



Missouri StateTM

U N I V E R S I T Y

College of Business

*Policy
Manual*

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1.1 – Procedures for Establishing and Changing Policies

Most COB policies are established and maintained by the Faculty Executive Committee, an elected group of faculty representatives from each department within COB. Tenure and promotion policies are maintained at the department level. The COB College Leadership Team (Dean, Associate Deans, Department Heads, Budget Officer, Director of Business Advising Center) often review and provide input on certain policies as well. For example, AACSB-related policies are generally vetted by the Faculty Executive Committee and then voted on by the College Leadership Team.

2.1 – Introduction

A COB committee is defined as a standing committee that is usually reconstituted every year. Committees can be either elected by the faculty or appointed by the Dean or Department Head. Other ad hoc committees and/or task forces are formed as needed for short-term, highly-focused purposes. These are generally formed by the Dean with input from Department Heads and are disbanded once their purpose has been fulfilled. Such groups rarely last longer than a year.

- Elected Committees: COB Budget Committee, Faculty Executive Committee, Faculty Senate, COB Council
- Appointed Committees: COB Scholarship Selection Committee, COB Faculty Scholarship & Awards Committee, MBA Curriculum and Policy, Student Appeals
- Ad Hoc Committees & Task Forces: Undergraduate Curriculum Task Force, Glass Hall Renovation Steering Committee, COB Newsletter

2.2 – COB Scholarship Selection Committee

- Review student scholarship applications and choose the best match according to the donor's wishes for each department. Select COB recipients. No responsibility for banquet. Chaired by the COB Director of Marketing, Communications, and Public Relations

2.3 – COB Newsletter

- An ad hoc committee used as needed. Will work with newsletter editor-in-chief to cultivate story suggestions from his/her area, including an outline of facts for a given story (bullet points are fine)

2.4 COB Budget Committee (Elected)

- This committee meets in the fall after the Executive Budget Committee meets. They provide input to the Dean on COB budget decisions.

2.5 Faculty Executive Committee (Elected)

- Review COB Policies and Procedures as requested by the Dean. 2 Elected reps from each department. Teams are staggered, so initially one rep will serve a 1 year term only; thereafter all reps will serve a 2 yr. term. FEC participants in strategic planning and is also the advisory committee for proposed changes to COB policies. Should be a ranked faculty member. Will select a chair at their first meeting.

2.6 Staff Council

- Provide assistance as needed; meets quarterly to discuss any issues or concerns of COB staff.

2.7 College Council (Elected)

- Approves undergraduate curriculum changes proposed by individual departments. Also acts as advisory to graduate curriculum changes proposed by individual departments. Elected in the Spring concurrent with Faculty Senate Elections. Should be a ranked faculty member.

2.8 Undergraduate Curriculum Committee

- No separate UG curriculum committee. Proposed curriculum changes will be vetted through individual departments and voted on by College Council.

2.9 MBA Curriculum and Policy Committee

- Makes recommendations on MBA policies such as admission criteria, as well as reviews the MBA program and curriculum at least once annually and makes recommendations as appropriate. Under the direct supervision of Director of the MBA Program.

2.10 Student Appeals

- Review appeals from students who have been academically suspended, and make recommendations to the Dean or Associate Dean.

2.11 Glass Hall Renovation Steering Committee

- Ad Hoc committee appointed by the Dean and chaired by the University Architect. Provides advice and input on design issues relative to the Glass Hall project.

2.12 AACSB-Related Teams

- a) **Undergraduate Course Coordinators-** Course coordinators are responsible for obtaining data from all instructors in that course, summarizing the data, and meeting with instructors to review the data. The course coordinator writes a brief summary of how the assessment results are being used to improve student learning. Summaries and write-ups are forwarded to Jim Pettijohn.

- b) **Master's Course Coordinators-** Oversees collection of data and prepares reports necessary for annual assurance of learning reports. Assists with AACSB AOL reports.
- c) **Assessment Coordinator** – Appointed by the Dean. Coordinates all AOL family team meets and sets the AOL schedule for gathering of data and reviewing of results. Prepares an annual assessment report to the Associate Dean which becomes part of the AACSB annual report prepared every year as an internal record of annual accomplishments. Also oversees administration of MFAT.

2.13 Strategic Planning Committee

Ad Hoc committee used as needed to provide input to the Dean on COB strategic planning.

3.1 Academic Integrity Policy and Procedures

The community of scholars that is Missouri State University is deeply committed to developing educated persons. Educated persons accept the responsibility to practice personal and academic integrity. Each member of the university community refrains from and discourages behavior that threatens the freedom and respect each member deserves. The policies and procedures included in this section specifically address student academic integrity, but recognize that student academic integrity is only part of the entirety of academic integrity in a community of scholars, and that all members of the community share the responsibility for fostering academic integrity. To view the policy in its entirety, see <http://www.missouristate.edu/assets/policy/AcademicIntegrityPolicyRev-1-08.pdf>

3.2 Diversity Policy

Diversity is comprised of the multiplicity of people, cultures, and ideas that contribute to the richness and variety of life. It encompasses a mixture of similarities and differences along dimensions including, but not limited to, values, cultures, concepts, learning styles, and perceptions that individuals possess. According to the Higher Learning Commission of the North Central Association of Colleges and Schools, diversity "is represented in many forms, such as differences in ideas, viewpoints, perspectives, values, religious beliefs, backgrounds, race, gender, age, sexual orientation, human capacity, and ethnicity of those who attend and work in the organization."

Central to Quality Educational Environment

Diversity is central to providing and retaining a quality educational environment. Missouri State University is deeply committed to developing educated persons equipped to contribute to the interdependent world in which we now live. The ability to adapt to rapid economic, social, and cultural changes is imperative. Skills and competencies to deal with diverse cultures and societies have not only become necessary to function in today's workplace, but they also enrich one's life and work.

Missouri State shares a belief in the following values of diversity as articulated in the American Council on Education's 1998 Statement on Diversity:

- *Diversity enriches the educational experience* — We learn from those whose experiences, beliefs, and perspectives are different from our own, and these lessons can be taught best in a richly diverse intellectual and social environment
- *Diversity prompts personal growth and a healthy society* — Diversity challenges stereotyped preconceptions; it encourages critical thinking; and it helps students learn to communicate effectively with people of varied backgrounds
- *Diversity strengthens communities and the workplace* — Education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society; it fosters mutual respect and teamwork; and it builds communities whose members are judged by the quality of their character and their contributions

- *Diversity enhances America's economic competitiveness* — Sustaining the nation's prosperity in the 21st century will require us to make effective use of the talents and abilities of all our citizens, in work settings that bring together individuals from diverse backgrounds and cultures

Values, Similarities, and Differences

As a result of these values, Missouri State is committed to creating physically and psychologically safe environments where students, faculty, and staff will be valued for both their similarities and differences. Differences should be viewed as valued resources for academic, cultural, and personal development. A challenging atmosphere which fosters the exploration of issues from multiple perspectives will enhance intellectual exploration as well as personal, professional, and institutional growth.

In order to increase and nurture its diversity, Missouri State will pursue the following strategies and initiatives:

- Create a campus climate that values and respects differences
- Expand programs that explore the experiences, perspectives and contributions of various cultures, groups and individuals
- Enhance efforts to recruit a diverse student body
- Emphasize diversity in the recruitment of faculty and staff
- Encourage a diverse community of faculty and students and staff that reflects both our pluralistic society and our commonalities and that is consistent with the goals of a public affairs institution
- Foster institutional environments and opportunities, including academic courses, that enhance learning about and respect for diversity

The successful implementation of these recommendations will depend upon the efforts of the entire campus community.

3.3 Exam Proctoring Policy

Approved by the COB College Leadership Team and Effective July 22, 2010

Faculty members are expected to be present in the examination room throughout all exams during their course. If an instructor will not be present during one of their exams then their department head should be notified. In consultation with the department head, the faculty member must arrange for another faculty member to proctor the examination in their absence. As a last resort, should another faculty member not be available, the department head and faculty member may arrange for two graduate assistants (minimum) per room to proctor an examination.*

If a faculty member gives a make-up exam, then the make-up exam must be proctored as well. The faculty member must be present in the room with the student during the administration of the make-up exam, or may arrange for a graduate assistant to proctor the make-up exam. One graduate assistant is adequate to proctor one or a very small number of students taking make-up exams simultaneously, but two graduate student proctors would be required in the extremely rare event that a large number of students would be taking a make-up exam simultaneously.

Per University policy, administrative assistants are not to proctor examinations. Per COB policy, only faculty members (or graduate students in rare instances as provided for above), are permitted to proctor examinations.

*In cases where more than one room is necessary for exam administration (common departmental examinations, certain cohort programs, China campus courses, etc.), it is understood that a faculty member will be present during the examination to supervise multiple G.A.s who each proctor one of multiple exam rooms in such instances.

3.4 Sabbatical Policy (Tenured Faculty)

Approved by COB Leadership Team 4/5/12

General guidelines pertaining to sabbatical leaves for tenured faculty are provided in the Missouri State University Faculty Handbook, Section 7.2. COB expressly adopts as statements of philosophy governing sabbatical leaves the following observations set forth in Section 7.2.1 of the Faculty Handbook:

- “A sabbatical leave is not an automatic right.”
- “Application for sabbatical leave is a competitive process and requires presentation of a strong proposal.”
- “The project for which leave is requested must be beneficial both to the faculty member and to the University,” and by extension, COB.

Therefore, proposals for sabbatical leaves approved by COB must offer the potential for significant contribution to the applicant’s field or the applicant’s ability to undertake new or additional teaching or professional responsibilities that facilitate COB’s, and the University’s, broad mission and/or enhance COB’s and the University’s reputation. While the Faculty Handbook establishes the principle that sabbatical leaves may be undertaken in furtherance of research, teaching or professional practice skills, a sabbatical proposal must demonstrate that the leave is required to properly develop the project in question and that the value of the project to COB and the University clearly justifies the leave.

Proposals for sabbatical leave thus must establish the value of the proposed activities to COB in light of the foregoing. Research proposals must provide a detailed literature review and explanation of the proposal’s contribution to the field, a description of methodology (in the case of empirical research) that is sufficiently rigorous to offer significant publication potential, and a statement of intended disposition of the research stream produced by the proposal (e.g., targeted journal(s) or conference(s)). Teaching or professional skill proposals must detail the activities or

development to be undertaken, how the applicant's present teaching or skills differ from the proposal, and how the applicant, and therefore COB, will derive substantive benefit from the proposed activities or development as described above.

Applicants must submit sabbatical leave proposals in accordance with the deadlines established in the University's master schedule. Department Heads must review the initial proposal not only to determine its suitability in accordance with these guidelines but also with departmental personnel considerations in mind.

In evaluating approved proposals for sabbatical leaves, COB's Faculty Selection and Awards Committee (FSAC) will review and prioritize proposals on the basis of their potential contributions, as established in these guidelines. Research proposals normally will be given priority, provided they offer sufficient contribution to the applicant's field and to COB to merit priority over teaching or professional proposals. The FSAC will submit to the Dean a report evaluating each proposal, highlighting its merits and potential contribution, and establishing recommended priorities among the proposals reviewed. "The Dean will then forward to the Graduate College a comprehensive list of all faculty members who have applied for and those who have been selected for sabbatical leave for data compilation" (Faculty Handbook, Section 7.2.1).

In accordance with the Faculty Handbook, applicants returning from sabbatical leave must submit to the Provost, Dean, and Department Head a written report of the activities and work product undertaken and developed during the leave. In the case of research sabbaticals, such report must indicate already submitted works and those to be submitted, including an itemized list of targeted journals or conferences and any decisions rendered with respect to the applicant's submissions as of the date of the report. It is the applicant's responsibility to update the status of such submissions in subsequent annual review materials forwarded to and reviewed by the Department Head.

3.5 Workload Guidelines

Approved by COB Leadership Team 4/12/12 (revised for harmonization with 2013 AACSB standards 3/5/15)

Missouri State University has implemented a workload policy, pursuant to which the standard workload for faculty is defined as 24 equated hours per academic year. Under this policy, the term "equated hours" refers "both to credit hours of teaching and to time assigned to activities that are equivalent to credit hours of teaching." Both the University and COB therefore recognize that, beyond teaching, expected faculty workloads for faculty with standard appointments involve significant responsibilities for research and service. The University's workload policy states that "research-active faculty members are typically granted a three hour reassignment per semester to promote scholarly endeavors at the University, resulting in an equated 18-hour instructional workload for an academic year."

COB defines “research-active faculty” as those SA faculty members whose scholarly output is at least equal to the level of productivity required by COB’s Minimum Standards for Establishing and Maintaining Faculty Qualifications and Engagement (hereafter, the “Minimum Standards”). Therefore, average departmental teaching loads for full-time, research-active faculty should approximate 18 equated hours per academic year (excluding summer and intersession courses), provided that no faculty member should be expected to teach more than 24 equated hours per academic year, excluding summer and intersession courses (MSU Faculty Handbook, Section 4.5.1). Tenured and tenure-track faculty whose scholarly output is below the Minimum Standards may, at the discretion of the appropriate department head, be assigned a 24-hour equated load per academic year until such time as the faculty member’s scholarly output is at least equal to the Minimum Standards. However, assignment of a reduced workload consistent with research-active status is assumed to reflect a record of sustained productivity, and not temporary compliance with the Minimum Standards resulting from, for example, a single year’s production following multiple years of inactivity.

Determinations of research-active status thus will be made on a case-by-case basis by the appropriate department head, taking into account the faculty member’s record of activity and productivity. Likewise, meeting the Minimum Standards does not guarantee a faculty member’s satisfaction of reappointment, promotion, or tenure requirements.

Notwithstanding the foregoing, tenure-track faculty hired directly from a Ph.D. program normally will be assigned a teaching load of no more than 18 equated hours per academic year, without regard for initial productivity, for a period not to exceed three academic years. Thereafter, determination of the faculty member’s workload will be made in accordance with the generally applicable standards set forth in this document, including the expectation that such faculty will provide evidence of sustained research productivity.

Teaching loads for faculty may be adjusted on an individual basis. Reassigned time for faculty may be available for research, service and administrative activities. All requests for reassigned time should be made to the appropriate department head with approval from the dean. Department heads, in consultation with the dean, are responsible for establishing the teaching load for each faculty member, and for managing the overall department workload in compliance with COB and University guidelines. Factors such as high quality research published in leading or high-impact journals, departmental needs, areas of specialty, number of preparations, number of students taught, commitments to ongoing COB or departmental service directorships or associated roles, as well as assignment to graduate-level courses, may influence the teaching load assigned to a faculty member.

Only faculty who maintain their faculty qualifications, as applicable, under COB’s Minimum Standards normally will be eligible to teach on an overload basis or participate in other out of load teaching assignments, including summer school, intersession, the EMBA, EMHA, and MSCIS programs, or other similar professional or special-purpose programs or initiatives. All overload, summer school, and intersession teaching is voluntary and will be compensated at the university established rate. Compensation at a rate different from this amount may be negotiated in special circumstances subject to approval of the Dean. Compensation for teaching in

professional or special-purpose programs or initiatives is established by the appropriate program director.

Teaching at institutions other than MSU concurrent with the faculty member's contract period obligations requires approval of the department head, dean and provost. Any non-contract period teaching at external institutions must comply with the conditions set forth in Section 11.1.2 of the Faculty Handbook.

3.6 Promotion and Tenure

Promotion and tenure guidelines currently exist at the department level. Each department is responsible for a regular review of their guidelines. Every three years a formal review of departmental guidelines is required by the university. The rotation schedule is as follows:

2012, 2015	TCM, FGB
2013, 2016	MKT, ACC, FID
2014, 2017	CIS, MGT

Departmental T&P guidelines are published on the COB website.

3.7 Exam Retention Policy, *Approved by COB Leadership Team and effective 11/3/11*

This policy specifies the retention period necessary for exams and graded course work to meet our obligations to students and comply with internal and external examination procedures, quality assurance and professional review and accreditation. This policy also reduces the bur on staff and space resources by not retaining exams and graded course work longer than there a genuine need to refer to them.

Campus courses (including distance learning courses) where marks are used in determining grades:

Destroy or dispose of 12 months after student has received the grade for the course.

Examinations and marked course work will be retained by the professor of record and destroy at the end of the retention period. Where a student has lodged an appeal, raised a complaint, involved in a disciplinary case relating to an academic matter, all exams and graded course w for the entire class should be retained until the issue has been resolved. All exams should be destroyed or thrown away, at the instructor's discretion.

Course assessments for accreditation purposes:

Destroy or dispose of 5 years after data collection. Records documenting the results of programmatic assessments should be retained until the following review and disposed of thereafter. Assessment data can be destroyed or thrown away.

3.8 COB Policies Related to Online and Hybrid (“Blended”) Courses, *Approved by COB Leadership Team 6/1/15. Effective 1/1/16.*

I. Goals

The following policies have been developed to help establish a core set of both required and recommended practices that will improve the delivery on COB online and hybrid/blended courses. The institution of the following policy is to ensure the academic integrity and quality of online and hybrid courses, consistent with AACSB requirements that courses in all modalities should be of equal quality.

II. Definitions: Course Modalities

- A. Online Course - A course whose lectures are delivered entirely online, requiring no traditional classroom time. Proctored exams may be required.
- B. Hybrid (also known as “blended”) course - A course which:
 - 1. Integrates online and traditional face-to-face class activities in a single course.
 - 2. Includes a portion of the face-to-face time —specifically from 30% to 70
- C. The use of the word “online” below is understood to include both online and hybrid courses.

III. Required Policies

- A. The syllabus for online courses should be posted at least one week prior to the start of classes.
- B. The current university-wide learning management system (e.g., Blackboard or other Learning Management System) should normally be used. The communication platform that will be used should be specified in the course syllabus.
- C. Online courses must include at least one proctored event comprising a significant portion of the course grade in each online course. A proctored event is a monitored and graded effort where each student’s identity is verified. Proctoring may be accomplished either through electronic online means or by administering the event on-campus or at an approved off-campus proctoring site. Examples of proctored events include exams, presentations, or any other significant graded course assignment. Online courses with exams must include at least one proctored exam of significant weight.
- D. Students must be notified of the potential for additional proctoring fees both in the registration process and in the course syllabus. This notification of additional potential fees associated with online proctoring should be reiterated on the first day of class.
- E. Instructors teaching courses online for the first time must meet or consult with a Faculty Center for Teaching and Learning (FCTL) instructional designer before creating or teaching an online class.

- F. Each online instructor must grant guest access to the Department Head every semester.
- IV. Recommended Practices
- A. Online course instructors should log in to their course at least once each day in order to check for any student questions or issues, if applicable and should respond to student issues within 24 hours after the student has submitted a question.
 - B. Online course instructors should grade and return assignments in a timely manner.
 - C. Online course instructors should be available in various methods to meet the needs of students. Email, phone, web meetings, or other similar technologies can be used to meet with students.
 - D. Instructors teaching online courses should regularly participate in continuing education for the latest online delivery tools, video lecture design, and technology for course delivery. The instructor should document currency on their annual evaluation.
 - E. The Department Head should review the online course material annually to assure quality instruction. Ideally, this occurs during the annual evaluation period.

4.1 Minimum Qualifications

Approved by COB Leadership Team 3/5/15

The following paragraphs contain MSU COB's guidelines for determining whether an individual meets the minimum faculty qualifications standards for the category they are agreed to be qualified as a faculty member. These guidelines are based on Standard 15 of the 2013 AACSB Standards.

This document specifies the *minimum* qualifications for a faculty member. These qualifications are for AACSB purposes only and are not applicable to criteria for promotion, tenure, or merit evaluations.

Process: The COB minimum standards for establishing and maintaining faculty qualifications and engagement were drafted by the College Leadership team after a review of the 2013 AACSB standards and discussion of COB mission. The draft was reviewed by the Faculty Executive Committee, a group of 2 elected faculty members from every academic department, which solicited input from the entire faculty. The FEC provided a summary of that input to the Dean. A revised version of the minimum standards was then finalized using that faculty input, and was unanimously adopted by the College Leadership Team.

The 2013 AACSB Standards provide 4 categories of faculty qualifications and requires schools to document policies for classifying faculty, and resultant classifications. The four categories are:

Scholarly Academics (SA)
Practice Academics (PA)
Scholarly Practitioners (SP)
Instructional Practitioners (IP)

Classification depends upon the initial preparation and the sustained activities engaged in by the faculty member.

Sustained Engagement Activities

Initial academic preparation and professional	Professional experience	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
	Doctoral Degree	Scholarly Academics (SA)	Practice Academics (PA)

Initial Academic Preparation for SA and PA status

Normally, for SA and PA status, the initial preparation is a doctoral degree emphasizing advanced foundational discipline-based research related to the field of teaching. Individuals with a graduate degree in taxation or an appropriate combination of graduate degrees in law and accounting will be considered SA or PA to teach taxation. Likewise, individuals with a graduate degree in law will be considered SA or PA for teaching business law and the legal environment of business. Individuals within three years of obtaining ABD status will be considered SA, as will individuals who are within five years of obtaining their doctorate.

Sustained Engagement Activities for SA Status

Generally, all tenured and tenure-earning faculty are expected to maintain SA status. A Scholarly Academic may undertake a variety of academic engagement activities linked to the theory of business and management to support maintenance of SA status. However, publication of discipline-based or pedagogical research is expected as a minimum to retain SA status. It is expected that faculty demonstrate substantive and sustained level of activity that support currency and relevance for the school’s mission. Faculty may maintain SA status by meeting one of the following criteria on a rolling 5-year basis:

- Three items from Category A ; or
- Two items from Category A and 2 items from Category B; or
- Two items from Category A and 4 items from Category B or C

Sustained Engagement Activities for PA Status

PA status may apply to faculty members who are initially prepared as research scholars but who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, or other forms of professional engagement. PA status must be agreed upon with the department head and faculty member, normally during a faculty member’s annual review. It is expected that faculty demonstrate

substantive and sustained level of activity that support currency and relevance for the school's mission. Faculty may maintain PA status by meeting the following criteria on a rolling 5-year basis:

- Five items from Category A, B, C or D

Initial Academic and Professional Preparation for SP and IP status

Normally, at the time that a school hires an SP or IP faculty member, that faculty member's professional experience is current, substantial in terms of duration and level of responsibility, and clearly linked to the field in which the person is expected to teach, and the faculty member has a master's degree in the field. A minimum of two years of professional experience is expected for an instructor hired to teach lower level classes. A minimum of two to five years of professional experience and demonstrated proficiency in the subject matter is required for an instructor hired to teach upper level major classes.

Sustained Engagement Activities for SP Status

Faculty classified as Scholarly Practitioners are highly engaged in scholarship activities in addition to their teaching responsibilities. They generally are publishing articles aimed at a practitioner or trade audience, attending and participating in recognized academic societies, developing and presenting CPE or executive education, or playing substantive roles in academic associations. Maintenance of SP status is accomplished by one of the following criteria on a rolling 5-year basis:

- Two items from Category A; or
- One item from Category A and two items from Category B or C; or
- Five Items from Category B, C, or D

Sustained Engagement Activities for IP Status

Instructional Practitioners are faculty whose primary assigned duties relate to classroom teaching, student engagement, and engagement with the practitioner and/or trade community. IP faculty maintain their credentials by meeting one of the following criteria on a rolling 5-year basis:

- Working full time in their field of teaching; or
- Five items from Category C or D

Academic Administrators – Initial Status and Sustained Engagement of Status

An academic administrator who had SA (AQ) status at the time of administrative appointment will be deemed to initially carry that status into their administrative role. Maintenance of that status is achieved by meeting the following criteria on a 5-year rolling basis:

- Three items from Category A; or
- Five items from Categories A, B, C, or D.
- Must include at least one Category A or B item and one Category C item demonstrating currency in his/her academic field of expertise

Process for Validating Faculty Qualifications

Each faculty member must complete the validation form and declare his/her status as part of the annual review and provide supporting documentation for the declared status. Departmental personnel committees receive and review these forms annually and agree or disagree with the faculty member's declared status. The form then goes to the department head for assignment of status. If such status is different from the faculty member's declared status, the College Personnel Committee will review the case and provide input to the department head. The final status is assigned by the department head in consultation with the Dean.

The category listings below are not an exhaustive list, but are meant to be representative items that each type of faculty would normally undertake. This is not meant to be a checklist. The goal is for faculty to show sustained engagement over the 5-year rolling basis. The burden is on the faculty member to document sustained engagement over the 5-year rolling window.

Failure to maintain the appropriate faculty qualification status is discussed in the COB Workload Guidelines (see COB Policy Manual, section 3.5).

Effective Date

This policy is effective for calendar year 2015. Faculty will be evaluated under the new rules in January 2016 at annual review time. The 2015-16 AACSB annual report will be the first report under the new faculty qualifications system.

Categories of Activities

Category A (Scholarship Activities)

- Peer reviewed discipline-based or pedagogical publication
- Peer reviewed publication in a journal with a significant practitioner audience

Category B Activities (Other Scholarship Activities)

- Publication of a scholarly book
- Publication of an original textbook, including revisions
- Chapter in a scholarly compendium
- Publication of an edited volume
- Publication of paper in peer-reviewed conference proceedings
- Publication of research monograph or chapter therein
- Public policy analysis resulting in public dissemination on behalf of the university
- Publicly available working paper (SSRN)
- Authorship of significant grant proposal \geq \$10,000
- Completion of a research-based, learning project with a company, governmental entity, or non-profit, not in conjunction with a classroom assignment
- Presentation of paper at a regional, national, or international conference
- Participation in a panel at an academic conference
- Presentation of working paper at internal or external research workshop research
- Attendance at academic conferences providing discipline-related professional development
- Service as a journal editor or co-editor for a discipline-based or pedagogical journal
- Service as an associate editor or member of a journal editorial board for a discipline-based or pedagogical journal
- Sustained service as an ad-hoc reviewer for a discipline-based or pedagogical journal or academic conference
- Service for one year in a leadership position in a regional, national, or international academic organization
- Service as special editor or program chair at an academic conference
- Receipt of a competitive research award
- Completion of a research-based, learning project with a company, governmental entity, or non-profit.

Category C Activities (Professional Engagement Activities)

- Publication of a practice-related newsletter with at least regional distribution
- Non peer reviewed publication of an article in a practitioner or trade magazine
- Service as editor or co-editor of a practitioner journal or magazine
- Service as associate editor or on editorial board of a practitioner journal or magazine
- Service on the Board of Directors of a company or nonprofit agency

- Service in a leadership role in a practice-related organization, e.g., American Institute of Certified Public Accountants (AICPA), Association of Certified Fraud Examiners (ACFE)
- Delivery of executive education, CPE, invited speeches, and/or training for business or trade groups
- Attendance at practice-related conference or seminar of at least 8 hours in length
- Receipt of a practice-related grant of \$10,000 or higher
- Book review in an academic or practitioner journal
- Authorship of a regular newspaper column
- Creation of Instructional software or other instructional support materials that are disseminated and used by others outside Missouri State University.
- Service as conference organizer/chair attended primarily by practitioners

Category D Activities (Other Professional Activities)

- At least 8 hours per week employment in a practice area closely related to the area of teaching
- 20 hours of a faculty internship in an industry or not-for-profit company
- 20 hours of consulting and/or conducting a research project for a business, nonprofit, government agency, or economic development agency
- Obtaining a new license or certification
- Maintenance of a license or certification for at least two years during the accreditation cycle
- Attendance at an AACSB seminar or conference of at least 8 hours in length.

4.2 Faculty Sufficiency (Participating/Supporting)

Reaffirmed by COB Leadership Team 10-25-11

The MSU College of Business Administration (COB) has adopted the guidelines and definitions specified in the AACSB Standard 9 when determining whether a faculty member is “Participating” or “Supporting.” The relevant portion of Standard 9 is shown below.

A participating faculty member actively engages in the activities of the school in matters beyond direct teaching responsibilities. Such matters might include policy decisions, educational directions, advising, research, and service commitments. The faculty member may participate in the governance of the school, and be eligible to serve as a member on appropriate committees that engage in academic policymaking and/or other decisions. The individual may participate in a variety of non-class activities such as directing extracurricular activity, providing academic and career advising, and representing the school on institutional committees. The school considers the faculty member to be a long-term member of the faculty regardless of whether or not the appointment is of a full-time or part-time nature, regardless of whether or not the position with the school is considered the faculty member’s principal employment, and regardless of whether or not the school has tenure policies. The individual may be eligible for, and participate in,

faculty development activities and take non-teaching assignments for such activities as advising as appropriate to the faculty role as defined by the school.

A *supporting* faculty member does not, as a rule, participate in the intellectual or operational life of the school beyond the direct performance of teaching responsibilities. Usually, a supporting faculty member does not have deliberative or involvement rights on faculty issues, have membership on faculty committees, nor is the individual assigned responsibilities beyond direct teaching functions (i.e., classroom and office hours). A supporting faculty member's appointment is normally exclusively teaching responsibilities and is normally an *ad hoc* appointment, for one term or one academic year at a time without the expectation of continuation.

Furthermore, the AACSB Standards state that Participating faculty members normally will deliver at least 75 percent of the College's annual teaching (COB defines this in terms of student credit hours taught). Normally, Participating faculty members will deliver at least 60 percent of the teaching in each discipline, each academic program, and location.

Section 5 – Faculty Funding Policies

5.1 Travel Funding Policies

The COB Dean annually determines whether there are sufficient funds to provide for faculty travel. The Dean then allocates these amounts to the department heads for their discretion in funding their respective faculty travel. The Dean delegates the authority to department heads on travel funding allocation with their respective department. Funding of faculty traveling to research conferences to present their original work is generally the highest priority of the college.

International travel must be approved by the Dean without exception. For state funds to be used for international travel, the trip must have a compelling purpose and be directly related to the individual's area of research. Generally proposals to travel internationally for teaching conferences or to present pedagogical work are not funded by the College. Departments always have the option to fund travel not approved for payment with state funds, or supplement funding provided by the College, out of private (Foundation) funds.

5.2 Study Abroad Proposals

Faculty are encouraged to submit Study Proposals for leading short-term international Study Away trips. Proposals must meet the criteria and requirements below, as well as all university requirements. COB does not approve all proposals every year, as occasionally duplicate locations are proposed where only one such trip would normally be approved. Additionally, if a trip does not meet the standards established by COB to qualify as a rigorous academic experience, the trip will not be approved by COB.

COB Study Away Financial Award Program 2014-15

Overview and Purpose of the Program

The College of Business (COB) has as a strategic goal integrating and incorporating global awareness and cross-cultural experiences into the business students' MSU education and experience. To this end, COB is delighted to offer financial awards in the amount of \$500 per eligible student who travels on a COB-sponsored short term study away trip. We offer this financial support in recognition of the fact that cost is usually the most significant factor in whether a student can participate in a study away trip. The trip must be approved by COB as an eligible trip, and the student must meet certain eligibility criteria, both of which are stated below.

Section 5 – Faculty Funding Policies

Trip Eligibility Criteria

- The trip must be a short-term study away opportunity. This is defined to mean the actual trip itself lasts no longer than 3 weeks. The trip may include pre-departure meetings which do not count towards the 3-week time limit. Any exception to this must be approved by the COB Dean.
- The trip must be out of the country. Thus, domestic programs such as the NY Study Program are ineligible for this program since there are separate funding sources for those programs.
- Students traveling to study or teach on the Dalian campus are not eligible for this program.
- The trip must be led and accompanied by a COB faculty member.
- The trip must be organized in conjunction with COB International Business Programs and the MSU Study Away office.
- The curriculum and content of the trip must be sufficiently rigorous in work to be performed and in course deliverables. The COB Dean must review and approve the course syllabus in advance of the trip being announced or discussed with students as an eligible trip.

Student Eligibility Criteria

- Declared full time or part time undergraduate business majors who have completed 60 hours in advance of the trip and have at least a 2.5 cumulative GPA and 2.5 GPA in their major
- Declared full time or part time business graduate students who have at least a 3.0 GPA in their graduate degree program
- Business double majors are eligible for this financial award

Faculty Requirements and Process

- Any full time faculty member can submit a proposal for a study-away program.

Section 5 – Faculty Funding Policies

Before the Trip:

- Faculty should work closely with COB IBP first on the idea for their trip. IBP will direct the faculty member to the MSU Study Away Office to further develop the proposal
- The MSU Study Away Office requires that course proposals be approved by them in advance of advertising to students. The initial Study Away proposal paperwork must be routed through and approved by the COB Dean. At the time the Dean reviews the proposal, the Dean will also review the syllabus and make the determination on whether the course/trip is sufficiently rigorous to qualify for the COB study away financial award program. The Dean will notify the faculty member of the decision. In some cases the Dean may request additional information from the faculty member or provide an opportunity for additional rigor to be added so that the program qualifies for the COB financial award.
- No marketing of the trip to students should occur until after the course/trip is approved by the COB Dean. This is true with or without participation in the COB financial award program.
- Faculty should send a copy of the final proposed roster to the Associate Dean for eligibility check. Any students not found to be eligible will be notified and the student will have the opportunity to decide if he/she wants to go on the trip without the financial award.

After the Trip:

- Faculty should submit a final roster of students who attended the trip and their final course grades.
- The Associate Dean will authorize transfers to each eligible student's MSU account post-trip.