Activities that demonstrate service may include, but are not limited to:

Serving a term as defined by committee bylaws on department, school or university committees	Serving a term as defined by committee bylaws on school committees	
Hosting student activities	Assisting with student organizations	Providing public service or consulting work to community, business, or professional organizations
Being available as a reviewer for a peer reviewed journal or Finance Department	Serving on the editorial board of	Serving as session chair or discussant at a conference

conference (at least 3 years)	a peer reviewed journal	(multiple years or conferences)
Reviewing texts or textbook supplements for a publisher	Providing media interviews	Serving on the board of a professional or community organization that draws directly on the faculty member's area of professional expertise
Member of a local, state, national professional organization	Serving a local agency, non-profit, community group, etc.	

EXPECTATIONS FOR CANDIDATES FOR TENURE & PROMOTION FROM ASSISTANT TO ASSOCIATE PROFESSOR

Successful candidates for tenure are expected – at a minimum level– to satisfy the following criteria. Further, it should be clearly understood that (in all criteria listed below) the activities listed are indeed minimums necessary to be considered for tenure and/or promotion. They are not assurances or guarantees of a successful application for tenure and should not be interpreted as such. The faculty member should view the activities below together with letters of review (from all levels) as a general indication of whether satisfactory progress is being made toward tenure.

TEACHING

- Effective use of multiple instructional pedagogies
- Develop assignments that require practical application of course material and concepts
- Show evidence of effective classroom delivery, content and design
- Demonstrate the maintenance of currency in discipline
- Implement suggestions of peer observers, as appropriate
- Classroom observations by department faculty and implementation of suggestions, as appropriate
- SRI Scores
 - At Year 3: Overall Faculty mean for Contribution to the Course within .75 of the Department Mean, based on Year 2 SRI data only
 - At Year 6: Overall Faculty mean for Contribution to the Course within .5 of the Department Mean, based on an average of SRI data from Years 3-5 inclusive.
 - For online courses: If number of responses in a class section is less than 10, then SRI scores for that section will be omitted from the Faculty mean. For the remaining online sections, faculty SRI scores will be adjusted by adding the University-wide average difference between online and traditional courses.
- Faculty member's grade distributions should be comparable to those of the Department as a whole
- Actively participate in department and school assessment activities and implement changes as determined by department faculty
- Make use of the current on-line electronic advising tracking system to record the content of academic advising sessions and include notes with respect to specific advice/recommendations given
- Participate in department advising activities such as department training sessions, majors fairs, Metro State Open Houses, SOAR, etc.

SCHOLARSHIP

- For those hired ABD, terminal degree should be completed and in hand within the time frame specified in the employment contract, and in all cases no later than the completion of the faculty member's second academic year of employment.
- A minimum of 5 scholarly activities over the probationary period, as described in the Appendix to these guidelines.

- At least 2 intellectual contributions must come from Classification I as described in the Appendix, with the remainder drawn from either Classification II or III.
- At least 1 intellectual contribution must be a refereed journal article, and the journal must be listed in Cabell's directory.
- At least 1 intellectual contribution must be a single author creation and appear in a peer reviewed scholarly outlet (note: the phrase "peer reviewed" is intended to include, but not be limited strictly to journal articles).
- At least 2 intellectual contributions must have been generated within the most recent 2-year period
- Faculty must have maintained academically qualified status (per the Appendix to these guidelines) throughout their probationary period.

SERVICE

- Continuous service activities in multiple areas (department, school, university, professional and/or community) that support the needs of the department and school.
- Service activities should be substantive in nature: it is explicitly noted here that service activities will involve more than simply attending meetings
- Show continuous growth in service activities throughout the probationary period. This will be evidenced by serving in positions of increasing responsibility or leadership positions with the passage of time.

EXPECTATIONS FOR CANDIDATES FOR PROMOTION FROM ASSOCIATE TO PROFESSOR

Successful candidates for promotion to professor are expected – at a minimum level– to satisfy the following criteria. Further, it should be clearly understood that (in all criteria listed below) the activities listed are indeed minimums necessary to be considered for promotion. They are not assurances or guarantees of a successful application for promotion and should not be interpreted as such. The faculty member should view the activities below as a general indication of whether satisfactory progress is being made toward promotion.

TEACHING

- Effective use of multiple instructional pedagogies
- Develop assignments that require practical application of course material and concepts
- Show evidence of effective classroom delivery, content and design
- Demonstrate the maintenance of currency in discipline
- Implement suggestions of peer observers, as appropriate
- Classroom observations by department faculty and implementation of suggestions, as appropriate
- SRI scores: Faculty mean for Contribution to the Course no more than .5 below the Department Mean, based on an average of SRI data since tenure or last promotion date
 - For online courses: If number of responses in a class section is less than 10, then SRI scores for that section will be omitted from the Faculty mean. For the remaining online sections, faculty SRI scores will be adjusted by adding the University-wide average difference between online and traditional courses.
- Faculty member's grade distributions should be comparable to those of the Department as a whole
- Actively participate in department and school assessment activities and implement changes as determined by department faculty
- Make use of the current on-line electronic advising tracking system to record the content of academic advising sessions and include notes with respect to specific advice/recommendations given
- Participate in department advising activities such as department training sessions, majors fairs, Metro State Open Houses, SOAR, etc.

SCHOLARSHIP

- A minimum of 4 scholarly activities since the previous promotion date or during the last consecutive 4 years. As described in the Appendix to these guidelines:
 - At least 2 intellectual contributions must come from Classification I as described in the Appendix, with the remainder drawn from either Classification II or III
 - In the event that the previous promotion occurred more than 4 years ago, the successful candidate will be expected to have produced an average of one intellectual contribution per year over that period with no gap longer than two years. In addition, the successful candidate will be expected to have produced an average of 2 classification I activities over each 5-year cycle over that period with no gap longer than two years.
- At least 1 intellectual contribution must be a refereed journal article, and the journal must be listed in Cabell's directory.
- At least 1 intellectual contribution must be a single author creation and appear in a peer reviewed scholarly outlet (note: the phrase "peer reviewed" is intended to include, but not be limited strictly to journal articles).
- At least 2 intellectual contributions must have been generated within the most recent 2-year period
- Faculty must have maintained academically qualified status (per the Appendix to these guidelines) since the previous promotion date or during the last consecutive 4 years.

SERVICE

- Continuous service activities in multiple areas (department, school, university, professional and/or community) that support the needs of the department and school.
- Service activities should be substantive in nature: it is explicitly noted here that service activities will involve more than simply attending meetings. In particular, it is expected that the successful candidate be able to demonstrate a record of increasing responsibility with respect to his service contributions, and that record should include meaningful leadership roles in such activities, central to the mission of the department, School and University.

RATINGS AND EXPECTATIONS FOR POST-TENURE REVIEW (PTR)

Faculty members who have achieved tenure are subject to post-tenure review (PTR) every 5 years. AACSB standards require all tenured professors to continue to be academically qualified (AQ), which requires a minimum level of scholarly activity. Minimum levels in the other two areas – teaching and service – are also expected on a consistent and continuous basis.

RATINGS SCALE

Meets Standards	This rating represents a level of performance that demonstrably and substantially exceeds the basic competency standard. Sustained performance at this level or above is necessary for a satisfactory post-tenure review. However, ratings alone do not guarantee a favorable decision under the post-tenure-review policies.
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 a successful outcome of the post-tenure-review process.

CRITERIA AND GUIDELINES

The primary purpose of PTR is to assist faculty members in improving performance, if necessary. PTR affords faculty and supervisors with periodic opportunities to assess the faculty member's performance from a long-term perspective. If performance is determined to need improvement, the PTR process offers the faculty member an opportunity to demonstrate an adequate level of performance in each area through an individualized performance improvement plan.

PTR is a comprehensive evaluation of the performance of tenured faculty on a 5-year cycle. The assessment must include consideration of faculty activities and performance in light of school/department/program goals, and priorities that are reflective of Trustee and University goals and priorities, as well as peer, student, and supervisor evaluations. All performance areas – teaching, scholarly activities, service, and other relevant areas. When the evaluation of these criteria results in a "Meets Expectations" rating in each of the performance areas, the faculty will be deemed satisfactory for PTR.

TEACHING

Teaching is described in detail on pages 3 to 5. To demonstrate adequate teaching, a faculty member should meet the requirements listed in the section "Expectations for Promotion from Associate to Professor."

SCHOLARSHIP

To be considered adequate for PTR, faculty should maintain AQ status (as described in the Appendix) each year during the PTR evaluation period. If AQ status lapses at any time during this period, the faculty member must submit documentation to justify the lapse.

SERVICE

Service is described in detail on page 6. To demonstrate adequacy in service activities, the faculty member should show continuous service to the department, School, and University. Service to the profession or community can be substituted for service at the University level.

APPENDIX: MAJOR REVIEW STANDARDS FOR PD AND EXPECTATIONS FOR INTELLECTUAL CONTRIBUTIONS FOR MAINTENANCE OF 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) intellectual 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) intellectual contributions must include at least one (1) from Classification I or three (3) from classification II. The remainder of the five (5) requirements can be met with intellectual contributions from Classifications I, II, or III. 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 intellectual contribution to be counted toward AQ status.

CLASSIFICATION OF INTELLECTUAL CONTRIBUTIONS IN THE SCHOOL OF BUSINESS FOR THE PURPOSE OF MAINTAINING ACADEMICALLY QUALIFIED STATUS:

DEFINITIONS:

Preferred:

- (1) Journals listed in Cabell's as blind peer reviewed are the preferred journals unless noted otherwise in this document. These journals should be in discipline, however the educational outlets will in many cases be relevant outlets for learning and pedagogical research.
- (2) Journals or books published by traditional, known and respected academic publishers (Elsevier, BNA, Cengage, ITP and subsidiaries, Springer, AAA and sections, Blackwell, IMA, AABSS, Sage, and AICPA, etc.), published by recognized professional associations or think tanks, or by accredited institutions of higher education. Conferences sponsored by nationally recognized academic professional organizations, or conferences sponsored by accredited institutions of higher education. Generally, Clute Institute conferences and/or journals will not be considered acceptable.
- (3) Other peer reviewed, in discipline, journals, scholarly books, textbooks, or conferences not covered by the above may be 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].
- (4) Multiple discipline peer reviewed journals or conferences not covered in (a) or (b) above can be approved by the school management team.

Classification I

- (1) Publication of an article in a Department and/or School preferred peer reviewed journal.
- (2) Publication of scholarly books, books of applied [contribution to practice] scholarship, or research monographs by preferred publishers.
- (3) Publication of trade books, teaching lab or case books published by widely respected publishers.
- (4) Publication of first edition or revision of a textbook by preferred publishers. Textbook must be peer reviewed.
- (5) 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.
- (6) The development of original data bases or original software in public use.

Classification II

- (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 I, but not self-published.
- (5) Publication of course supplement to texts (study guides, test banks etc.) included in Classification I.
- (6) Publication in refereed/peered 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.

Classification III

- (1) 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
- (2) Presentation of peer-reviewed work in poster sessions or research forums of professional meetings or conferences.
- (3) Serving as a panelist at a panel presentation at a professional conferences or meetings.
- (4) Make a presentation at a conference [examples: no full paper; a teaching note, case development, abstract only with power point or overhead, etc.]
- (5) Serving as associate editor or on the editorial board of a preferred refereed journal.
- (6) Serving as Editor [or co-editor] of a journal or as editor of a special edition of a journal not on the preferred list.
- (7) Serving as editor of conference proceedings.
- (8) Serving as editor of a book of readings.
- (9) Active participation (e.g. reviewer, discussant, or track chair) in academic associations' meeting or scholarly conference.
- (10) Writing publicly available working papers.
- (11) Serving as a referee for a preferred peer-reviewed journal.
- (12) Publication of papers in in-house journals.
- (13) Presentations (full papers) at faculty workshops or seminars at Metro State.
- (14) Publication of supplement to texts (study guides, test banks etc.) not included in Classification I.
- (15) Publication of material describing the design and implementation of new courses for wide, public use.
- (16) 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.)
- (17) 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.

While the School emphasizes both contributions to practice and learning and pedagogical scholarship, over a major review period a majority of a faculty member's intellectual contributions should be in contributions to practice and discipline-based scholarship.

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

- (1) Meet expectations as required for faculty or
- (2) Produce at least five intellectual contributions in a five year period, of which at least two are from Classification II, and at least two are within the most recent two year period
- (3) in addition to the items listed in Classification III 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
- (4) a minimum of twenty Continuing Education Credits Hours are required within a calendar year to be sufficient to count as one Classification III activity

PROFESSIONALLY QUALIFIED

For faculty to be considered professionally qualified (PQ) they must meet both the educational and work experience requirements at the time of hire. Once a faculty member is determined to be PQ they must then meet the maintenance requirements. These requirements will be reviewed no less than every three years.

Educational and Work Experience requirements for Professional Qualification classification

- (1) Expectations for being classified as PQ per AACSB descriptions: 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."

To be consistent with the current AACSB standards PQ faculty must meet the following qualifications:

- (1) Academic preparation:
 - a. PQ faculty will possess the minimum qualifications of a Master's Degree within the teaching area as defined in Appendix A of the Handbook for Professional Employees
- (2) Professional experience:
 - a. PQ faculty at the time of hiring will have held professional positions with increasing levels of responsibility within the teaching area
 - b. Professional experience will have been within the past five years at time of hire

AACSB requires continuous development activities that demonstrate the intellectual capital (or currency in teaching field) consistent with the teaching responsibilities. Professionally qualified faculty may maintain this designation by satisfying any one of the following activities.

- (1) The faculty member continues to work full or part time in the position held at time of hire or a position of equivalent or greater responsibility, or
- (2) The faculty member actively provides consulting services to clients that are documented with the school. Affiliate faculty are expected to provide documentation of consulting activities that would be considered the equivalent of part time employment, or
- (3) 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.
- (4) For PQ faculty, Classification III activities can also include active board participation in either for profit or nonprofit organizations, active participation in related professional organizations, or other activities that enhance or maintain PQ qualifications as approved by their Department Chair and the Dean.