

COLLEGE OF BUSINESS

POLICY MANUAL

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1. INTRODUCTION

1.1 Procedures for Establishing and Changing Policies

Most COB policies are established and maintained by the Faculty Executive Committee (FEC), an elected group of faculty representatives from each department within COB. The COB College Leadership Team (Dean, Associate Deans, Department Heads, Director of Business Advising Center, Director of Marketing) 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. Tenure and promotion policies are maintained at the department level.

2. COMMITTEES

2.1 Introduction

A COB committee is defined as a standing committee that is usually reconstituted every year. Committee members 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, MBA Policy and Curriculum Committee, Undergraduate Core Curriculum Committee, COB Personnel Committee
- Appointed Committees: COB Scholarship Selection Committee, Departmental Curriculum Committees, Student Appeals Committee, Assurance of Learning (AoL) Committees, COB Faculty Scholarship & Awards Committee, COB Diversity, Equity, and Inclusion Committee, COB Online Policy Committee, Societal Impact Committee
- Ad Hoc Committees & Task Forces: Strategic Planning Committee

2.2 COB Budget Committee

The COB Budget Committee meets on an as needed basis and typically after the Executive Budget Committee meets. It provides input to the Dean on COB budget decisions.

2.3 Faculty Executive Committee

The Faculty Executive Committee is charged with the responsibility of establishing and reviewing COB policies and procedures at the request of the Dean. COB department heads, committee chairs, and committee members may bring to the Dean matters for possible policy and procedural review. The Faculty Executive Committee participates in strategic planning and is also the advisory committee for all proposed changes to COB policies except those granted to the departments by the language of Section 1.1 and the Faculty Handbook, and those granted to the Leadership Team. Proposals from the FEC shall be sent to the Leadership Team for consideration.

Each department will elect two (2) representatives from that department's ranked faculty to serve staggered, two-year terms. The Faculty Executive Committee will select a chair at its first meeting.

2.4 College Council

College Council approves undergraduate curriculum changes proposed by individual departments. It also acts in an advisory capacity to graduate curriculum changes proposed by individual departments. Members are elected in the Spring, concurrent with Faculty Senate elections, and should be composed of ranked faculty members.

2.5 MBA Policy and Curriculum Committee

The MBA Policy and Curriculum Committee makes recommendations on MBA policies, such as admission criteria. It also reviews the MBA program and curriculum at least once every two years and makes recommendations as appropriate. It is under the direct supervision of the Director of the MBA Program.

2.6 Undergraduate Core Curriculum Committee

The Undergraduate Core Curriculum Committee reviews core courses, benchmark data, and AoL data to recommend curricular changes to the COB core. A full curriculum review will be conducted once every accreditation cycle. This committee is chaired by the Associate Dean of Academics.

2.7 COB Personnel Committee

The COB Personnel Committee serves in an advisory capacity on matters of tenure, promotion, and continuation of appointment, as needed. The tenured members also serve as a Professor Salary Incentive Program (PSIP) committee.

2.8 COB Scholarship Selection Committee

The COB Scholarship Selection Committee shall review student scholarship applications for each department and choose the best match according to the donor's wishes. It shall select COB recipients, but it has no responsibility for the banquet. The committee is chaired by the COB Coordinator of Accreditation, Assessment, and Enrollment Management.

2.9 Departmental Curriculum Committees

Proposed curriculum changes will be vetted through individual departments and voted on by College Council.

2.10 Student Appeals Committee

The Student Appeals Committee reviews appeals from students who have been academically suspended and makes recommendations to the Dean or Associate Dean.

2.11 Assurance of Learning (AoL) Committees

A separate AoL Committee exists for each COB business unit program (B.S. in Business, B.S. in Accounting, MBA, EMBA, MAcc, MHA, MS in Cybersecurity, MSIT). The committee reviews its unit's AoL data annually and provides input for continuous improvement.

2.12 COB Faculty Scholarship & Awards Committee

The Faculty Scholarship and Awards Committee selects the COB Outstanding Scholarly Activity Awards (Outstanding Empirical Paper, Outstanding Nonempirical Paper) and the COB Public Affairs Award in Research. It also reviews COB sabbatical proposals and provides input to the Dean on merit of applications.

2.13 COB Diversity, Equity, and Inclusion Committee

The COB Diversity, Equity, and Inclusion Committee identifies training opportunities for faculty and staff. It also considers ways to increase the diversity of our faculty and staff by identifying ways to attract more diverse applicants and seeks ways for all faculty and staff to feel a sense of belongingness on campus.

2.14 COB Online Policy Committee

The COB Online Policy Committee reviews policies on online and other distance learning modalities and seeks ways to improve the effectiveness, clarity, and relevance of the policies. It also identifies and provides training opportunities for faculty and seeks ways to improve policies related to instruction, student satisfaction, and academic integrity.

2.15 Societal Impact Committee

The Societal Impact Committee explores societal impact strategies for COB in the areas of research primarily, but also teaching and service. Members should be ranked faculty members from each department of the business unit.

2.16 Strategic Planning Committee

The Strategic Planning Committee is an ad hoc committee used as needed to provide input to the Dean on COB strategic planning.

3. ACADEMIC POLICIES

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 <https://www.missouristate.edu/academicintegrity/353843.htm>

3.2 Equal Opportunity and Affirmative Action Policy

Missouri State University is committed to diversity as a core institutional value and responsibility. Diversity is central to providing and retaining a quality educational environment. As a public affairs institution, the University must develop educated persons who are 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. An understanding of diverse cultures and societies has not only become necessary to function in today's workplace, it also enriches one's life and work.

Missouri State University is committed to programs and practices that assure an environment free of the barriers of discrimination in education and employment and that establish a collegial and just community. To achieve this end, Missouri State University views, evaluates, and treats all persons in any University-related activity or circumstance in which they may be involved, solely as individuals on the basis of their own personal abilities, qualifications, and relevant characteristics. To view the policy in its entirety, see https://www.missouristate.edu/policy/Op1_02_6_EOAAPolicy.htm

3.3 Exam Proctoring Policy

Approved by COB College Leadership Team and effective 7/22/10

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. 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.

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.

3.4 Sabbatical Policy (Tenured Faculty)

Approved by COB College 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 Scholarship 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 Provost’s Office 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

Standard Workload – 18-hour Teaching Load for Research-Active Faculty

"Standard workload" is 24 equated hours across an academic year (Fall and Spring) with the exception of instructors without a service component and research-active faculty. For research-active faculty, "standard workload" should approximate 18 equated hours across an academic year (Fall and Spring), subject to college-specific guidelines. The conceptual framework for this standard workload is a total workload of 30 equated hours with six equated hours being allocated for maintaining currency in one's field, advising duties, and normal department, college, and University service activities. The reference to standard workload in this policy is only applicable to nine-month academic appointments. *Source: Op3.33 Faculty Workload Policy for Springfield and Mountain Grove Campuses*

Research-Active Definition and 24-Hour Teaching Load for Non-Research-Active Faculty

COB defines “research-active faculty” as those tenured/tenure-track SA faculty members whose scholarly output is at least equal to the level of productivity required by COB’s Minimum Qualifications. 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 Qualifications will 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 Qualifications. Meeting the Minimum Qualifications does not guarantee a faculty member’s satisfaction of reappointment, promotion, or tenure requirements.

Faculty Qualification Determination and Appeal Process

A faculty member’s faculty qualification status will be determined annually by their department head following the faculty member’s annual meeting with their department head. The faculty member’s qualification status will be based in part on the faculty qualification form as well as other supporting materials submitted by the faculty member, typically by the first week in February each year, that substantiate the faculty member’s accomplishments for meeting or exceeding Minimum Qualifications as of the preceding December 31.

If a tenure or tenure-track faculty member's faculty qualification status is deemed to be "Additional" by their department head, then the faculty member can appeal that decision to the COB Personnel Committee within 10 business days of receiving their annual review from their department head. If that appeals committee agrees that the faculty member's qualification status is "Additional" then the faculty member's teaching load and overload priority will be adjusted as discussed below.

Implementation and Retraction of 24-Hour Teaching Load for Non-Qualified Faculty

Because summer and fall teaching schedules are created well before the faculty qualification status is determined in March or April each year, any change to a faculty member's teaching load will not take effect until the following spring semester. A faculty member determined to be "Additional" will not be eligible for reassigned time for research until they achieve the faculty qualification status consistent with their appointment - for tenured / tenure-track faculty, "Scholarly Academic" or "SA" status is typical; thus, they will be assigned a 12-hour teaching load for the spring and fall semester of the following calendar year. They will also have a lower priority for summer school, overloads, executive (e.g. EMBA and EMHA), professional, or special-purpose programs or initiatives (e.g. China Campus) compared to faculty who have met their expected faculty qualification status beginning with January 1 of the coming year.

Once a faculty member has achieved the expected faculty qualification status (i.e. "SA") during a regularly-scheduled annual meeting with their department head, the faculty member will receive the appropriate reassigned time for research (typically a reduced teaching load of nine hours per semester for tenured / tenure-track faculty) effective with the next spring semester. They will also be given appropriate consideration for summer school, overloads, executive (e.g. EMBA and EMHA), professional, or special-purpose programs or initiatives beginning January 1 of the year following the annual meeting during which their faculty qualification status was determined to meet the expected category.

Exceptions

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 five academic years. The initial length of reassigned time for tenure-track faculty with prior full-time post-doctorate appointments will be addressed in their appointment letter. 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 meeting or exceeding the Minimum Standards.

Teaching loads for faculty may be adjusted on an individual basis. Reassigned time for faculty may be available for exceptional research (e.g. professorships), 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, may influence the teaching load assigned to a faculty member.

All summer school, overloads, and executive, professional, or special-purpose programs or initiative teaching assignments are 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 executive, professional or special-purpose programs or initiatives is established by the appropriate program director in consultation with the Dean.

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 10.1 of the Faculty Handbook.

3.6 Tenure and Promotion

Tenure and promotion 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 can be found on the Office of the Provost's website.

Departmental tenure and promotion guidelines are published on the COB website.

3.7 Exam Retention Policy

Approved by COB College 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 burden on staff and space resources by not retaining exams and graded course work longer than there is a genuine need to refer to them.

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

Faculty members may destroy or dispose of exams and graded course work 12 months after the grade for the course has been posted by the University.

Examinations and marked course work will be retained by the professor of record and destroyed or thrown away at the end of the retention period at the discretion of the faculty member. However, where a student has lodged an appeal, raised a complaint during the semester or within the one year retention period or is involved in a disciplinary case relating to an academic matter made known to the faculty member, all exams and graded course work for the entire class should be retained until the issue has been resolved.

Course assessments for accreditation purposes

Course assessments may be destroyed or disposed 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 then be destroyed or thrown away.

3.8 COB Policies Related to Online and Hybrid (“Blended”) Courses

Approved by COB College Leadership Team 6/1/15 and effective 1/1/16

The following policies have been developed to help establish a core set of both required and recommended practices that will improve the delivery of 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.

Definitions: Course Modalities

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

Required Policies

- A. The syllabus for online courses should be posted at least one week prior to the start of classes.
- B. The communication platform that will be used should be specified in the course syllabus. The current university-wide learning management system (e.g. Blackboard) should normally be used.
- 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. Faculty members 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.

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.

3.9 COB Predatory Journal Policy

“Predatory journals and publishers are entities that prioritize self-interest at the expense of scholarship and are characterized by false or misleading information, deviation from best editorial and publication practices, a lack of transparency, and/or the use of aggressive and indiscriminate solicitation practices.” (Grudniewicz et. al, 2019).

The College of Business is committed to disseminating the research and scholarship of its faculty via respected and reputable journals whose review practices affirm the quality of our institution, college and faculty. To that end, the COB expects that all scholarly articles produced by full-time faculty members be published in widely-recognized peer-reviewed journals. COB faculty are expected to fully vet potential publishers. The following provide recommendations on how to perform due diligence in identifying reputable publishers:

- A. Check that the publisher provides full, verifiable contact information, including address on the journal site. Be cautious of those that provide only web contact forms.
- B. Check whether the journal is published by a recognized professional association or academy, known publishing company, or university press.
- C. Check that a journal’s editorial board lists recognized experts with full affiliations. Contact some of them and ask about their experience with the journal or publisher.
- D. Check that the journal prominently displays its policy for author fees.
- E. Be wary of e-mail invitations to submit to journals or to become editorial board members.
- F. Read some of the journal’s published articles and assess their quality. Contact past authors to ask about their experience.
- G. Check that a journal’s peer-review process is clearly described and try to confirm that a claimed impact factor is correct.
- H. Determine whether the journal is a member of an industry association that vets its members, such as the Directory of Open Access Journals (www.doaj.org) or the Open Access Scholarly Publishers Association (www.oaspa.org).
- I. Check whether and how journal content will be digitally preserved.

Failing to meet one or more items on the above checklist does not necessarily mean that the journal is predatory. Faculty electing to publish in lesser known or new journals, for which multiple items above is a concern, should be prepared to make the case that the journal is a reputable outlet.

At the College level, articles published in journals deemed to be predatory will not be recognized for summer research grants nor research awards.

Effective date Fall 2022.

3.10 COB Criteria for Graduate Faculty Status

The following criteria will be applicable for faculty from the College of Business. These faculty will be teaching in one or more of the following COB graduate programs: MBA, MACC, MSIT, MPM, MSCYBS, and MHA.

Research Track

1. Must possess terminal degree in business or related field.
2. Must have a minimum of three scholarly publications in peer-reviewed journals in the past five years; or must have two scholarly publications in peer-reviewed journals and at least two additional scholarly activities (see list below) in the past five years.

Other Scholarly 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 regional, national, or international conference
 - Participation in a panel at an academic conference
 - Presentation of working paper at internal or external research workshop
 - 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 a special editor or program chair at an academic conference
 - Receipt of a competitive research award
3. Approval (by a majority vote) of the Graduate Faculty in the corresponding applicant's COB department.

Clinical Track*

1. Must possess a minimum of a master's degree.
2. Must have a minimum of 5 years professional discipline-specific work experience.
3. Approval (by a majority vote) of the Graduate Faculty in the corresponding applicant's COB department.
4. Professional certification whenever available.

*Note: While clinical has generally been associated with health care disciplines, its "applied" nature is relevant to COB graduate programs. The curriculum in these programs is applied in nature and dedicated to preparing graduates to manage teams, groups, and departments. COB has successfully used industry professionals in select classes (with one-time permission from the Graduate College) that draw upon both their academic and professional experience. To allow exceptional professionals to teach in the program on an on-going basis, COB considers these individuals "Clinical," as they would not generally satisfy the criteria for the Research track, nor would they teach "research" classes in COB graduate programs.

4. AACSB POLICIES

4.1 Minimum Qualifications

Approved by COB College Leadership Team 3/5/17; Updated 6/26/17; Updated 5/10/19

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 the 2020 AACSB Standards.

This document specifies the minimum qualifications for faculty members and administrators. These qualifications are for AACSB purposes only and are not applicable to criteria for promotion, tenure, or merit evaluations.¹

The 2020 AACSB Standards provide four 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	
		Academic (Research/Scholarly)	Applied/Practice
Initial academic preparation and professional experience	Terminal degree	Scholarly Academic (SA)	Practice Academic (PA)
	Master’s degree and professional experience	Scholarly Practitioner (SP)	Instructional Practitioner (IP)

¹ 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 (FEC), 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 guidelines are subsequently reviewed and updated by the FEC as needed.

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 (Juris Doctorate) will be considered SA or PA for teaching business law and the legal environment of business courses. 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 is **not** a default status for faculty who do not meet SA status.* 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

An SP or IP faculty member is expected to have current and substantial professional experience. This professional experience should be clearly linked to the field in which the person is expected to teach, and the faculty member is required to have at least a master's degree in that field. A minimum of three years of professional experience and demonstrated proficiency in the subject matter is required for an instructor hired to teach undergraduate classes in COB.

Sustained Engagement Activities for SP Status

Faculty classified as Scholarly Practitioners are 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 meeting one of the following criteria on a rolling 5-year basis. By the third year of teaching for COB at MSU, the SP faculty member must demonstrate progress toward accomplishing the 5-Year criteria.

- Two items from Category A; or
- One item from Category A and two items from Category B or C

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 status is generally the standard qualification applied to instructor rank, senior instructor rank and per course faculty, although these faculty may also be designated as occupying any of the other remaining status categories, dependent upon the initial preparation and the sustained activities engaged in by the faculty member. IP faculty maintain their credentials by meeting one of the following criteria on a rolling 5-year basis. By the third year of teaching for COB at MSU, the IP faculty member must demonstrate progress toward accomplishing the 5-Year criteria.

- Working full time in their field of teaching; or
- Five items from Category C or D satisfy IP status, but items from categories A and B also count.

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. 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 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 2019.

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

**Peer-reviewed means the customary professional review process for journals in the particular discipline commensurate with AACSB expectations.*

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
- Presentation of working paper at internal or external research workshop
- 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

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
- Participation in a panel at an academic conference
- Attendance at academic conferences providing discipline-related professional development
- 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)

Approved by COB College Leadership Team 5/10/19

The following paragraphs contain MSU COB's guidelines for determining whether faculty members are participating or supporting faculty per AACSB Standards.

A participating faculty member is actively engaged in the activities of the school beyond teaching. All full-time faculty members are expected to be engaged in activities that support the mission of the College beyond their individual teaching responsibilities. 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. Many part-time faculty members fall into this category.

To qualify as participating, a faculty member must attend the majority of departmental and college meetings and serve on at least one departmental, college, or University committee. In addition, they must be involved in two additional engagement activities every year. Potential engagement activities include, but are not limited to:

- Serving on department, college, and University committees
- Engaging in activities associated with curricular management, strategic planning, learning assurance, continuous improvement, faculty recruiting, and student recruiting, advising and placement
- Serving as an advisor for a student organization
- Representing the College at University activities such as commencement and alumni relations events
- Delivering professional development activities funded/sponsored by the College
- Attending College sponsored workshops and seminars
- Engaging in activities connecting the College to industry and industry leaders

On an annual basis, the Associate Dean will provide department heads with a listing of full-time and per course faculty and they (department heads) will use the aforementioned criteria to classify faculty members as participating or supporting.

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 and Provost 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. 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 Education Abroad Proposals

Faculty are encouraged to develop Education Abroad Proposals for short-term faculty directed programs (whether international or domestic). Faculty are encouraged to discuss possible programs with the Director of International Business Programs and/or the Associate Dean responsible for COB's international programs to learn about requirements, compensation, and policies (both university and COB) related to Education Abroad programs. Prior to developing a program proposal, faculty are encouraged to discuss possible course offerings and academic expectations with their department head. Education Abroad programs are primarily academic experiences, so the academic content of every program proposal is carefully reviewed prior to approval by the department head and Associate Dean.