## MCB Vision, Mission and Values

### Vision Statement
To be a world-class provider of business education that prepares and inspires our students, alumni and stakeholders to be successful in their careers and in life.

### Mission Statement
To provide excellent undergraduate and focused graduate business programs and related learning opportunities that prepare individuals for successful careers and responsible citizenship in a global society. We accomplish this by focusing our efforts in teaching, research and service to benefit student learning.

### Values
- **Excellence**: We strive for excellence in all we do.
- **Integrity**: We are committed to creating and promoting a culture based on ethics and morality.
- **Respect**: We treat all students, faculty, staff and members of the community with respect in order to foster an environment of trust, mutual respect and diversity of thought.
- **Accountability**: To achieve excellence, we must hold each other accountable. We must be responsible and expect the best from each other.
- **Community**: We partner with the community to achieve our mission and vision.
- **Success**: We provide students with the skills, tools and opportunities to have successful careers.

### Pillars of Excellence
- **Teaching** is our primary purpose. We strive to provide the highest quality education to students by having academically and professionally qualified faculty who blend theoretical foundations with practical applications.
- **Scholarship** is valued in all forms that advance our teaching by promoting academic currency and impactful dissemination of business knowledge. Each discipline defines its research balance based on a discipline-specific focus.
- **Service** provides value to our stakeholders including students, colleagues, the college, the university, the academic discipline and the local and international community.

### Goals
1. Recruit and retain a high-quality student population while maintaining a balance between quality and quantity.
2. Sustain a high quality curriculum that positively impacts students’ future careers.
3. Provide innovative learning environments for our students.
4. Recruit and retain high quality faculty and staff.
5. Maintain adequate financial resources.
6. Continue to improve the quality of MCB facilities and technology.
7. Engage stakeholders to develop and maintain a reputation consistent with our program excellence.
The Monfort College of Business (MCB) is committed to providing a welcoming, supportive, and productive learning and working environment for all students, faculty, and staff. As a member of the University of Northern Colorado, MCB strives to uphold the Diversity Vision of the University. The following MCB diversity plan is created to align with the UNC diversity plan, as appropriate. The entire Diversity Plan is in Appendix A: MCB Diversity Plan.

Goal 1: Foster a welcoming and inclusive campus climate
Goal 2: Recruit diverse students, faculty, and staff
Goal 3: Retain underrepresented students, faculty, and staff
Goal 4: Integrate diversity into curriculum
Goal 5: Create mutually beneficial partnerships with Greeley and surrounding communities
Goal 6: Increase professional development opportunities to enhance teaching and learning through diversity and, thus, the campus climate
Goal 7: Assess the outcomes of diversity efforts

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MCB ADMINISTRATIVE POLICIES

Faculty/Staff ID Cards

All faculty and staff are required to obtain a UNC ID card which functions as an ID and a key swipe card. Once a new faculty or staff member has completed all paperwork needed by HR and HR has had 48-72 hours to process the forms, an ID card can be obtained from the UNC Card Office, located in the University Center. With a newly assigned Bear Number, new faculty/staff can be issued an ID card immediately.

If HR has not yet processed the paperwork, an email from the Dean’s Office to the UNC Card Office may authorize the card issuance. The email should include the employee’s name and office or Program assignment. The employee’s Bear Number will be included in this email only if the message is secured in accordance with UNC’s procedures for electronically transmitting sensitive information. Lost ID cards will be replaced by the UNC Card Office at a minimal fee.

Once an ID card is received, faculty and staff may take the card and a Key Card Authorization Form(s) to Facilities Management to set up door access authorization on their UNC ID card. Lost or stolen ID cards may be replaced at the UNC Card Office for a small fee.

Voice and E-Mail

The Monfort College of Business observes the following guidelines:
1. Calls to College offices (Dean's Office, Advising Center, Program Offices) during normal business hours must be answered by support staff in a manner that promotes the highly personal (i.e., high-touch) philosophy of the College. College offices should use call forwarding (not voice mail) between offices to cover extended absences.
2. The office greeting should identify the name of the office.
3. When out of their offices for conferences and during holidays, faculty should put an Out-of-Office reply on their emails indicating they will not be in the office and whom to contact if immediate help is needed. Usually that contact person will be the program administrative assistant or the Dean’s office.

4. Office hours should be strictly observed. However, if faculty cannot be in their offices during announced office hours, every effort should be made to inform their administrative assistant and students either through email, Blackboard, and office door notices.

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On-Line Teaching

The on-line teaching environment is a major focus area for all universities, private and public. In response, MCB’s policy guides decisions related to which courses will be taught on-line and who will teach them. UNC and MCB offer seminars and course designers to assist instructors. The Dean’s office provides a one-time stipend of $1000 for completing the designated seminars and designing an on-line course.

Instructors who can teach:

- Those completing on-line training outlined below under “Requirements for Faculty Teaching On-line.”
- Those providing an on-line course content equivalent to the in-class version of the same course.
- Those using Blackboard’s on-line grade recording system.
- Those completing instruction how-to refresher courses every two years.

Which courses may be taught on-line:

- All levels of courses may be taught in an on-line format.
- Courses in the traditional undergraduate program will be offered in an on-line format primarily when non-traditional students are the target market or when the on-line format will increase course enrollment.
- Courses in the graduate programs or in a non-traditional undergraduate program should use on-line courses when student convenience is a desired feature.
- Most summer courses for all programs are candidates for the on-line format.
- Interim courses must be taught on-line.
- Program Chairs along with the Associate Dean will decide which courses are good candidates for the on-line environment and when they should be offered.

Requirements for Faculty Teaching On-line:

Required Core Curriculum *

- Teaching Academy for On-Line Learning (http://www.unco.edu/blackboard/tao.html)
- Planning an Online Course
- Grade Center
- Testing Using Blackboard
- Blackboard Basics OR Blackboard for First Timers/Part Timers

* This list is subject to change according to MCB’s and UNC’s resources and courses offered.

Electives (Choose 3)

- Discussions, Blogs, and Wikis
- Blackboard Assignment Tools
- Working with Audio/Video
- Course Capture / Recording lectures with Panopto (Through MCB Director of Technology)
- Quality Matters Course (Counts for Planning an Online Course and 2 electives)
Course Evaluations:

On-line courses will be evaluated annually by Program Chairs for effectiveness and efficiency.

Office Schedule

Office Hours

MCB Dean’s Office Hours: 8:00 a.m. – 5:00 p.m., Monday through Friday

Program Offices:
Academic Year: 8:00 a.m. – 5:00 p.m., Monday through Friday
Summer: 7:30 a.m. – 4:30 p.m., Monday-Thursday

Office Coverage

MCB staff provides support for students, faculty, and visitors. Every effort will be made to have staff available during regular office hours. Student workers provide support for staff and may cover offices when staff is out of the office during regular office hours.

Staff must have the approval of their Program Chairs or direct supervisor for vacation, leave or comp time.

Illness or Emergency

In the case of illness or an emergency when an office must be un-staffed, please notify the Program Chair and make arrangements for office coverage with one of the other Program offices. Office phone(s) should be forwarded and a sign posted on the pod door directing persons needing assistance to the office providing coverage.

Vacation & Leave Time

Office staff should coordinate vacation/leave time with other support staff so they may maintain office coverage. Vacation and leave requires approval from the appropriate supervisor (e.g., Program Chair or Dean). All time out of the office should be noted on the individual’s Office Outlook Calendar and on time sheets.

"Comp" Time

MCB policy limits the accumulation of "comp" time for classified and exempt staff to a maximum of 20 hours. This policy has changed due to US Labor Department of Labor rules scheduled to go into effect on December 1, 2016. Adjustments to the policy may be made in the future as UNC adopts campus-wide policies. Time that is eligible as comp time are any extra hour(s) that are worked to cover the office in the event of an emergency, illness, or special circumstances or events as determined by one's supervisor. Every effort should be made to take these hours off during the week that the comp time was earned or the following week. In general, staff are expected to work their regularly assigned times for the purposes of office coverage during normal business hours. “Comp” time will not be granted for duties usually performed during normal work hours or work done at home.

Class Scheduling

Program Chairs are responsible for scheduling classes based on the needs of MCB’s students. Therefore, Chairs should make every effort to adhere to the following guidelines when scheduling classes, given the resources available.

1. \( \leq 65\% \) of classes in prime time (9:05 am – 2:00 p.m.)

\( \geq 35\% \) of classes in non-prime time (before 9:00 am, and after 2:00 pm.)
≤60% of classes offered on Monday, Wednesday and Friday
≥40% of classes offered on Tuesday and Thursday

2. Chairs will follow current AACSB standards on faculty deployment and management within resources limitations. Within these limitations, Chairs should make every effort to assign SA, PA and SP faculty to no more than two preps per semester and three preps per year.

3. Chairs should balance Tuesday/Thursday and Monday/Wednesday/Friday schedules for all faculty/instructors.

**Classroom Scheduling**

Rooms are scheduled by the UNC scheduler automatically once all colleges have the classes entered into Banner. The classes are scheduled in rooms based upon building preference and cap of the class. Once rooms are scheduled, the MCB scheduler may move classes based upon reasonable faculty need. Faculty may send their requests to the college scheduler after the schedule is posted with the room they are requesting and the reason for the request. Requests will be granted based upon the cap of the classes and the history of student numbers in the classes.

**Faculty Work Loads**

A full faculty load at UNC is 15 credit hours per semester. **Tenured and tenure-track faculty** who meet expectations in all evaluation areas may receive a 3 hour release per semester for research and 3 hours of release per semester for service, making the teaching load 9 hours per semester. The eligibility requirements for these releases are outlined below.

**Contract-renewable faculty** have instructional and limited advising and on-campus service responsibilities. A full load is considered 15 credit hours per semester. These faculty may be assigned less than a 15 hour load to allow time for increased non-instructional assignments.

**Adjunct faculty** will be assigned to classes on an as-needed basis. These faculty may also have other responsibilities.

**Automatic Reduced Teaching Loads for Tenured and Tenure-Track Faculty:**

**Scholarship:** Scholarly Academic (SA) and Practice Academic (PA) faculty assigned to advance scholarship are allowed 3 credit hours of release per semester and are expected to publish journal articles, books, cases, submit grant applications, and/or develop widely adopted computer software within three years of initial load reassignment. A minimum of one scholar product each three years is required to remain on a reduced load for scholarship.

Faculty eligible for this automatic course release have:

- Graduated from a Ph.D. program or completed a terminal degree within the last five years,
- Published at least one article (in the area of his/her teaching discipline) in an approved journal during the past two years (four semesters),
- Published at least one article in the area of his/her teaching discipline in a top 20 journal during the past three years (six semesters),
- Published a book or book supplement (that carries the name of the author) that relates to his/her teaching discipline during the past two years, or
- Published a case with instructor's notes during the past two years.

**Service:** Tenure and tenure-track faculty are allowed three credit hours of release per semester to provide Program, College and University committee work and student advising. Thus, most tenured and tenure-track faculty are on a nine credit hour teaching load base. Tenured and tenure-track faculty may be assigned less than a nine credit hour teaching load per semester in order to facilitate faculty scholarship and encourage important program development that require a substantial time commitment.
Class Meeting Policy

Faculty must hold classes during the times posted in the MCB class schedule. Any changes to class times must be approved by the Program Chair and made before the schedule is made available to the students. Faculty should plan the depth and breadth of all classes to meet time allotted by the University for the class. Getting through the class before the term ends or consistently dismissing class early, given that classes must meet during their scheduled time, means that the course does not meet the prescribed parameters of a university-level course.

Classes must be designated in the formal class scheduling process as face-to-face, hybrid or on-line. This designation must be strictly followed.

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Faculty Office Assignments

All vacant Kepner business faculty offices and phone numbers will be assigned by the Dean of the Monfort College of Business or his/her designee. The following rules will generally apply in the assignment of vacant faculty offices.

First choice of vacant offices will be given to faculty with the earliest date of tenure. Once all tenured faculty have been assigned offices, first choice of vacant offices will be given to tenure-track faculty, then to qualified contract-renewable faculty with the most years of seniority. If more than one faculty member have the same years of seniority, prioritized factors considered will be rank, date of rank, date of hire, and proximity to Program office.

Remaining offices will be assigned to MCB contract-renewable and adjunct faculty.

Attempts will be made to give each faculty member an individual office. However, in some instances, it may be necessary for part-time faculty to share an office.

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Posting of Student Grades *

Legal rulings (e.g., FERPA) preclude communication of student grades in a way that might reveal the student’s identity to others. Student grades must be posted through secure electronic means such as UNC’s URSA or Blackboard tools. Moreover, faculty should take care to preserve grade confidentiality in returning exams and other assignments to their students.


Grade Submission

In order to assure that necessary information is available at the program level for potential grade appeals, ALL faculty must provide their program administrative assistant with an electronic spreadsheet outlining grading components and course grades for each section taught each semester. These grade sheets will be kept on file by the administrative assistants for each class for a period of five years.

For any new MCB contract-renewable and adjunct faculty and tenure-track faculty, Program Chairs must sign off on proposed student grades before they are submitted electronically into record on the UNC system.
Incomplete Grades*

A grade of “I” is assigned when coursework is incomplete at the end of the semester and is used only when a student cannot fulfill his or her academic responsibilities during the last week of a semester or because he or she missed the final examination due to sickness, emergency in the family, or other serious emergency.

An Application for a Grade of Incomplete form must be completed for each incomplete grade given. A grade of “Incomplete” must also be approved by the Program Chair before the “I” is reported as a grade to the Registrar’s Office. An electronic version of the form is found under the faculty tab in URSA.

UNC Incomplete Grade Policy

At the discretion of the instructor, a temporary grade of Incomplete “I” may be given to a student who demonstrates that he/she could not complete the requirements of the course due to circumstances beyond the student’s control that were not reasonably foreseeable.

A student must be passing the course at the time that an Incomplete is requested unless the instructor determines that there are extenuating circumstances to assign an Incomplete to a student who is not passing the course.

These credits are not used to compute grade point average (GPA) and do not count towards graduation.

Students completing an Incomplete grade should NOT register for the course a second time.

- The instructor must submit to the department chair or school director, a written notice of the specific coursework to be completed before the final grade is determined as well as reasons for the Incomplete grade; a copy is kept in the school/department and one is provided to the student.

- To change an Incomplete grade, the instructor must submit the grade change request form to the Office of the Registrar. Grade change requests submitted within the first six week period of the subsequent term the student originally enrolled in the course must be signed by the instructor and the school director/department chair. Grade change requests submitted after the six week period of the subsequent term the student originally enrolled in the course must be approved and signed by the instructor, the school director/department chair and the Dean of the College (or designee). Forms are available within URSA, under the Faculty tab. No grade change request forms delivered by students will be accepted.

- If the course requirements are not completed and the grade change form not received in the Office of the Registrar after a maximum of one year, the grade will be recorded on the academic record as a failing or unsatisfactory grade. Once the incomplete grade(s) have rolled to failing/unsatisfactory, a grade change(s) will not be permitted.

- Degrees will not be conferred upon students with outstanding “I” grades.

For more information, please contact the Office of the Registrar at 970-351-2231 or email michelle.heiny@unco.edu.
Faculty Office Hours

Faculty and teaching MCB administrators are expected to schedule office hours each week for meeting with students in Kepner Hall as detailed below. During fall and spring semester, faculty must be available in their offices during posted hours whether teaching in face-to-face, hybrid or on-line course formats. During interim and summer sessions, faculty teaching face-to-face or hybrid classes must schedule and hold regular in-house office hours. If a faculty’s office hours change during exam week, students should be informed of the change, and faculty are responsible for being available during those office hours. Faculty teaching interim and summer on-line courses must schedule and hold office hours via email or other appropriate means.

Any deviation from the office-hour policy must be approved by the appropriate Program Chair.

- Teach 9 or more hours (3 classes) ............................................................ 5 office hrs.
- Teach 6 hours (2 classes) ................................................................. 3 office hrs.
- Teach 3 semester hours ......................................................... 2 office hrs.

Faculty office hours should be held at times convenient for students. Student-related course releases are counted as classes, and faculty should hold office hours accordingly. That is, faculty teaching two courses with a one-course student-related class release should hold a minimum of five office hours.

Any permanent changes to posted office hours should be communicated in writing to administrative assistants and students. If unavailable during posted office hours for professional reasons, faculty should communicate the change to students (e.g., email, Blackboard).

One week prior to the beginning of each term, faculty must forward their scheduled office hours to their Program Chair via course outlines. Chairs or their designee will audit the office hours to assure compliance to the office hour policy above. These hours will be then be posted on each faculty’s office door and in Digital Measures by the administrative assistants. These hours will then be populated on the MCB Faculty & Staff Directory web page by the MCB director of academic technology and information resources: [http://mcb.unco.edu/Directory/Faculty/](http://mcb.unco.edu/Directory/Faculty/).

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Faculty On-Campus Requirements

MCB is committed to students, service, and shared governance. Therefore, faculty should be available on-campus at least three days a week. Every effort should be made by committee chairs to schedule program and committee meetings so that all members of a given committee may attend during these days. Faculty are expected to consistently attend in person all scheduled meeting with committees, students and others. Exceptions will be made when faculty are gone for professional commitments such as professional conferences and off-campus teaching assignments.

To make scheduling easier for committee chairs and administrative assistants, faculty should note on Outlook class times, office hours, committee meetings and other significant obligations.

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Selection of Program Chairs

Appointment of each Program Chairs is made by the Vice President of Academic Affairs upon the recommendation of the MCB Dean. Program Chairs are initially appointed for a three-year term.
Selection of New Chair:

1. The Dean will meet with program faculty to discuss position requirements and invite nominations of individuals for Program Chair. Chair nominees must be either an associate or full professor, tenured in that program.
2. All tenured and tenure-track Program faculty will vote (typically with written ballot) and recommend one individual to the Dean for the position. The vote will be advisory to the Dean.
3. The Dean will then recommend one individual to the Provost for approval.

Continuation of Chair:

The Dean will poll (typically with written ballot) program faculty prior to the reappointment (continuation) of a chair to a subsequent three-year term. This poll will be advisory to the Dean.

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Academic Support Room Scheduling

Academic Support Rooms (ASRs) are intended to provide faculty and students with special-purpose instructional, research, and demonstration facilities and may not be scheduled as primary classrooms. For this reason, faculty have priority in reserving Academic Support Rooms. When not scheduled for academic purposes, MCB’s Academic Support Rooms may be used for other purposes. Limits have been placed on scheduling for non-academic uses in order to assure their availability for their intended purposes. Designated ASRs include the Special Projects Room (K-2065), Kepner computer labs 0030 and 0060, CAP Room (K-1050D), Finance Trading Room (K-1050A) Hensel-Phelps Room (K-2035), Monfort Technology Center Practice Rooms (K-0030 A, B, and C), and NCMC Room (K-1050 E).

These rooms may be scheduled through the MCB Dean's Office by calling for reservations at 351-2764.

Any exceptions to the policies below require approval from the MCB Dean’s Office. More detailed information about the intended uses and restriction on each ASR room is presented in Appendix B: Academic Support Rooms Detail.

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Minimum Class Size Guidelines*

In an attempt to provide maximum flexibility to Deans and Program Chairs in the use of their faculty resources, minimum class size regulations have been established at the university level and are subject to change by the university. The following represents the minimum class size at the two undergraduate levels and the graduate level within the structure of the University:

- Lower Division (100/200-level courses) – 20 students
- Upper Division (300/400 level courses) – 15 students
- Graduate Division (500/600 level courses) – 10 students

The request and rationale for maintaining a class below minimum enrollment must be submitted to the Administrative Council for discussion. Exceptions to the minimum class size can only be approved by the Dean and Provost and must be in writing. The Dean’s approval or denial will be included in the minutes of MCB’s Administrative Council.
Examples of exceptions listed below are presented as guidelines and are not inclusive:

1. **Required course for graduation.** (The course is not offered each semester, and, if canceled, may affect the date of graduation of those enrolled.)
2. **Required course for majors which must be completed in the semester to maintain the proper course sequence.**
3. **Course in newly established degree program, concentration, or support area.**
4. **First time offering of the course.**
5. **Class size limited by accreditation or state licensing standards.**
6. **Class size limited by availability of laboratory or clinical facilities.**
7. **Class with exceptional demands such as a case-based course, or one with heavy written assignments.**

*Minimum class size is under review by the Provost’s Office and will likely change during 2016-2017.*

### Educational Capacities for Courses

The MCB Administrative Council determined the following educational capacities as a means of enhancing instructional program quality of MCB’s curriculum. All MCB courses will be set at the educational caps listed or at room capacity, whichever is smaller. The College will attempt to schedule courses in rooms large enough to accommodate the educational capacity. Educational capacities may be changed only with the approval of the Administrative Council.

Program Chairs or faculty, with their Chair’s approval, may give “Permits to Enroll” to students if the class is full and the assigned room has available seating. The educational cap is the desired number of students that should be enrolled in classes on the “last day to add.”

The following are the established educational capacities defined by course level:

- **100 level courses** – cap of 45
- **200 level courses** – cap of 45
- **300 level courses** – cap of 40
- **400 level courses** – cap of 35
- **500 level courses** – cap of 35
- **600 level courses** – cap of 30
- **Capstone courses** – cap of 30: (BACS 488; BAFN 474; BAMG 456; and BAMK 490)
- **On-line course** – cap of 35

### Approved Exceptions to Ed Cap Rules

Faculty may request a lower “ed cap” through the Administrative Council. The request should include the rationale for the reduction of class size. These reductions will be reviewed periodically to insure appropriate class size.

### Special Topics/Directed Studies/Internships

**Special Topics Courses**

Special Topic classes (BA__) 495 and 595 in the Monfort College of Business enrich the learning opportunities of our students. Special faculty interests, visiting faculty and the Monfort Executive Professor Program provide opportunities to develop occasional special topic classes.
New course trials are also appropriate as special topics offerings. Special Topics classes are subject to College policies with regard to scheduling, evaluation and other course requirements. The first offering of a special topics class has to be approved by the Program Chair and the Dean.

Classes intended for frequent offerings will be developed as regular College courses.

Subsequent Offering Review
In the semester before a special topics class is offered for the second time, the Program will submit the following to the MCB Curriculum Committee:

1. A course syllabus in AACSB format, including information on computer utilization, the ethics dimension, international coverage and research requirements.
2. The faculty member expected to teach the class.
3. The name of the BA__ emphasis(es) that accept(s) the class for its program.
4. Grading assignment (S/U or A-F).

The Curriculum Committee will make recommendations, if any, to the appropriate Program Chair and to the Dean.

Program Requirements
Each MCB program has established a maximum of 6 hours of special topics courses that may be applied to the 120-hour undergraduate program of study. Students may not exceed these limits without the written approval of the Program Chair for the student's emphasis area.

Directed Studies
Independent studies must have the approval of the Program Chair of the student’s major emphasis, and S/U grading will be applied to all offerings.

Internships
Internships are meant to provide MCB’s students with real-world experience. The internship may be taken for one to three credits and should provide experience in the student’s chosen field of study. Faculty supervising these internships must ensure that the internship provides appropriate experience by reviewing the internship application, contacting the internship provider where appropriate and reviewing student periodic reports throughout the internship and the resulting final report submitted by the student intern.

Prerequisite Process
Students missing prerequisite(s) will be notified of their prerequisite violation via email by the Registrar’s Office. Students will have until the drop deadline to provide proof that they meet the prerequisite with successful transfer work, etc. If they are unable to provide proof they have met the prerequisite, they will be asked to drop the course. If the student has not dropped the course by the University drop deadline, the Registrar’s Office will drop the student from the course(s).

Students may be allowed to add/drop courses in order to accommodate the need to drop the course(s) that has the prerequisite violation.

Students adding courses after the add-deadline but before the drop-deadline must:
- Contact the instructor of the course the student wants to add.
- The instructor will notify the administrative staff of the approval or denials, pending the check for prerequisites.
- The administrative staff person will manually check prerequisites.
- If approved, the administrative staff will notify the student to add the course following the Registrar’s processes.
If the course is NOT approved, the administrative staff will notify both the instructor and the student. Any prerequisite exception requests will have to be approved by the appropriate Program Chair. If the Chair approves the exception, he or she will write a memo outlining the rationale for the exception and forward it to the Associate Dean for review and approval. The memo outlining the rationale for any prerequisite exceptions will be kept on file in the MCB Advising Center.

Transfer Credit for Business Electives

MCB may accept courses as business electives from AACSB accredited institutions that do not have an MCB equivalent. These transfer courses will count only as electives and not toward emphasis elective credit. No more than six (6) credits are transferable.

Summer and Interim Session Policies

UNC Summer and Interim Session Compensation Policy can be found in University Regulations 3-3-702. That information has been summarized here; but for more information, please consult the Regulations (http://www.unco.edu/trustees/University_Regulations.pdf).

Teaching policies. The maximum teaching load of any MCB faculty member or Program Chair in a given summer is two courses total (i.e., two courses in the same 6-week session or one course in each of the 6-week sessions). Exceptions to this rule require the Dean’s approval.

Salary rate. The compensation per credit hour for all faculty holding the rank of lecturer, senior lecturer, instructor, assistant professor, associate professor, or professor regardless of mode of delivery, location, or funding source is (1) 1/36th per semester hour of the faculty member’s current academic year salary if the faculty member is on a full-time contract or (2) in the case of non-full-time faculty, holding one of the above ranks, 1/36th per semester hour of what the current salary would be if the faculty member were full-time. The current University summer and interim compensation Model is presented in Table 1 below,

The minimum compensation per credit hour for summer and interim session courses is $1,500 for a class size of 15+ undergraduate students or 10+ graduate students. The University fully funds faculty salaries for classes with 15 or more students. For classes with less enrollment the University publishes compensation prorated salary rates. The current rates are presented in the chart below taken from the UNC Regulations.

If a faculty member is teaching two summer classes and the average of the two classes is 15+, compensation for each class will be (1) 1/36th per semester hour of the faculty member’s current academic year salary if the faculty member is on a full-time contract or (2) in the case of non-full-time faculty, holding one of the above ranks, 1/36th per semester hour of what the current salary would be if the faculty member were full-time. This compensation model is subject to the Dean’s approval. This policy is subject to change based on University Policy.

The proposed pay scale for the summer and interim sessions does not apply to the overload instruction.
Table 1: Summer and Interim University Compensation Model

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**Faculty Commitment.** For planning purposes, faculty members must notify Program Chairs of their intent to teach 20 days prior to the beginning of the summer or interim session. Faculty members who do not meet this deadline and later elect not to teach may lose their opportunity to teach in future summers.

**College Commitment.** Twenty days prior to the beginning of summer or interim sessions and after faculty have committed to teaching the course, the college will commit to offering courses with enrollment meeting or exceeding 15 students. Courses with enrollment less than 15 students may be canceled at the discretion of the Program Chair and Dean.

Course outlines and standard statements must be presented to students on the first day of class. Additionally, both must be made available to students on the course’s Blackboard website. As a general rule, course outlines should contain instructor contact information and office hours, prerequisite course(s), required and suggested texts and readings, course objectives, required assignments, grade policy, Assurance of Learning Goals and Objectives mapped to the course objectives, and MCB’s Standard Statements. Any instructor policy such as attendance policies must be included. **All course outlines must be sent to the appropriate Program Chairs and administrative assistant prior to the beginning of each semester. Program Chairs are responsible for reviewing the course outlines.**

Course standard statements are designed to ensure that students are informed of the College’s and the course’s standards and requirements. These may be given to the students in paper form or may be posted on Blackboard. Each course site should contain these statements.

Instructors should plan their courses for the time period allotted to the course (e.g., 16 weeks, 8 weeks, etc.) Changes may be made to course timelines and assignments if in the students’ best interest. However, these changes should be few. Any changes must be announced in class and noted on Blackboard.

MCB’s Assurance of Learning Goals and Objectives and MCB’s Standard Statements are presented in **Appendix C: MCB Assurance of Learning Goals and Objectives** and **Appendix D: MCB Standards Statements.** Individual course AACSB standard syllabi are available by program on the MCB website at [http://mcb.unco.edu/Departments/](http://mcb.unco.edu/Departments/). Additionally, course syllabi and outlines are stored in program archives for 5 years.
The Accreditation and AOL Committee are charged with periodically reviewing MCB’s goals and objectives, and
the Curriculum Committee is charged with reviewing the standard statements annually.

Spring 2016/Assistant to the Associate Dean /Annual

**UNC/MCB Travel Regulations**

University and MCB fiscal guidelines require that all University paid-for travel must directly benefit UNC and
MCB. Below summarizes the UNC travel policies and information sources. For more detailed information, please see [http://www.unco.edu/purchasing/acctpay/travpro.htm](http://www.unco.edu/purchasing/acctpay/travpro.htm).

1. **All travel must be pre-approved by the Chair of the appropriate program and the Dean.** The form is available
electronically at [http://www.unco.edu/purchasing/acctpay/travpro.htm](http://www.unco.edu/purchasing/acctpay/travpro.htm).

2. **The University provides travel credit cards for employees (P-cards).** The University recommends that all
college personnel who travel should be issued this card. Faculty should contact the MCB Business Manager to
arrange for a travel card in his or her name.

3. **Mileage and per diem rates are mandated by the U.S. General Services Administration and change often.**
Therefore, faculty should check with the Administrative Assistant in in their program or with the MCB
Business Manager in Dean’s office. For more information, please check the UNC Travel Procedures at
[http://www.unco.edu/purchasing/acctpay/travpro.htm](http://www.unco.edu/purchasing/acctpay/travpro.htm).

4. **All air travel must originate from our home airport (DIA).** Faculty/staff wishing to depart from an alternate site
(local airport or vacation spot) must absorb the difference in price between the DIA departure and the alternate
site.

5. **Travel should be completed using the most economical means available.**
   a. **Rental car expenses will not be reimbursed if shuttles or other transportation is provided.** The University
      will not reimburse cab rides to and from meals when there are dining facilities close by or at the hotel. If a
      rental car is deemed necessary, it MUST BE included on the travel authorization form, submitted and
      approved through the Dean’s Office and Provost’s Office before the travel date.
   b. **Mileage for a personal car to and from the airport will be reimbursed at the number of miles from the**
      traveler’s home address, not to exceed 55 miles each way. Airport parking at DIA should be the most
      economical, one of the outlying DIA lots or off-premises shuttle service lots. Parking will be reimbursed
      only for the days the faculty are on official University or College business.
   c. **Airline reservations and registration fees should be made in advance to take advantage of discounts and**
      better pricing. Last minute travel plans must be approved through the Dean’s Office.

6. **Travel procedure guidelines, updates and forms can be found at:**
   [http://www.unco.edu/purchasing/acctpay/travpro.htm](http://www.unco.edu/purchasing/acctpay/travpro.htm)

**Staff Professional Development Grants**

Each year full-time MCB staff employees are eligible for professional development grants of up to $1000 per fiscal
year, given that funds continue to be available. Appropriate use of funds includes, but is not limited to, participation
in seminars or conferences. Costs of course work, including reference materials are eligible for reimbursement
when the course enhances the staff member’s ability to fulfill his or her assigned duties or take on additional duties.
Part-time staff will be eligible for professional development grants proportionate to their FTE. For example, a 0.75
FTE will be eligible for $750 per year and a 0.50 FTE is eligible for $500 a year, etc. **All professional development**
grants must be approved by the appropriate Program Chair and the Dean. **Professional development funds do not**
roll over to the next academic year if not used.

Summer 2016/ Administrative Council /Annual
Faculty membership is defined in the UNC Board Policy Manual (http://www.unco.edu/trustees/Policy_Manual.pdf).

2-3-103(2) Membership of the Faculty

(a) The faculty shall include the President of the University (President) and all persons who hold BOT [Board of Trustee] appointments with a rank of lecturer, instructor, senior lecturer, assistant professor, associate professor, or professor. It shall also include adjunct faculty.

(b) Membership does not lapse because of leave of absence or transfer to emeritus status. Fellows, teaching assistants, and graduate assistants shall not have faculty status but may attend any meetings open to the faculty.

(c) The voting faculty shall be those members of the faculty defined above who hold at least .50 academic year. Full-Time Equivalent (FTE) instructional and/or research assignments in the Programs, Colleges, University libraries, excluding Deans and Program chairs, but including librarians. Faculty not meeting these criteria may petition the Senate for voting privileges.

(d) A current list of voting faculty shall be established and maintained by the Faculty Senate.

(e) Only voting faculty are eligible to be elected to serve on the Faculty Senate and other representative faculty committees as defined in 2-3-104(3), Representative Faculty Committees.
MCB Organizational Chart

Monfort College of Business
Organizational Chart
December 2015
MCB Committees

Faculty Representative Committees

Faculty participate in the MCB governance by serving on one of the College's faculty representative committees. Members of these recommending committees act for the faculty at large. They are empowered by the faculty to make decisions that would otherwise be reserved for vote of the entire faculty. The six faculty committees are the Accreditation and AOL Committee, Curriculum Committee, Faculty Affairs Committee, Student Affairs Committee, Technology Committee and the International/Global Committee. Additional work groups are created as necessary (e.g. AACSB Maintenance Committee). More information regarding faculty committee membership and responsibilities are presented in Appendix E: MCB Faculty Processes, Committee Membership and Responsibilities.

MCB committee members are elected by their respective academic discipline areas, and two ex-officio, non-voting members are appointed by the Dean, usually the Associate Dean and a staff member. Monfort Executive Professors and term faculty may represent their respective programs if they are elected by the program faculty. These committees act in an advisory capacity to the Administrative Council. No faculty member can serve more than two successive terms on any given committee.

The committee chair will be elected from among the academic program representatives. Exceptions to the above chair election process are the Dean’s appointment of the chairs of the Accreditation and AOL Committee and the Technology Committee. These appointees may also serve as their programs’ representatives.

Committee deliberation and decisions are reported to general faculty during the representatives’ regular program meeting and through meeting minutes available on SharePoint. Additionally, current year charges are available through SharePoint, and the committee is required to submit an annual committee report to Administrative Council no later than June 1. Committee decisions may be reconsidered at the request of any faculty member at the next general faculty meeting.

Accreditation and Assurance of Learning (AOL) Committee:
This committee advises the Dean and faculty on MCB matters related to accreditation and assurance of learning activities and programs. The chair of the committee is appointed by the Dean.

Curriculum Committee:
This committee advises the Dean, Administrative Council and faculty on MCB matters related to curriculum and educational innovation. The Committee initiates and recommends changes in the business core, the business minor, and University-wide, non-business program requirements. The Committee also reviews new MCB programs, proposed changes in any business emphasis area or minor, approves all syllabi for business core courses and special topics, and provides leadership in curriculum planning.

Faculty Affairs Committee:
This committee advises the Dean and the faculty on MCB matters related to faculty development, personnel qualifications, performance and resources, faculty awards, and faculty appeals of administrative action not covered by another appeal process. This committee also provides leadership in Faculty Development Process Reviews. Only “voting faculty” as defined in the University’s Constitution are eligible to represent their Program/discipline.

Student Affairs Committee:
This committee advises the Dean and faculty on MCB matters related to admissions, student continuation and disciplinary policies, student appeals, identifies recipients of MCB student scholarships, awards Enhancement of Learning Funds (ELF), and monitors MCB “student-determined” awards. The Director of Advising and a student representative sit on this committee as ad hoc members.

Technology Committee:
This committee advises the Dean and the faculty on MCB matters related to technology needs and training. It also makes recommendations concerning curriculum requirements based on technology changes and business
requirements. Usually, the chair of this committee will be the MCB Director of Academic Technology and Information Resources. A student representative sit on this committee as an ad hoc member.

**International/Global Committee:**
The committee advises the Dean and the faculty on MCB matters related to the development and maintenance of study abroad experiences (short- and long-term). It oversees current exchange programs with international business programs and makes recommendations as to the appropriate number and location for these formal relationships. It annually reviews the Global Business Minor.

**Dean’s Committees**

**Administrative Council:**
The Dean, Program Chairs and Associate Dean serve on this committee. It provides overall administrative guidance (e.g., budgets, schedules, current concerns of the College) and acts as the primary recommending body to the Dean. This Council reviews and advises the Dean and faculty on recommendations provided by the college committees, considering the MCB Mission Statement, Vision and Values. The Administrative Council also serves as the College’s primary strategic planning group and periodically reviews the College’s Strategic Plan and its Mission, Vision and Values Statements. The Dean serves as the chair of this council, and the Dean’s assistant will serve as recording secretary.

**Dean’s Leadership Council (DLC):**
The Dean's Leadership Council (DLC) recommends strategies to accomplish the College’s mission of delivering an excellent business education. This committee is made up of external stakeholders, primarily alumni from different MCB program areas. Other members are strategically selected to advise the Dean on areas of MCB interest. This committee advises the Dean on how the College can meet the challenges of the changing educational and business environment. The DLC recommends strategies to enhance the College’s visibility and facilitate interaction with the Colorado business community. Advice may include recommendations/suggestions for:

- Student recruitment and placement
- Appropriate undergraduate internships
- College programs and curriculum improvement
- College strategy development and implementation
- Monfort Executive Professor Program
- Faculty/executive exchange programs
- Alumni programs
- Faculty and student community involvement
- External funding

Current members of the DLC are listed on the MCB website.

**FACULTY QUALIFICATION**

**MCB Academic and Professional Criteria**

The College maintains appropriately qualified faculty to deliver its programs. Qualified faculty represent the continuing academic strength of the College, contribute to accreditation and enhance the reputation of the College. To this end, the College establishes policies and expectations that assure an appropriately qualified faculty consistent with the College’s mission, expected outcomes, and supporting strategies. The criteria for initial designation and maintenance of academic and professional qualifications are summarized in Figure 2 below.
Definitions
- Initial academic qualification is assessed by earned degrees and other academic credentials. Initial professional qualification is assessed by the nature, level, and duration of leadership and management position(s) in the practice of business and/or other types of organizational work.
- Sustained academic and professional engagement is combined with initial academic preparation and initial professional experience to maintain and augment qualifications (i.e., currency and relevance in the field of teaching) of a faculty member over time.
  - Academic engagement reflects faculty scholarly development activities that support integration of relevant, current theory of business and management.
  - Professional engagement reflects faculty practice-oriented development activities that support integration of relevant, current practice of business and management.

Categories for specifying qualified faculty status are based on the initial academic preparation, initial professional experience, and sustained academic and professional engagement as detailed in Table 2 and on the following pages.

**Figure 2: Criteria for Classifying Faculty Qualifications**

- **Scholarly Academics (SA)** Must achieve and maintain currency and relevance through scholarship and related activities. Normally, SA status is granted to newly hired faculty who have earned their research doctorates or other terminal degree within the last five years prior to the review date. Subsequent to hiring, SA status is normally sustained with two quality journal articles (QJA) and two other intellectual contribution (OIC) in the most recent six-year period.

- **Practice Academics (PA)** Must achieve and maintain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who...
augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty member’s earlier work as an SA faculty member. A faculty member must be a tenured associate professor, typically a tenured full professor, to transition from SA to PA. The threshold for meeting the experience requirement for PA status exceeds the requirement for Instructional Practitioners (IP). PA status is sustained through a minimum of one QJA and five quality professional engagements (QPE) activities from a minimum of three categories during the most recent six-year period.

- **Scholarly Practitioners (SP)** Must achieve and maintain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. In order to qualify for SP, a faculty member would normally have a master’s degree related to their field of teaching. SP faculty will typically have been hired as Instructional Practitioners (IP), but have engaged in scholarly activity such that they have two QJAs and one OIC in the most recent six-year period.

- **Instructional Practitioners (IP)** Must achieve and maintain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. As with SPs, IPs will typically have a master’s degree related to their area of teaching. Normally, IP status is granted to newly hired faculty who join the college with significant and substantive professional experience as outlined below. The level of teaching assignment will be consistent with the breadth and depth of professional experience and training. IP status is sustained through a minimum of three QPEs from at least two categories during the most recent six-year period.

To move from one category to another category, the faculty member must:
- Meet the criteria for both categories,
- Receive approval from the faculty member’s Program Chair, and
- Receive approval from the Dean.

Consistent with our mission as an engaged teacher-scholar institution, MCB is committed to the following faculty status percentages:
- Normally, at least 90 percent of faculty resources are SA + PA + SP + IP.
- Normally, at least 60 percent of faculty resources are SA + PA + SP.
- Normally, at least 40 percent of faculty resources are SA.

**Quality Journal Articles (QJAs) and Other Intellectual Contributions (OICs)**

MCB values all scholarly contributions; nonetheless, it will maintain quality control over those journals that determine our academic qualifications based on the following criteria:

1. A peer reviewed journal that:
   - Has a documented formal peer review process with a 40% or less acceptance rate (as listed in credible evaluative sources such as Cabell’s International);
   - Is not commonly considered or frequently referred to as a “predatory” journal;
   - Is a full journal article and not a note, comment, book review, or editorial;¹
   - Has been vetted and approved by program faculty as a quality research outlet; and
   - Has been approved by the Dean or the Dean’s designee.²

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¹ At the request of the Dean, Program Chair, or the faculty member, the program faculty shall consider whether articles which are not full journal articles may still qualify; however, the burden of proof is on the faculty member to demonstrate the quality of the article.

² If a journal does not meet the criteria noted above, the initiating faculty member should request approval of the journal prior to submission of an article to the publication.
2. Other journals (e.g., editorially reviewed) not currently on the list of approved journals must be considered by the program faculty and the Dean or the Dean’s designee.

3. Other intellectual contributions (OICs) may include the following: books, book chapters, published cases or instructional materials, monographs, non-refereed journal articles, paper presentations, proceedings, professional/technical reports, published software packages, journal editorships and/or editorial board service, or other quality intellectual contributions.

Quality Professional Engagements (QPEs)

A quality professional engagement is an activity or accomplishment that is considered to add value to an independent third-party, while increasing faculty currency and relevance. Qualifying QPEs must be significant and relevant to the faculty member’s teaching field.

QPE Categories

Examples of quality professional engagement experiences include, but are not limited to, the following categories:

1. Consulting activities that are material and substantial in terms of time and substance
2. Utilization of professional competence in legal proceedings
3. Faculty internships
4. Service on corporate or non-profit boards with significant responsibilities
5. Developing and presenting professional seminars, executive education programs
6. Service on an accreditation peer review team
7. Earning/maintaining professional certifications
8. Invited professional public speaking
9. Consultation or research for policy or economic development agencies
10. Leadership participation in professional events
11. Significant participation in business professional associations
12. Sustained professional work relevant to teaching area
13. QJA or OIC as defined above.

Faculty are responsible for providing documentation of these QPEs to the Program Chair and Dean through the annual/biennial review process or as a separate memorandum in non-review years if requested by the Program Chair or thought necessary by the faculty member.

Requirements for Initial/Ongoing Employment Tenured/Tenure-Track Faculty

To be initially hired by MCB in a tenured/tenure-track position, faculty must meet either SA or SP requirements. Ongoing assignments are, in part, a function of the faculty member’s maintenance activities documented through the annual/biennial review or comprehensive review. These reviews are based on a rolling six-year window. Initial status shall be determined by the Dean and the respective Program Chair. Subsequent status will be determined by the Program Chair and the faculty member and sent to the Dean for final approval.

Acquisition and Maintenance of Academic and Professional Qualifications

Professional activities for faculty seeking to maintain or change academic categories shall be consistent with MCB’s mission and goals, relevant to the courses taught by such faculty, and increase faculty’s professional currency in the curriculum being taught.

The faculty qualification process is a six-year rolling window with annual/biennial evaluations to assess maintenance of the appropriate status. Initial status and subsequent evaluations shall be determined by the Dean and the respective Program Chair in collaboration with the faculty member. The initial and maintenance requirements for each faculty member qualification category are outlined in Table 2.
Evaluation of satisfactorily meeting established productivity guidelines will be a part of the normal annual/biennial faculty evaluation process and the comprehensive evaluation process.
Table 2: Acquisition and Maintenance of Academic and Professional Qualification

<table>
<thead>
<tr>
<th>Scholarily Academics (SA)</th>
<th>Practice Academics (PA)</th>
<th>Scholarily Practitioners (SP)</th>
<th>Instructional Practitioners (IP)</th>
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<td><strong>Initial Qualifications</strong> for newly hired faculty</td>
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<td>A faculty member in MCB will be deemed initially qualified as SA in his or her teaching field provided s/he meets one of the following conditions:</td>
<td>Generally, MCB will not hire faculty directly as PA faculty except in a term position. A contract-renewable faculty member will be deemed initially qualified as PA in his or her teaching field provided s/he has a current track record of substantial and sustained experience relevant to his or her teaching field, AND s/he must meet one of the following conditions:</td>
<td>A faculty member in MCB will be deemed initially qualified as SP if s/he has a current track record of substantial and sustained experience in their teaching field, AND s/he meets one of the following conditions:</td>
<td>A faculty member in MCB will be deemed initially qualified as IP if s/he has a current track record of substantial and sustained experience in their teaching field, AND s/he meets one of the following conditions:</td>
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<td><strong>Process for Initial Qualifications</strong></td>
<td>The initial evaluation will be completed by the Program Chair. The evaluation must be submitted to and approved by the MCB Dean prior to the first date of employment.</td>
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1. Holds a doctoral degree related to the primary teaching field (or be ABD with prospect for timely completion).
2. Holds a doctoral degree outside of the field in which s/he is teaching and has completed the equivalent of 15 hours of graduate-level coursework in the teaching field or has other appropriate and extensive experience or intellectual contributions related to the primary teaching field.
3. Holds a graduate degree in taxation or an appropriate combination of graduate degrees in law and accounting. Such faculty are qualified in taxation. A faculty member with a law degree will be considered qualified in business law.

1. Holds a master’s degree related to the field in which s/he is teaching.
2. Holds a master’s degree outside of the field in which s/he is teaching and has completed the equivalent of 9 hours of graduate-level coursework in the hired-for teaching area or there is other appropriate and extensive experience or intellectual contributions related to the primary teaching field.

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3 Exceptions to the requirements outlined in this table are expected to be highly unusual and must be offset with either more substantial professional experience or academic contributions.
Faculty seeking to continue under their current status will be evaluated during the annual/biennial evaluation review process based on professional activities in the prior six years, under the guidelines for each status set forth below. The evaluation will also serve to approve and establish professional activity goals for the forthcoming review period.

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<tr>
<th>Maintenance of Qualifications (six year period)</th>
<th>SA Faculty may maintain SA status for 5 years after graduating from an accredited AACSB Ph.D. program or completing a terminal degree.</th>
<th>PA Faculty are expected to publish or have accepted at least one QJA and engage in at least five QPEs from three different QPE categories during the most recent six-year period.</th>
<th>SP Faculty are expected to publish or have accepted at least two QJAs and have at least one OIC during the most recent six-year period.</th>
<th>IP Faculty may maintain their IP status for five years after terminating full-time professional employment.</th>
<th>IP Faculty are expected to engage in at least three QPEs from two different QPE categories during the most recent six-year period.</th>
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To move from one category to another, faculty must meet both categories’ criteria.

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<tr>
<th>Transition from One Classification to Another</th>
<th>SA Faculty engaged in substantial and sustained research in their teaching field may transition to PA Faculty with the approval of the Program Chair and Dean. A faculty member must be a tenured associate or full professor to transition from SA to PA.</th>
<th>SP Faculty may transition to IP Faculty with the approval of the Program Chair and Dean after meeting the research requirements of IP faculty.</th>
<th>An IP Faculty member may transition to SP Faculty with the approval of the Program Chair and Dean after meeting the research requirements of SP faculty.</th>
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<td>Library</td>
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4 Exceptions to the requirements outlined in this table are expected to be highly unusual and must be offset with either more substantial professional experience or academic contributions.
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<th><strong>PA Faculty</strong> may transition to <strong>SA Faculty</strong> by meeting the criteria of the SA with the approval of the Program Chair and Dean.</th>
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Maintenance of Academic/Practitioner Qualification with Administrative Assignment

Faculty with administrative assignments are expected to meet the initial qualifications for their faculty qualification category. However, in recognition of their administrative duties and training, their currency requirement is reduced proportionately (rounded) to their administrative load with a minimum of two formal academic or practitioner activities described above. For example, for SA faculty on 50% administrative assignment, the requirement is one QJA and one OIC. Administrators with the rank of dean or above are considered PA, thus must meet the minimum of three QPEs to remain qualified.

Requirements for Initial/Contract Renewable/Adjunct Faculty

To be initially hired by MCB, a faculty member must meet at least one of the requirements outlined above (SA/SP/PA/IP). To retain employment, such faculty must maintain their status outlined under Maintenance Guidelines for their status and undergo annual/biennial evaluations based on the guidelines above for their respective status.

Re-establishing Lapsed Qualifications

MCB is committed to providing participating faculty members with development oversight and opportunities if their qualifications lapse. A faculty member may regain academic status by submitting, in consultation with the Program Chair and Dean, a written plan for regaining qualified status within one year following the date the qualifications lapse. An approved plan may result in delay of additional teaching or service assignments for the faculty member for a maximum of one year. If the faculty member has not re-established his/her expired qualifications within 18 months, the Dean and Program Chair, in consultation with the Provost and Human Resources, will recommend further intervention measures.

Progress toward the approved plan is essential and will be evaluated by the Program Chair and Dean annually. Participating faculty members with lapsed qualifications will be ineligible for the following:

- Summer teaching,
- Overload teaching,
- Summer grants, or
- For any salary increase (including MOE).

In addition, a faculty member with lapsed qualifications for the academic evaluation period may not:

- Earn “meets expectations” in professional activities on their annual/biennial evaluation, and
- Earn “meets expectations” on overall annual/biennial review.

Instead, faculty will be expected to focus their professional activities toward re-establishing their qualification status as quickly as possible.

Evaluation of satisfactory progress toward meeting established productivity guidelines will be a part of the normal annual/biennial faculty evaluation process and the comprehensive review process. Faculty who, in the judgment of their peers, Program Chairs, and Dean, are not making satisfactory progress towards meeting established productivity guidelines may be reassigned to an increased classroom teaching or service load at any time.

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Participating and Supporting Faculty

Each program maintains a faculty sufficient to provide stability and ongoing quality improvement for the instructional programs offered. The deployment of faculty resources reflects the mission and programs. MCB students in all programs, areas of emphasis, and locations have the opportunity to receive instruction from appropriately qualified faculty.
The College commits major resources to maintain a faculty sufficient for high-quality instruction. However, meeting the College’s mission also requires the commitment of faculty resources to other responsibilities deemed relevant in accomplishing the College’s mission (e.g., advising, service, research). Those individuals with responsibilities outside of the classroom are defined below as “participating faculty.” Faculty with only teaching responsibilities are generally considered “supporting faculty” also defined below.

**Participating faculty** are defined as those who, in addition to their instructional assignment, also have a research and/or service component as part of their workload assignment. Additional responsibilities could include the expectation of producing scholarly research, student advising, and other service assignments deemed relevant to the College mission. The College holds the expectation of these individuals as being part of the faculty for more than the current year.

**Supporting faculty**, by definition, are those individuals who do not meet requirements for being a participating faculty member (i.e., those that have no employment responsibilities to MCB other than teaching courses and holding appropriate office hours).

**MCB Graduate Faculty**

Graduate Faculty are expected to further the mission of UNC and MCB by maintaining scholarly productivity and professional service in their teaching area. Graduate Faculty status is required to advise graduate students, teach graduate courses, direct graduate research, and serve as graduate coordinator. Monfort College of Business faculty may be appointed to the Graduate Faculty upon the recommendation of the faculty’s Chair, MCB Dean, UNC Graduate Council and the Dean of the Graduate School. Faculty are appointed for a period of five years unless the appointment is provisional. Provisional appointment is for three years and is open to faculty who have received their degree within the past four years.

Faculty may seek appointments as Graduate Lecturer, Graduate Faculty, Graduate Faculty Equivalence, or Doctoral Research Endorsement. The Graduate School requirements for these endorsements may be found at [http://www.unco.edu/grad/forms/pdfs/GFGuidelines.pdf](http://www.unco.edu/grad/forms/pdfs/GFGuidelines.pdf).

To apply for graduate faculty status, complete the form found on the Graduate School & International Admissions webpage at [http://www.unco.edu/grad/forms/pdfs/GradFacultyAppointment.pdf](http://www.unco.edu/grad/forms/pdfs/GradFacultyAppointment.pdf).

Further information pertaining to graduate faculty appointment/review can be found in the University Policy Manual 2-3-107(3) [http://www.unco.edu/trustees/Policy_Manual.pdf](http://www.unco.edu/trustees/Policy_Manual.pdf) Information concerning graduate faculty appointment and review is found in University Regulation 3-3-801(2)(d) at [http://www.unco.edu/trustees/University_Regulations.pdf](http://www.unco.edu/trustees/University_Regulations.pdf).

**ANNUAL/BIENNIAL FACULTY EVALUATIONS**

The faculty evaluation process enhances professional development planning and drives improvements in faculty performance, thereby advancing the College mission. The College uses the evaluation process to allocate salary adjustments and merit raises, support promotion and tenure decisions (comprehensive reviews), and align with the AACSB accreditation standards. Each tenured and tenure-track faculty member will be evaluated in instruction, professional activity, and service. Adjunct and contract-renewable faculty will be evaluated on assigned duties. MCB expects all faculty to demonstrate satisfactory performance in each assigned evaluation area and be involved in activities designed to maintain the relevancy and currency within their area of instruction and research.

**Evaluation Areas**
• **Instruction** includes evaluation of classroom teaching, other student-related activities, course materials, instructional delivery, and curriculum/program development. Faculty are expected to maintain relevancy and currency within their area(s) of instruction. Generally, **Instruction** counts for 45% of a faculty member’s workload.

• **Professional Activity** includes intellectual contributions and other professional activities, including refereed publications, academic and professional presentations, publications in conference proceedings, and other forms of scholarly productivity. Professional activities also may include other activities including consulting, grant solicitation, and continuing education seminars. Generally, **Professional Activity** counts for 35% of a faculty member’s workload.

Faculty must maintain the AACSB classification in place at their hire date unless a change plan has been approved by the faculty member’s Program Chair and the Dean. All tenured and tenure-track faculty are expected to be productive in intellectual contributions.

• **Service** provides benefit to the academic and professional community. Academic service may be at the University, College, or Program level and includes active membership or leadership on committees and taskforces, as well as other activities deemed relevant to advancing the College mission. Academic service also includes student academic and professional advising. Service should include professional interaction and active membership or leadership in organizations tied to one's profession and the community. Generally, **Service** counts for 20% of a faculty member’s workload.

**Vital Component Areas of Evaluation Considerations**

To ensure quality continuous improvement, faculty accomplishments are reviewed within the context of impact, engagement and innovation, considering these as the vital factors.

• **Impact** - According to AACSB, in its broadest sense, impact means “that the business school, through the articulation and execution of its mission, should make a difference in business and society as well as in the global community of business schools and management educators” (AACSB 2013 Business Standards).

• **Engagement** - The Carnegie Foundation for the Advancement of Teaching defines **engagement** as “… the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.” MCB encourages appropriate intersection of academic and professional engagement consistent with MCB’s mission. This includes engagement among faculty, students and business professionals. MCB values academic research activities that engage the academic and professional communities as well as the students.

• **Innovation** - Central to the faculty member’s commitment toward continual improvement, MCB values innovative teaching in method, content and technology. MCB values innovative research because of its contributions to the classroom, academia, and the business community.

**Evaluation Timelines**

Annual/Biennial Reviews are based on the calendar year. Faculty who are contracted for any period of the calendar year are subject to a review. Tenured faculty will complete biennial evaluations. Non-tenured faculty or any tenured faculty not meeting expectations will complete annual evaluations. Additionally, tenured faculty will complete comprehensive reviews every six years. Comprehensive promotion reviews may be submitted after five years of service in rank.

**Evaluation Scale and Criteria**

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5 For a detailed description of the process to change from one AACSB classification to another, please see Table 2.
It is expected that all faculty will demonstrate satisfactory performance in each evaluation area and be involved in a pattern of activities designed to maintain the relevancy and currency within their area of instruction. Faculty who receive an *Exceeds Expectations* or *Excellent* in any of the evaluation areas (instruction, professional activity or service) excel in the area and foster the College and Program goals. To this end, the College has identified activities that may lead to one of these outcomes. These activities enhance the College’s visibility in the broader academic or professional community, provide substantial professional growth for the faculty member, and help meet the College’s accreditation goals. The following five-point scale is used to assess each evaluation area:

<table>
<thead>
<tr>
<th>Points</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Excellent</td>
</tr>
<tr>
<td>4</td>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td>3</td>
<td>Meets Expectations</td>
</tr>
<tr>
<td>2</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>1</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

Criteria details for each level on the above scale are detailed in the areas of *Instruction, Research and Service*. These details provide guidance for evaluating faculty members. These criteria are for guidance purposes. Note that a faculty member may receive above-average outcomes by demonstrating a record of activities that do not include the activities outlined in the next section but are deemed to be significant and contribute to excellence in the College. Likewise, completion of these activities do not automatically guarantee an above-average outcome.

The annual/biennial review yields a single evaluation outcome weighted by the faculty’s assigned responsibility weights and evaluation in each area to yield a measure between one and five. The overall evaluation outcome is assigned with a value (rounded-up) as follows:

<table>
<thead>
<tr>
<th>Wtd. Avg.</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.6-5.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>3.6-4.5</td>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td>2.6-3.5</td>
<td>Meets Expectations</td>
</tr>
<tr>
<td>1.6-2.5</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>1.0-1.5</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

**Area Weights**

Each evaluation area will be assigned a weight for evaluation purposes. The sum of the weight must equal 1.00 (normally .45 Instruction, .35 Professional Activity, and .20 Service.) Any leadership, management, and administrative activities of faculty are captured in the service weight.

Individual faculty may request alternative weights based on their assignment. The faculty’s Program Chair and the Dean must approve the request.

Weights and loads for contract-renewable, adjunct, and executive professors are established each year and are commensurate with their duties as determined by the appropriate Program Chair and the Dean.

**Evaluation Criteria**

Faculty who receive an *Exceeds Expectations* or *Excellent* in any of the evaluation areas (instruction, professional activity or service) excel in the area and foster the College and Program goals. To this end, the College has identified activities that may lead to one of these outcomes. These activities help meet the College’s accreditation goals, enhance the College’s visibility in the broader academic or professional community, or provide substantial professional growth for the faculty member. The guidelines for achieving the evaluation outcomes are given in detail in Tables 3, 4, and 5 in this handbook.

**Merit Consideration**

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[6] The full evaluation criteria for each area is detailed in Tables 3, 4 and 5.
The Faculty Salary Model includes a competitive merit component. Faculty who receive an *Exceeds Expectations* or *Excellent* on any of the evaluation components and no less than *Meets Expectations* on all evaluation components are eligible to be considered for merit, depending on the resources of the University. If University resources are available, the Dean, after consulting with the Administrative Council, determines merit.

### Instruction

Instructional evaluations are guided by MCB’s mission statement, including its Pillars of Excellence

**Teaching is our primary purpose. We strive to provide the highest quality education to students by having academically and professionally qualified faculty who blend theoretical foundations with practical applications.**

Because of teaching’s importance to MCB’s mission and its overall success, faculty must conduct well-designed, well-run classes which provide the theoretical concepts and practical applications our students need for success. To achieve this, faculty must continually strive to improve in all four evaluation areas: communication, course content, outcomes, and instructional design.

### Guidelines for Faculty Evaluation in the Area of Instruction

A faculty member’s evaluation will consider student evaluations, peer evaluation, course materials, instructional delivery and any other relevant evidence available and deemed appropriate by the individual and Program. Student, peer, and chair evaluations of teaching are a necessary, but not sufficient, components of assessing teaching performance. When assessing teaching performance, other factors can be considered including the courses taught, trends in scores, course preparations, and other relevant factors. In addition, faculty development efforts to improve teaching should be recognized as part of the evaluation process.

Four component areas are evaluated, with the following elements meant to serve as a non-exhaustive list that may be considered in the evaluation of instruction:

- **Communication** - effective use of examples in classroom and in course materials; encouragement and expectation of classroom participation; course materials which clearly communicate appropriate information; other faculty support/assistance; any other relevant communication items will also be considered; and timely return of exams and assignments with comments.

- **Course Content** – relevant to current business practices and environment; sufficient rigor for course level; well organized; and contribution to program and college learning objectives. Development of a new course and/or significant course revision/preparation may also be considered, along with any other relevant course content items. Matches with MCB standard syllabi including course objectives.

- **Outcomes** - assigned GPAs are appropriate for course type and level; appropriate student evaluation scores and written student comments; tests/examinations, assignments, presentations, and projects offer evidence of high-quality learning; successful national or regional students competitions with peers; recognition of exceptional student advising; supervision of internships/directed studies; acquisition of significant instructional resources from outside vendors through grants; and other relevant outcomes items may be considered.

- **Instructional Design** - appropriate use of technology; use of innovative design elements/significant course revisions/program development; utilization of professionals/experts as speakers, course projects that involve/serve the business community, fieldwork/site visits, and simulations/games/exercises; collaboration with other faculty to improve instruction; and other relevant instructional design items may be considered.

### Instruction Assessment

1. Each faculty member completes course (student) evaluations for each section of each course taught throughout the calendar year. (See Appendix F: MCB Course Evaluation Form.)

2. Program Chair completes the classroom observation and report for faculty member. The Program Chair observes each faculty member’s classroom annually at a mutually agreed upon time for a minimum of 25 minutes. The Program Chair or peer evaluator will prepare a report (See Appendix G: Classroom Observation Form for a sample evaluation form) and discuss the evaluation findings within 4 weeks of the observation visit.
3. Program Chairs will complete classroom observations for other Program Chairs and will prepare a report for the Program Chairs as they would for their own program faculty.

4. Other documentation such as student evaluations and comments, classroom materials (e.g., syllabi, exams, project instructions).
### Table 3: Annual/Biennial Instruction Evaluation Criteria

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Excellent**   | A faculty member who is clearly excellent in the classroom compared with his or her colleagues and as judged by those colleagues based on both qualitative and quantitative evidence including teachings evaluations (student, peer, chair, director) and meeting at least one of the following criterion below:  
  - The faculty member has made significant changes to his/her courses that have resulted in an increased level of engagement with MCB’s constituents, as supported by evidence provided by the faculty member.  
  - New contributions to interdisciplinary/inter-program curriculum integration judged as significant by program peers and chairs.  
  - Participated in peer reviews for colleagues and incorporates peer reviews into his/her courses.  
  - Faculty member provides a leadership role in advancing the program/college curricular activities, including assurance of learning  

  Additionally, to be judged as excellent, a faculty member should exhibit many of the following traits: attends seminars or colloquia for teaching improvement, tries new pedagogical methods and technologies in the classroom, shares successful techniques with colleagues, and receives teaching evaluations significantly higher than Program and College averages. The changes implemented by this faculty member are demonstrated to have a positive impact on an already positive learning environment and to further the mission of MCB.  

  In addition, an **Excellent** rating assumes the faculty member has met and exceeded the criteria for **Meets Expectations** and **Exceeds Expectations**. |
| **Exceeds Expectations** | A faculty member who is clearly above average in the classroom compared with his or her colleagues and as judged by those colleagues based on both qualitative and quantitative evidence including teachings evaluations (student, peer, chair, director) and number of class preparations. Additionally, the faculty member must meet one of the conditions below:  
  - The faculty member has made significant changes to the design, delivery, or content of courses in order to improve the quality of the learning experience.  
  - The faculty member has participated in training programs related to his/her field of expertise in order to improve the quality of the learning experience.  
  - The faculty member has made changes to his/her courses in an effort to enhance the level of engagement with MCB’s constituents.  
  - The faculty member has made changes to his/her courses in an effort to enhance the impact of the curriculum on MCB’s constituents.  
  - Faculty member provides evidence of actively helping the enhancement of program/college curricular activities, including assurance of learning.  
  - The faculty member’s efforts led to significant new learning opportunities for MCB students.  

  This person exhibits some of the following traits: attends seminars or colloquia for improvement; tries new pedagogical methods and technologies in the classroom; shares successful techniques with colleagues; and receives evaluations significantly higher than program and college averages. The changes implemented by this faculty member are intended to have a positive impact on an already positive learning environment and to further the mission of MCB.  

  In addition, an **Exceed Expectations** rating assumes the faculty member has met and exceeded the criteria for **Meets Expectations**. |
### Table 3: Annual/Biennial Instruction Evaluation Criteria

<table>
<thead>
<tr>
<th>Meets Expectations</th>
<th>Rating of 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>A faculty member at this level performs satisfactorily based on student evaluations and a peer review of the relevant teaching materials. Teaching evaluation scores are typically near the Program and college averages. In addition to meeting the minimum expectations for teaching, the faculty member is judged by program peers as providing a positive learning environment which is conducive to student learning. In order to “meet expectations” a faculty member must demonstrate that:</td>
<td></td>
</tr>
<tr>
<td>- Courses are well designed and well run. This includes participation on assurance of learning activities as necessary.</td>
<td></td>
</tr>
<tr>
<td>- Course rigor is sufficient for level/rigor (e.g., grades comparable to peers in similar level courses)</td>
<td></td>
</tr>
<tr>
<td>- Assignments are meaningful and challenging for course level</td>
<td></td>
</tr>
<tr>
<td>- Scores from student evaluations, peer review, or chair review are good in regards to quality of instruction and a greater number of positive comments related to course delivery and content</td>
<td></td>
</tr>
<tr>
<td>- Faculty member provides evidence of response to course or teaching shortcomings as identified by student evaluations, peer review, or Program chair comments</td>
<td></td>
</tr>
<tr>
<td>- Faculty member provides evidence of collegial activity in the enhancement of Program/College curricular activities, including assurance of learning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Rating of 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any of the following conditions would be sufficient for the faculty member to receive a Needs Improvement evaluation:</td>
<td></td>
</tr>
<tr>
<td>- Courses are not well designed</td>
<td></td>
</tr>
<tr>
<td>- Courses are not well managed, including, but not limited to:</td>
<td></td>
</tr>
<tr>
<td>- Timely returning of exams and assignments with comments</td>
<td></td>
</tr>
<tr>
<td>- Meeting classes at scheduled times</td>
<td></td>
</tr>
<tr>
<td>- Being available in his/her office during posted office hours</td>
<td></td>
</tr>
<tr>
<td>- Course rigor not sufficient for academic level</td>
<td></td>
</tr>
<tr>
<td>- Course grades inconsistent with course level/rigor (e.g., grades significantly higher than peers in similar level courses)</td>
<td></td>
</tr>
<tr>
<td>- Scores from student evaluations, peer review, or chair review are inadequate in regards to quality of instruction or a preponderance of negative comments related to course delivery and content</td>
<td></td>
</tr>
<tr>
<td>- Failure to sufficiently address course or teaching shortcomings identified by student evaluations, peer review, or Program chair comments</td>
<td></td>
</tr>
<tr>
<td>- Faculty member displays some support for the enhancement of Program/College curricular activities, including assurance of learning, but fails to support these activities to a satisfactory level</td>
<td></td>
</tr>
</tbody>
</table>

This level of performance occasionally leads to student complaints judged as significant by peers and Program Chairs/directors and by evaluation scores that are significantly below the Program and College averages. While the faculty member does meet some (but not all) of the expectations, the teaching still needs improvement and observation.

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Rating of 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>This level of performance often leads to student complaints judged as significant by peers and Program Chairs and by teaching evaluations consistently below the Program and College averages. This faculty member should not be in the classroom. Faculty member is negligent in course design or delivery</td>
<td></td>
</tr>
<tr>
<td>- Faculty member’s teaching is unacceptable by MCB standards as judged by his/her peers and the Program Chair</td>
<td></td>
</tr>
<tr>
<td>- Faculty member is not collegial in the enhancement of Program/College curricular activities, including assurance of learning</td>
<td></td>
</tr>
</tbody>
</table>

Indications of unacceptable teaching from peer and student evaluations may include the faculty member not being prepared for classroom activities, not current on the subject matter, showing little enthusiasm for the subject matter or classroom interaction, not returning examinations and assignments in a timely manner, not managing the classroom well, is not available to students, etc. If a faculty member is judged to be unsatisfactory, the faculty member must work with the Program Chair to correct the identified deficiencies. If no significant improvement is made within a year, the faculty member may be dismissed.
Professional Activity

MCB’s research evaluations are based on its Pillar of Excellence concerning scholarship:

**Scholarship** is valued in all forms that advance our teaching by promoting academic currency and impactful dissemination of business knowledge. Each discipline defines its research balance based on a discipline-specific focus.

The MCB culture relies on the faculty expertise of the various disciplines to determine research priorities. This approach has taken advantage of the natural differences in research orientations among business disciplines. Some of the business disciplines are more applied, and some are more theoretical.

MCB participates in a ‘peer-review’ process in evaluation of its faculty. In evaluating the faculty member’s professional activity, members of the Program conducting the review will consider all of the evidence available to them and whatever other evidence the faculty under review provides or the Program can reasonably gather, with the following limitation: reports of external reviewers concerning the quality of the candidate’s professional activity will be considered if and only if the candidate requests an external review. Intellectual activities include Quality Journal Articles (QJAs), Other Intellectual Contributions (OICs) and Quality Professional Engagements (QPEs) as defined in MCB’s policy on academic and professional qualifications. For QJAs or OICs that are multi-authored, as opposed to single-authored or co-authored, responsibility for determining the degree of equivalence to a single or co-authored work lies with the Program members conducting the review.

Evaluation of Professional Activity is based on the classification of each faculty member as outlined in the Faculty Qualification section of this Handbook. These classifications are:

- Scholarly Academic (SA)
- Practice Academic (PA)
- Instructional Practitioner (IP)
- Scholarly Practitioner (SP)

**Guidelines for Faculty Evaluation in the Area of Professional Activity**

*Professional Activity.* A faculty member’s evaluation will consider intellectual contributions and other professional activities. The faculty member should demonstrate activities that lead to maintaining the individual’s academic or professional qualification and other activities deemed appropriate by the individual and the Program. Detailed criteria are presented in Table 4.

- Publication(s) in quality or Top 20 refereed journals **accepted** during the calendar year of evaluation in discipline;
- A combination of other intellectual contributions (e.g., refereed presentations, refereed proceedings, refereed journal submissions, working papers, monographs, etc.) during the calendar year of evaluation.
- Other professional activities for the calendar year of evaluation (e.g., consulting, grant solicitation, continuing education seminars, etc.)

Meeting the criteria set forth below does not guarantee a tenure-track faculty will achieve tenure and/or promotion. The guidelines for tenure and/or promotion are explained in this Handbook under *Promotion and Tenure Policy Review Process.* Chairs are responsible for advising tenure-track faculty about his or her progress towards tenure and/or promotion during the annual/biennial review process.
Table 4: Annual/Biennial Professional Activities Evaluation Criteria

<table>
<thead>
<tr>
<th></th>
<th>Scholarly Academics (SA)</th>
<th>Practice Academics (PA)</th>
<th>Scholarly Practitioners (SP)</th>
<th>Instructional Practitioners (IP)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent</strong></td>
<td>In order to earn a rating of <em>Excellent</em>, a faculty member must, within the biennial period, meet at least one of the conditions below:</td>
<td>In order to earn a rating of <em>Excellent</em>, a faculty member must, within the biennial period, meet at least one of the conditions below:</td>
<td>In order to earn a rating of <em>Excellent</em>, a faculty member must, within the biennial period, meet at least one of the conditions below:</td>
<td>In order to earn a rating of <em>Excellent</em>, a faculty member must, within the biennial period:</td>
</tr>
<tr>
<td>Rating of 5</td>
<td>• Acceptance of at least TWO QJAs.</td>
<td>• Acceptance of at least ONE significantly high impact QJA.</td>
<td>• Acceptance of at least TWO QJAs</td>
<td>• Engage in THREE QPEs from TWO different QPE categories.</td>
</tr>
<tr>
<td></td>
<td>• Acceptance of at least ONE significantly high impact QJA.</td>
<td>• Acceptance of ONE QJA</td>
<td>• Acceptance of at least ONE high impact QJA.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In order to <em>Exceeds Expectations</em>, a faculty member must, within the biennial period:</td>
<td>In order to <em>Exceeds Expectations</em>, a faculty member must, within the biennial period:</td>
<td>In order to <em>Exceeds Expectations</em>, a faculty member must, within the biennial period:</td>
<td>In order to <em>Exceeds Expectations</em>, a faculty member must, within the biennial period:</td>
</tr>
<tr>
<td><strong>Exceeds Expectations</strong></td>
<td>• Complete at least one significantly impactful OIC (i.e., a conference considered one of the most prestigious in the faculty member’s area of expertise.)</td>
<td>• Submission of at least ONE QJA</td>
<td>• Acceptance for publication of at least one QJA.</td>
<td>• Engage in THREE QPEs from three different QPE categories.</td>
</tr>
<tr>
<td>Rating of 4</td>
<td>AND must also meet at least one of the conditions below:</td>
<td>• Engage in THREE QPEs from two different QPE categories.</td>
<td>• Revise and resubmit of a high impact QJA.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Acceptance for publication of at least one QJA.</td>
<td></td>
<td>• ONE impactful OIC (i.e., a conference considered one of the most prestigious in the faculty member’s area of expertise.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Obtaining, as principal or co-investigator, an external grant.</td>
<td></td>
<td>• Obtaining, as principal or co-investigator, an external grant.</td>
<td></td>
</tr>
</tbody>
</table>

If this criteria is used in annual evaluations, the FAC recommends that each numerical outcome is divided by 2 and rounded up. For example, TWO QJAs, would be 1 QJA and 1 QJA would also be 1 QJA for an annual evaluation.
| Meets Expectations Rating of 3 | In order to *Meet Expectations*, a faculty member, within the biennial period, must meet the initial or continuing (as appropriate) standards for Scholarly Academics (SA) and must have:  
- **ONE OIC**  
- Submission of at least **ONE QJA**  
- Evidence of solid progress on a **high impact QJA**. (Expectations for solid progress are relative to the nature of the undertaking, e.g., complexity, scale, depth, originality, difficulty.)  
- Principal or co-investigator for a impactful external grant proposal. | In order to *Meet Expectations*, a faculty member, within the biennial period, must meet the initial or continuing (as appropriate) standards for Practice Academic (PA) and meet the following condition:  
- Engage in **TWO QPEs** from **two different QPE categories**. | In order to *Meet Expectations*, a faculty member, within the biennial period, must meet the initial or continuing (as appropriate) standards for Scholarly Practitioners (SP) and must meet at least one of the conditions below:  
- **Submission** of at least **ONE QJA** or **ONE OIC**  
- Evidence of solid progress on a **high impact QJA**. (Expectations for solid progress are relative to the nature of the undertaking, e.g., complexity, scale, depth, originality, difficulty.)  
- Principal or co-investigator for a impactful external grant proposal. | In order to *Meet Expectations*, a faculty member, within the biennial period, must meet the initial or continuing (as appropriate) standards for Instructional Practitioner (IP) and meet the following condition below:  
- **Engage in ONE QPE** |

| Needs Improvement Rating of 2 | There is evidence of some professional activity, but not enough to *Meet Expectations* (see above). |  |  |  |

| Unsatisfactory Rating of 1 | No evidence of any professional activity. |  |  |  |
MCB focuses its efforts on “teaching, research and service to benefit student learning.” Further, service provides value to our stakeholders including students, colleagues, the College, the University, the academic discipline and the local and international community (MCB Pillars of Excellence). To provide value, faculty must engage with our stakeholders in impactful ways.

**Service** - A faculty member’s evaluation will consider activities that include professional, University and community service, student advising and support, activities that enhance instructional preparation, and other activities deemed appropriate by the individual and the Program.

Tenured and tenure-track faculty are allowed 3 credit hours of release per semester to provide student academic and career advising and other service to their Program, College and University committees; therefore, active engagement in these areas is expected for a *Meets Expectation* rating in service. Additionally, service is an AACSB requirement for faculty to be considered as Participating Faculty. It is expected that a faculty member’s service contributions are proportionate to their assigned service load.

Service provides benefit to the broader academic and professional community. Academic service may be at the University, College, or Program level and includes active membership or leadership on committees and taskforces, as well as other activities deemed relevant to advancing the College mission. Academic service also includes student academic and professional advising.

Professional service involves service to the community, professional and academic organizations, as well as professional interaction, including active membership or leadership in such organizations tied to one's profession. Service includes active participation and/or leadership of programs, committees and taskforces. Service includes activities deemed relevant to advancing MCB’s mission.

**Guidelines for Faculty Evaluation in the Area of Service**

- Faculty are expected to serve on University, College, and Program committees.
- Significant service in a campus *leadership* position for any of the following areas: Faculty Senate, chair of major university committee or taskforce, student club, College program or committee chair.
- Significant professional service activities in a *leadership* position of academic or professional or community organization. (i.e., includes reviewing papers for conferences or a journal review board)
- Campus, academic, professional, and community *non-leadership* service activities, including committee/taskforce membership, AACSB accreditation activities, program certification, student placement/career activities, student academic and professional advising, etc.

In the case of community service, activities are expected to be related to the faculty member’s areas of professional expertise. Community service unrelated to the faculty member's areas of expertise may be approved on a case-by-case basis by the faculty member's program faculty and Chair.

Unless otherwise specified, the service expectations for PA, SP, and IP faculty are equivalent to SA faculty with similar service loads.
### Table 5: Annual/Biennial Service Evaluation Criteria

<table>
<thead>
<tr>
<th>Rating Level</th>
<th>Description</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Rating of 5</td>
<td>The faculty member demonstrates outstanding significant accomplishments or impacts in several service areas. These accomplishments/impacts may be in student advising or in the professional realm which supports the faculty’s teaching and research. Significant community service is valued also when it engages MCB stakeholders and provides value to the University, College, Program and the community. Though not required, such a contribution is more likely from a faculty member in a significant leadership role at the University or on a national level. In order to be rated <strong>Excellent</strong>, the faculty member must clearly articulate how his/her service was extraordinarily impactful for MCB stakeholders.</td>
</tr>
</tbody>
</table>

| Exceeds Expectations | Rating of 4                                                                                         | The faculty member makes noteworthy contributions to the efforts of the Program, College, or University and the community. Generally, this means that faculty has taken a leadership role in an active working group, board or committee. In order to be rated **Exceeds Expectations**, the faculty member must clearly articulate how his/her service has significantly impacted MCB stakeholders beyond expectations. |

| Meets Expectations | Rating of 3                                                                                         | The faculty member is an effective participating member of a working group or committee within the Program, College and the University. The criteria include effectively carrying out the basic responsibilities involved in any work specifically undertaken for the benefit of MCB stakeholders, including: |
|                   |                                                                                                   | - Competently advising a reasonable share of Program students, including staying current on Program, College and University requirements for graduation, |
|                   |                                                                                                   | - Being available to students and advisees; |
|                   |                                                                                                   | - Effectively communicating needed committee information to appropriate stakeholders (e.g. other Program members); |
|                   |                                                                                                   | - Promoting the academic endeavors of the committee, Program, College and University; |
|                   |                                                                                                   | - Contributing to the profession in one or more ways that aid in the achievement of any of its aims. Community service unrelated to the faculty member's areas of expertise may be approved on a case-by-case basis by the faculty member's program faculty and Chair. |

| Needs Improvement | Rating of 2                                                                                         | The faculty member has not met the criteria of **Meets Expectations**. When given this rating by a Chair or program faculty, a faculty member must work with the Chair to create a development plan to improve service to the **Meets Expectations** level. |

| Unsatisfactory    | Rating of 1                                                                                         | An **Unsatisfactory** indicates a continued lack of service to the Program, College, University, the profession, the community, or any involvement at all in the competent advising of majors or minors within the Program. |

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**Annual/Biennial Faculty Review**

The faculty evaluation process drives improvements in faculty performance and enhances professional development planning, thereby advancing the College mission. The College uses the evaluation process to allocate salary adjustments and merit raises, support promotion and tenure decisions (comprehensive reviews), and align with the AACSB accreditation standards. MCB expects all faculty to demonstrate satisfactory performance in each assigned evaluation area and be involved in activities designed to maintain the relevancy and currency within their area of instruction and research.
Tenured and Tenure-Track Faculty Review Documentation

Each tenured and tenure-track faculty is responsible for compiling a dossier that includes the following material for program review:

1. The self-evaluation form that presents relevant instructional, professional and service activities for the evaluation period;
2. Updated relevant instructional documentation for the biennial period;
   a. Instructional materials include course outlines, samples exams and assignments, class project instructions,
   b. Student evaluations, numerical and written, for each section of each course taught during the biennial period
   c. Classroom observation evaluations for biennial period;
3. Course/section GPA summaries;
4. Documentation of research activity for the biennial period such as copies of any acceptance notification for publications, presentations or other intellectual contributions;
5. Any relevant evidence of contribution used to support evaluation of the service area; and
6. Two or six-year faculty vitae from Digital Measures.

Program faculty, as evaluators, must also review other information such as minutes from MCB committee minutes, available on SharePoint, and college-wide information such as College GPA and student evaluations, available in Digital Measures.

Biennial Evaluation Process – Tenured/Tenure-Track Faculty

1. Faculty submit the above-described dossiers to the Program Chair by the date announced by the Administrative Council. Program Chairs submit their own dossiers to the Dean.
2. Each peer group member completes an evaluation of each program faculty, assigns a score, and submits this evaluation to the Program Chair.
3. Program Chair evaluates individual faculty members and assigns a score;
4. Program Chair averages peer evaluations scores. The Dean will average peer evaluations for the Program Chairs.
5. Program Chairs submits the individual Chair evaluations and the averaged peer evaluations scores to Dean.
6. Dean’s reviews all tenure and tenure-track faculty and assign scores.
7. Dean and Program Chair discuss peer evaluations, Chair’s evaluations, and Dean’s evaluations to complete the final overall evaluation of each faculty member.
8. Program Chair discusses biennial performance evaluation with faculty member.

Academic and Professional Qualification

As part of the Annual/Biennial Review, each tenured and tenure-track faculty member will be reviewed by his/her peers within the same discipline, the Program Chair, and Dean for the purpose of judging whether or not he/she is maintaining the appropriate AACSB classification. If the decision is that such qualification is not being maintained, the individual will be required to develop a Faculty Development Plan that will lead to requalification. This Plan must be approved and followed up on by the Program Chair.

Non-tenured/Contract Renewable Faculty

The Program Chair evaluates supporting faculty annually. Supporting faculty will submit student evaluations, course materials and other items deemed important by the faculty member and Program Chair, who will provide the Dean with a summary evaluation of the faculty member.
Re-Appointment

The Biennial Review will serve as the basis for re-appointment for full-time tenure-track and contract renewable faculty. Areas considered in re-appointment decision will include satisfactory instruction, professional activity and service as noted above. Particular attention will be paid to the AACSB classification areas.

Tenure-Track Faculty Mid-Tenure Review

Newly hired tenure-track assistant professors will undergo a full 3-year review by the program’s tenured faculty, the Program Chair and the Dean during the spring of their third year of employment. The review materials submitted should provide documentation of the faculty member’s progress towards promotion and tenure. The Program Chair will meet with the faculty member to discuss the faculty member’s progress and will provide in writing an assessment of the tenure-track faculty’s progress towards tenure and promotion.

If the faculty member is making sufficient progress, the 4th year annual review may be waived. If the faculty member is not making satisfactory progress towards tenure, their fourth year will be the individual’s terminal year.

Newly hired professors, at any rank, with time towards tenure, will undergo a mid-tenure review by the program’s tenured faculty, the Program Chair and the Dean halfway through their remaining time towards tenure.

Review Disagreements

In case of a disagreement among the program faculty, Program Chair and/or Dean, a separate ad hoc committee will be convened made up of college faculty. This committee will act to resolve the difference and arrive at a common decision. If this ad hoc committee cannot reach consensus, the program faculty, the Program Chair, and the Dean will forward their individual recommendations and rationale to the Chief Academic Officer who, after insuring that procedures have been followed, will make a recommendation to the President of the University. (UNC Board Policy 2-3-801(3)(a)(III-V).

MCB Comprehensive Review

The Comprehensive Review is for promotion, tenure and post-tenure review. For promotion or tenure, faculty are expected to demonstrate excellent instruction and service activities, and a pattern of professional activities required for promotion or tenure. Tenured faculty undergoing a post-tenure Comprehensive Review must demonstrate satisfactory instruction and service activities and a pattern of professional activities that maintain the individual’s AACSB classification. For post-tenure Comprehensive Review, the evaluation cycle is six years (University Regulations 3-3-801(2) at www.unco.edu/trustees) and the evaluation areas are the same as for biennial review.

Evaluation Period

Individuals Seeking Promotion and Tenure Comprehensive Review. Individuals seeking promotion and/or tenure must submit a comprehensive review. Faculty may request promotion after completing the required number of years of service within a rank and meeting the College’s minimum requirements for consideration. Minimum time in each rank is:

- Assistant 5 years normal time 4 years minimum time for excellent performance
- Associate 5 years normal time 4 years minimum time for excellent performance

Tenure-track faculty usually apply for tenure in their 5th year of service. Faculty may request tenure after completing 4 years of service to the University; however, faculty seeking tenure in their 4th year are considered accelerated and must exceed the minimum requirements needed for tenure. If a faculty member is not successful during the 5th year, he or she may reapply and if not successful then, this 6th year is the terminal year.

Post-tenure comprehensive review. Every tenured faculty member will undergo a comprehensive review every six years. Faculty may request a review at any time. Graduate faculty status will be reviewed at the time of the Comprehensive Review.
**Promotion and Tenure Procedures**

MCB’s promotion and tenure policies and procedures are intended to provide business faculty with specific information regarding College promotion and tenure thresholds in each of the three evaluation areas: instruction, intellectual contributions, and service. Generally, if a candidate meets or exceeds the requirements for tenure, the College will consider the candidate for promotion to Associate Professor at the time the candidate is considered for tenure.

**Instruction**

Teaching is the primary duty and responsibility of a faculty member. Teaching assignments must meet the needs of our students and the needs of the College. In addition to meeting the workload requirements, faculty members are expected to continuously improve the quality of instruction. Evidence of excellent teaching performance is required in consideration of tenure and promotion. Table 3 provides instruction expectations.

**Professional Activities**

Intellectual contributions are important discriminating factors for promotion and tenure. The college expects candidates to show a continuing record of scholarship related to the candidate’s teaching discipline. Provided that a record of continuing and recent intellectual contributions exists, MCB faculty should meet the following targets within the most recent five year window for tenure and for promotion to each academic rank:

- A pattern of professional activities that maintain the individual’s AACSB classification,
- One Quality Journal Article (QJA) within the last 2 years as minimum consideration,
- Three QJAs within the last 5 years, and
- Five Other Intellectual Contribution.

**Service**

Service to the program, college, university, profession and community contribute to a faculty member’s relevancy in the classroom and contribute to the reputation of the College and University. This faculty responsibility can be met in one or several ways as outlined in this Handbook in Table 5. Evidence of significant service is required in consideration of tenure and promotion.

Faculty should understand that meeting these minimums is required to be considered for tenure or advancement in rank. However, meeting the minimums identified below does NOT guarantee a favorable recommendation by program faculty, Program Chair or Dean.

The quality of the candidate’s work is an important consideration in evaluating faculty for promotion and tenure. In all cases, quality is more important than quantity. The candidate’s program faculty, Program Chair and Dean will evaluate the quality factors of instruction, professional activity and service. These factors are detailed in Tables 3, 4, and 5.

Additionally, the candidate must meet the following minimum requirements at the application for tenure and promotion date:

- A completed appropriate terminal degree,
- AACSB classification as a scholarly academic at the time of application,
- Five years in rank (Program Chair and Dean may approve exceptions),
- Excellent or above-average reviews of instruction and service

Once a candidate meets the requirements for promotion and/or tenure, the candidate submits to the Program Chair a tenure and promotion application and dossier covering performance and accomplishments over the tenure and promotion period. The process for decision-making are:

Step 1: Program faculty will evaluate the application and dossier and forward their findings to the Program Chair.

If the program area consists of fewer than four individuals in the candidate’s discipline, for the purpose of tenure and promotion only, the candidate shall propose three individuals in his or her own area of scholarship to the Program Chair who will then select one for an outside evaluation of the candidate’s scholarly and other professional activity. This evaluation will become part of the dossier material.
Step 2: The Program Chair adds his/her evaluation of the faculty member’s performance in the three evaluation areas.

In cases where the Program Chair and candidate are in the same discipline, the Chair’s recommendation shall be on all aspects of the candidate’s performance. In cases where the Program Chair and candidate are in different disciplines, the Chair’s recommendation shall be on non-discipline specific matters only. This evaluation will be shared with the candidate.

Step 3: Program Chair will forward the candidate’s dossier, the program faculty’s evaluations, and his/her evaluation and recommendation to the Dean.

Step 4: The Dean will make an independent evaluation and recommendation with rationale that is shared with the program faculty, the Program Chair and the candidate.

Step 5: The Dean will forward all evaluations and recommendations to the Chief Academic Officer who will then make a recommendation to the UNC Board of Trustees.

The voting faculty for the promotion and tenure decision can be all full-time tenured and tenure-track faculty in the program area. All faculty in the program area may participate in the review and evaluation of faculty in their discipline; however, tenured faculty must participate in voting. Tenure-track faculty member may choose to abstain from the vote. Tenured faculty in the program area who are on full-time administrative assignment may not vote nor shall contract-renewable faculty vote.

**Review Disagreements**

In case of a disagreement among the program faculty, Program Chair and Dean, a separate ad hoc committee will be convened made up of college faculty. This committee will act to resolve the difference and arrive at a common decision. If this ad hoc committee cannot reach consensus, the program faculty, the Program Chair, and the Dean will forward their individual recommendations and rationale to the Chief Academic Officer who, after insuring that procedures have been followed, will make a recommendation to the President of the University. (UNC Board Policy 2-3-801(3)(a)(III-V).

**Promotion to Full Professor**

Faculty may apply for full professor status after 5 years as an Associate Professor. The evaluation criteria are the similar for promotion to Associate Professor. However, the candidate must demonstrate a long-term pattern of excellent teaching, scholarly activity and service. Candidates for promotion to Professor must meet the Instruction and Service requirements described in Tables 3 and 5.

**Professional Activities**

Intellectual contributions are important discriminating factors for promotion. The College expects candidates to show a long-term research agenda related to the candidate’s teaching discipline. Promotion candidates should meet the following targets within the most recent five-year window for tenure and for promotion to each academic rank:

- **Since last promotion and within five years of applying for promotion**
  - 3 QJAs within the last 5 years
  - 5 OICs

- **Long-term research agenda**
  - 6 QJAs
  - Numerous OICs with at least 2 presentations at national/international professional meetings

Spring 2016/Faculty Affairs/Annual
RESOLVING STUDENT-FACULTY CONFLICTS

This procedure provides students with a means for resolving conflict with a faculty member. Examples of a conflict which might be a reasonable cause for using this procedure are included under the Student Rights and Student Responsibilities in the UNC Board Policy Manual (Title 2, Part 3).

STEP 1 A student with a specific conflict shall first discuss his/her concern with the faculty member in question. In the event that the student has justifiable reasons for not communicating directly with the faculty member, the student may proceed directly to Step 2. However, the student should be prepared to defend his/her decision to not talk directly with the faculty member.

STEP 2 If the student does not believe that the initial conference with the faculty member has resolved the conflict, a request may be made for a conference with the faculty member’s Program Chair. The student should provide the Chair with a written statement of the issue and proposed resolution(s). The Chair will confer with both the student and the instructor. If the student has not yet communicated directly with the faculty member and has justifiable reasons for not doing so, anonymity may be requested at this step. At the student’s request, the Chair will inform the student, in writing, of the outcome of this process within 20 calendar days of the conference.

If the faculty member is the Chair, the student may proceed directly to Step 3.

STEP 3 If the student does not believe that the conference at Step 2 has resolved the conflict, a request may be made for a conference with the MCB Associate Dean. At this point, the student will be expected to present his/her concerns and proposed resolution(s) in writing, and this, along with the student’s identity, will be provided to the faculty member in question. However, the Associate Dean may decide that anonymity at this stage is appropriate. The Associate Dean will issue a written reply to the student within twenty (20) calendar days of the conference. The decision of the Associate Dean will be final.

STEP 4 If the student does not believe that Step 3 has resolved the conflict, the student may contact the Dean of Students to request a conference.

Summer 2015 /Administrative Council/Annual

FACULTY SCHOLARSHIP AND INSTRUCTION SUPPORT

Based on UNC’s and MCB’s teacher scholar philosophy, every effort is made by the University and the MCB to support the faculty’s endeavors in this area. The University has several research support grants. Additionally, MCB supports and recognizes instructional innovation, impactful research and community service. Below is a summary of grants and awards available to MCB faculty. More information about the nomination and selection process is available in Appendix H – MCB Grants and Awards.

UNC Support for Faculty Scholarship

The University supports faculty research in a variety of ways through the UNC Office of Research. Information about University research support can be found at http://www.unco.edu/research/support/. Examples of this funding include Faculty Research and Publication Board funds and Summer Support Initiatives, and Fund for Faculty Publications. Additional support is available through UNC’s Office of Sponsored Programs at http://www.unco.edu/osp/

Professional Development Grants

MCB faculty members are encouraged to conduct research and engage in other scholarly and pedagogical activities. The College’s faculty believe that such contributions enrich instruction and bring the relevance of contemporary business practices into the classroom. The dissemination of faculty scholarship benefits students by enhancing the academic reputation of the College and increasing the College’s ability to place its graduates in suitable employment and in post-baccalaureate degree programs.
These grants provide financial support for the professional activities of UNC’s business faculty. The grants are based upon faculty products: significant curriculum innovation; impactful published articles and research presentation; or significant professional impact on the academic or business profession. The Faculty Affairs Committee vets the grant applications and makes recommendation to the Administrative Council. The Administrative Council makes the final selections. The recipients are announced at the last spring faculty meeting.

- **MCB Instructional and Program Improvement Grants.** Teaching is MCB’s focus. These grants support initiatives leading to improvements in classroom teaching, curriculum, instructional evaluation, and advising. The grants are competitive, and each award may be shared by more than one faculty member. The award is $6,000 and may be paid as income or towards expenses associated with the project.

- **MCB Summer Research Grants.** Research is necessary to keep faculty current and relevant in their fields. These support tenured and tenure-track faculty summer research efforts, and awards are made up to $6,000 and are available to all tenured and tenure-track faculty. Funds may be divided at the discretion of the committee.

- **Research Awards.** MCB faculty spend a significant amount of time conducting research as part of their assigned duties. These awards incentivize these efforts by making funds available for future research based on published articles and research presentations. These awards range from $1,200 - $250.

- **Professional Activity Grants.** Service is a hallmark of MCB, and community involvement is an important goal of the College. These grants support faculty efforts in the professional community and are made to faculty significantly engaged in community or professional leadership positions. The grants range from $500 to $200 annually.

Grant funds are intended to complement other research support programs (e.g. 9-hour loads, computer and data-base access, etc.) and to supplement other professional development funds available to business faculty through regular Program accounts, the College, the University’s Faculty Research & Publications Board, the UNC Foundation, and MCB’s library accounts.

### Faculty Excellence Awards

Faculty Excellence Awards recognize the outstanding achievements of faculty in teaching, research and service. These awards are decided upon by the faculty and students of MCB and carry monetary awards. Additionally, plaques displayed in Kepner Hall recognize recipients’, and award winners are designated as banner bearers at UNC graduation and Fall Convocation. A record of all awarded faculty in each category is kept in perpetuity in the Dean’s Office by the Executive Assistant to the Dean and is also presented in Appendix H33333 – MCB Grants and Awards.

### Faculty Determined Awards

These awards recognize faculty for outstanding accomplishments in teaching, scholarship, and service. MCB’s Faculty Affairs Committee establishes the evaluation criteria. Nominations may come from Program Chairs, Dean or by self-nomination. The Faculty Affairs Committee vets the nominations and makes recommendations to the Administrative Council. Administrative Council makes the final selections. The recipients are announced at the last spring faculty meeting.

- **MCB Teacher of the Year Award** - This award recognizes the faculty member who has demonstrated outstanding innovative teaching over the academic year. The award carries with it a $5000 professional development fund grant.

- **MCB Scholar of the Year Award** - This award recognizes the faculty member whose published research is judged to be the highest quality and most impactful over the current academic year. The award carries with it a $5000 professional development funds grant. The Scholar of the Year serves as the MCB Banner Bearer at the spring graduation ceremony.

- **MCB Service Award** – This award recognizes the faculty member who has demonstrated exemplary leadership in providing service to the profession, University, community, student advising and support, or other entities that enhance the College’s mission. The award carries with it a $2000 professional development fund grant. The Service Award Recipient serves as the Banner Bearer at Fall Convocation ceremony.
**Student Determined Awards**
Declared business majors select these award recipients through an online voting process. These awards are presented by the students during the spring College Student Council picnic. The evaluation criteria for this award are established by the Monfort College of Business's College Student Council (MCB/CSC) and approved by the Dean.

- **Program Professor of the Year Awards** - These individual program awards recognize faculty from each of the five MCB programs. For example, marketing majors will vote for the Marketing Professor of the Year and Accounting Majors will vote for the Accounting Professor of the year. Program awards carry with them a $100 award.

- **MCB College Professor of the Year** – This award recognizes the faculty member the MCB students see as the most outstanding teacher during the past academic year. The Professor of the Year award carries with it a $500 award. The MCB Professor of the Year serves as the Banner Bearer at the Spring Commencement.

**Other Professional Development Support**
Other awards and grants available to faculty for support of research and other professional develop come through several funding sources. Below is a summary of such programs. Guidelines for these are described in **Appendix I: Guidelines for Other Professional Development Support**.

**Reduced Teaching Loads for Faculty Engaged in Research.** SA and SP faculty assigned to advance scholarship are allowed 3 credit hours of release per semester and are expected to publish journal articles, books, cases, submit grant application, and/or develop widely adopted computer software within three years of initial load reassignment. A minimum of one scholarly product each 3 years is required to remain on a reduced load for scholarship. However, MCB faculty may request reassigned time from instruction to support their research activities.

**Other Teaching Load Reductions.** Reduced faculty loads may be granted for the following purposes:

- **Program development.** Applicants may be given a reduced teaching load in order to accomplish specific College program objectives. Faculty who are given a reduced load for program development will have their contribution evaluated by the Dean at the end of each year of load reassignment.

- **Internship Coordination.** Faculty who have successfully coordinated student internships totaling 45 hours may apply for a three-hour course release for the semester after the 45th hour is completed. The faculty member must document the total hours coordinated with information about the students, the companies providing the internships and the student documentation required and reviewed.

**MCB Sabbatic Leaves for Faculty Engaged in Research.**
The primary mission of the Monfort College of Business is to provide high quality instruction and research. Sabbatical leave is typically granted in order to allow time for faculty scholarship, research and writing, or to allow faculty the opportunity to work within the professional community served by their teaching discipline. Sabbatical leave will not be granted to allow faculty to teach at another institution of higher education, either in the United States or abroad.

**Eligibility:** Tenured faculty with six or more academic years of tenure-track service at UNC may apply for sabbatical leave. Sabbatical leave will be taken in the seventh or subsequent year. Sabbatical leaves may be granted for one semester at full salary or one academic year at 60% of the academic year instructional base salary.

**MCB's Consulting and Professional Activity Policy.** The opportunity for faculty to accept occasional professional consulting engagements is a traditional privilege extended to the members of the University community. Such opportunities provide the faculty with current professional experience which can be brought back to the classroom, allow faculty the opportunity to engage in applied research activities, and provide expertise to the business community. Guidelines for this opportunity are provided in the UNC Board Policy Manual 2-3-409 (2) [http://www.unco.edu/trustees/policy_manual.pdf](http://www.unco.edu/trustees/policy_manual.pdf).
Business Excellence Award

The MCB Business Excellence Award recognizes individuals who have made important contributions to the development of the Monfort College of Business. The distinguishing characteristics of a Business Excellence Award recipient are exceptional service and leadership contributions to the College. Award winners have fostered academic excellence and notably advanced the development of the College. The nature of said contributions are not necessarily monetary.

Recognition and Awards

Upon selection, new award recipients are honored by the College. Each recipient is also honored with a recognition on the Business Excellence display area in the Kepner foyer.

Selection of Recipients

1. Nominations are solicited by a committee of prior recipients.
2. A selection committee, comprised by former Business Excellence Recipients, selects the MCB Business Excellence Award recipient.

PROCESS MANAGEMENT AND REVIEW

MCB Mission Statement, Vision, and Values

The Mission Statement, Vision and Values of the College will be reviewed annually. The Mission and accompanying content may change for several reasons including:

- Revised national, state and program standards such as changes in certifications and accreditation;
- Marketplace demands for graduates in business-related disciplines;
- Institutional directions and policies that affect the College’s programming;
- Changes to MCB’s programs; and
- Resources available to the College from internal and external sources.

Process: Annually, the MCB Dean will charge the Administrative Council with reviewing the College’s Mission Statement, Vision and Values. The proposed revisions will be submitted to the Dean and approved through the Administrative Council.

The Dean and the Council will solicit recommendations on the proposed changes from the following constituencies:

- MCB’s Faculty
- MCB’s Administrative Council
- MCB’s College Student Council
- MCB’s student body
- The Dean’s Leadership Council which includes alumni and senior business executives
- External constituents including employers and alumni
- Program Advisory Boards

The review and approval of revisions to the Mission Statement must be completed prior to the closing date for changes to the University Catalog.

New Faculty Orientation Program

New full-time (participating) Monfort College of Business faculty are expected to complete an orientation program. Part-time (supporting) faculty are included for components that tie to their job performance areas. The program is designed to acquaint new faculty members with the College’s mission, vision, and values, as well as its processes and operating procedures. In addition, information is provided about the College’s programs, University facilities, and available resources. The orientation sessions provide a forum for discussion and information about the College and are designed to supplement other orientation activities provided by the University.
The new faculty orientation program is held during the first six weeks of each fall semester and is designed in a modular format. Presenters include the Dean, Associate Dean, and Director of Academic Computing & Information Resources, Advising Center Director, Business Reference Librarian, and Career Services Representative.

**MCB Mentoring Process**

The purpose of the MCB Mentoring Process is to facilitate a successful transition to MCB and a successful career progression for MCB new hires. The mentor’s role is to help the new faculty understand MCB and UNC formal policies and procedures, MCB culture, and their roles in teaching, research, and service. To ensure engagement, new faculty should be introduced to and be encouraged participate in the professional community and Greeley.

The mentoring process outlines minimum expectations for the formal mentoring program, but it is also assumed that there will be numerous informal contacts. Additionally, although not officially designated as a mentor, it is assumed that all faculty will help new hires as they become adjusted to MCB and their new roles.

**Who:** Each new faculty member will be assigned a mentor.

**How:** The Chair, with input of the tenured faculty in the program area, will assign a tenured faculty member as the mentor to the new hire.

**Duration:** New Assistant Professors with fewer than five years teaching experience will have a mentor until their three-year review. Experienced new hire faculty (more than five years teaching experience) will have a mentor for the first year.

**What:** In the first year, the mentors and new faculty will meet formally at least once a semester to ask/answer questions, discuss progress, issues, and/or concerns. In the second and third year, the mentors and protégés will meet as needed.


The Dean will also visit with each new faculty member at least once a year to discuss their experiences at the College and their progress in teaching and scholarship. Depending on their previous teaching experience, mentors may be assigned to new participating faculty members.

**Mission-Driven Continuous Improvement Process**

MCB fulfills its mission by ensuring a quality education through continuous improvement. To this end, it has implemented a number of processes to assess its mission and programs. These processes employ a range of assessments to evaluate, monitor and improve program quality.

This process is divided into four sections. The first describes the model used as a framework for continuous improvement. The second identifies a set of key performance indicators that the College uses for assessment. In the third section, the College’s assessment instruments are discussed. The final section describes the College assessment review process for the major procedures implemented by MCB.

**MCB Overall Student Learning Objectives**

Upon graduation, all MCB students will

1. Be knowledgeable of key concepts in the core business curriculum.
2. Be effective communicators
   a. Prepare and deliver professional quality presentations on a business topic.
   b. Prepare professional quality business documents.
3. Demonstrate conceptual and analytical skills
4. Be proficient with technology
5. Demonstrate ethical awareness
a. Be knowledgeable about ethics and social responsibility.
b. Identify ethical issues or problems, analyze the consequences for various stakeholders, and develop an acceptable resolution.

6. Demonstrate global awareness

Additionally, all graduates will

1. Demonstrate a firm understanding of discipline-specific knowledge within their emphasis, and
2. Demonstrate competency with advanced topics within their emphasis.

### Continuous Improvement Model

To provide a framework for continuous improvement, the College adopted a quality management model that considers the basic stakeholders and resources of a business school, a set of critical processes that lead to improvement and a set of assessments to monitor and evaluate these processes. The general flow of the model is depicted below and described in greater detail in the remainder of this document. This model guides the College in its pursuit of continuous improvement.

### MCB MISSION, VISION, VALUES

The College adopted a set of Key Performance Indicators (KPIs) to assess success in critical areas. These measures provide the College with a focus for monitoring performance and identifying areas for review. The College selected these indicators to provide the information needed to ensure that the College’s mission is being met. Each indicator is reported to its constituencies on a predetermined, regular schedule. Following this, MCB processes ensure that corrective action is undertaken should performance fall below the target threshold.
Table 6: Key Performance Indicators

<table>
<thead>
<tr>
<th>Stakeholders/ Resources</th>
<th>Key Performance Indicators</th>
<th>Assessment Instruments</th>
<th>Major Processes</th>
</tr>
</thead>
</table>
| Recruits                | • Quality of incoming freshmen  
                        | • Quality of incoming transfers  
                        | • CCHE index  
                        | • Transfer GPA  
                        | • Annual Enrollment review |
| Current Students        | • MCB Retention rates  
                        | • MCB emphasis counts  
                        | • Student Satisfaction  
                        | • Banner reports  
                        | • MCB student survey  
                        | • Annual curriculum review |
| Graduates/ Alumni       | • Exit student satisfaction  
                        | • Alumni satisfaction  
                        | • MCB Placement rates  
                        | • EBI survey  
                        | • Alumni Placement Survey  
                        | • Bi-annual alumni review |
| Faculty                 | • Overall faculty quality  
                        | • Quality of faculty instruction  
                        | • Student faculty satisfaction  
                        | • Digital Measures reports  
                        | • EBI survey  
                        | • Student course evaluations  
                        | • Bi-annual faculty evaluation  
                        | • Annual faculty review |
| Staff                   | • Staff satisfaction  
                        | • MCB staff survey  
                        | • Annual staff satisfaction review |
| Curriculum              | • Average MCB class size  
                        | • Student learning assessment  
                        | • Banner reports  
                        | • ETS Major Field Test  
                        | • MCB AoL assessments  
                        | • Annual curriculum review  
                        | • Student Learning review |
| Technology/ Facility    | • Student satisfaction with technology / facilities  
                        | • EBI survey  
                        | • Technology planning / review |
| Support                 | • Faculty salary parity  
                        | • Total Available State Funds  
                        | • Total Available Private Funds  
                        | • AACSB salary survey  
                        | • UNC finance records  
                        | • UNC Foundation records  
                        | • Support planning / review |
| Employers               | • Employer satisfaction  
                        | • Professional Experience quality  
                        | • UNC Career Services employer survey  
                        | • Professional experience reports  
                        | • Bi-annual employer review |

College Assessment Instruments

Performance on the KPI is measured by a set of assessment instruments. Some of these instruments are externally-based while others are internally managed. Table 7 below and the text that follows briefly describes the major assessment instruments and the group(s) responsible for analyzing the assessment results.

ETS Major Field Achievement Test
The Educational Testing Service Major Field Achievement Test (ETS MFT) consists of questions in accounting, economics, management, quantitative business analysis, finance, marketing, international, and legal/social. The exam is given to students enrolled in the capstone course, Strategic Management (BAMG 456). MCB uses the results of this test to evaluate how well it is achieving its primary mission and the effectiveness of the business curriculum. The results are reviewed by the MCB Dean’s Leadership Council, Administrative Council, Curriculum Committee, and Assessment Committee. They are also distributed to the faculty in each program, and students who take the exam. Suggestions for improvements are forwarded to the Administrative Council for action.

MCB Student Survey
The MCB student survey is given to business majors enrolled in business course work at the beginning of each spring semester. In particular, the senior business major responses are used to evaluate student opinions in the areas of curriculum, faculty and services provided to business students. The Curriculum Committee, Faculty Affairs Committee, Student Affairs Committee, the College Student Council, and the Administrative Council review the survey results. Suggestions for improvements are forwarded to the Administrative Council for action.
## Table 7: College Assessment Instruments

<table>
<thead>
<tr>
<th>Assessment Instrument</th>
<th>Purpose</th>
<th>Term Initiated</th>
<th>Admin. Frequency</th>
<th>Analysis of Results</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETS Major Field Achievement Test</td>
<td>Evaluate mission and curriculum areas</td>
<td>Fall 1990</td>
<td>Every, Semester</td>
<td>Dean’s Leadership Council, Administrative Council, Curriculum Committee, Assessment Committee, Programs, and program faculty</td>
<td></td>
</tr>
<tr>
<td>MCB Student Survey</td>
<td>Evaluate curriculum, faculty and student areas</td>
<td>Fall 1990</td>
<td>Every Spring</td>
<td>Curriculum Committee, Faculty Affairs Committee, Student Affairs Committee, College Student Council and the Administrative Council</td>
<td></td>
</tr>
<tr>
<td>EBI Undergraduate Business Exit Study</td>
<td>Evaluate curriculum, faculty and student areas</td>
<td>1997</td>
<td>Annual</td>
<td>Administrative Council, Curriculum Committee, Faculty Affairs Committee, and Student Affairs Committee</td>
<td></td>
</tr>
<tr>
<td>Banner Reports</td>
<td>Report on retention rates, class sizes, emphasis counts, freshman CCHE index, transfer GPAs</td>
<td>2007</td>
<td>Every Semester</td>
<td>Administrative Council, Curriculum Committee, Faculty Affairs Committee, Student Affairs Committee, Faculty Affairs Committee, Program faculty</td>
<td></td>
</tr>
<tr>
<td>Digital Measures Reports</td>
<td>Report on faculty qualifications and quality</td>
<td>2015</td>
<td>Annual</td>
<td>Administrative Council, Emphasis Programs, MCB Faculty</td>
<td></td>
</tr>
<tr>
<td>Alumni Placement Survey</td>
<td>Evaluate student placement</td>
<td>1990</td>
<td>Annual</td>
<td>Administrative Council and program faculty</td>
<td></td>
</tr>
<tr>
<td>Professional Experience Reports</td>
<td>Report on student professional experience</td>
<td>2014</td>
<td>Every Semester</td>
<td>Director of Advising, Professional Experience Coordinator, Program internship coordinators</td>
<td></td>
</tr>
<tr>
<td>Career Services employer survey</td>
<td>Report on employer satisfaction</td>
<td>Bi-Annual</td>
<td></td>
<td>Administration Council, Director of Advising, Curriculum Committee, Professional Experience Coordinator and program faculty</td>
<td></td>
</tr>
<tr>
<td>Student Course Evaluations</td>
<td>Evaluate quality of instruction and course content</td>
<td>1980</td>
<td>Every Semester</td>
<td>Administrative Council and program faculty</td>
<td></td>
</tr>
<tr>
<td>AACSB Salary Survey</td>
<td>Evaluate Faculty Comp. Competitiveness</td>
<td>1990</td>
<td>Annual</td>
<td>Dean, Administrative Council, and Faculty Affairs Committee</td>
<td></td>
</tr>
<tr>
<td>Faculty Evaluations</td>
<td>Evaluate Faculty Instructional, Scholarly and Professional Activities</td>
<td>1968</td>
<td>Bi-Annual</td>
<td>Dean, Administrative Council and Faculty Evaluation Committee</td>
<td></td>
</tr>
<tr>
<td>Student Performance Data</td>
<td>Determine which students are above and which are below academic performance standards.</td>
<td></td>
<td>Every Semester</td>
<td>Administrative Council, Student Affairs Committee, program chairs and the academic advisors</td>
<td></td>
</tr>
<tr>
<td>Uniform CPA Examination</td>
<td>Evaluate Accounting Curriculum</td>
<td>1997</td>
<td>May Nov.</td>
<td>Provost’s Office, Accounting Program</td>
<td></td>
</tr>
<tr>
<td>MCB Staff Survey</td>
<td>Evaluate staff satisfaction</td>
<td>2004</td>
<td>Spring</td>
<td>Administrative Council</td>
<td></td>
</tr>
<tr>
<td>MCB Assurance of Learning Instruments</td>
<td>Evaluate the Effectiveness of Teaching Activities</td>
<td>2006</td>
<td>Fall and Spring, Rotating</td>
<td>Assessment Committee, Curriculum Committee, and program faculty</td>
<td></td>
</tr>
</tbody>
</table>

### EBI Undergraduate Business Exit Study

MCB participates in the EBI Undergraduate Business Exit Study. This annual survey of graduating seniors obtains feedback on issues such as the integration of global, ethics, technology, written and oral communication, quality of teaching, and satisfaction with student organizations. MCB uses these data to evaluate its overall program, in addition to its curriculum, faculty, and student learning and satisfaction. The Administrative Council, Curriculum Committee, Faculty Affairs Committee, and Student Affairs Committee review the data. Suggestions for improvements are forwarded to the Administrative Council for action.

### Banner Reports

UNC utilizes a database system capable of generating reports on various academic statistics such as retention rates, class sizes, emphasis counts, freshman CCHE index, and new transfer GPAs. These reports are used by the Administrative Council, Curriculum Committee, Student Affairs Committee, Faculty Affairs Committee, and program faculty to measure MCB performance. Recommendations for changes are normally made to the Administrative Council.
Digital Measures Reports

UNC uses the Digital Measures database system to collect and report data on faculty and the classes they teach. Within MCB these reports are used to measure faculty quality and qualifications within the evaluation areas of service, teaching, and scholarship. Data from the reports are used by the Administrative Council, Emphasis Programs, and program faculty. Recommendations for changes based on these reports are made to the Administrative Council.

Alumni Placement Survey

Each year UNC conducts a survey of the prior year’s graduates. Requested information includes employment situation, salary, use of Career Services and graduate school attendance. Data are made available for each College and major. MCB uses the information to evaluate student placement from each MCB emphasis. The results are reviewed by the Administrative Council and are distributed to each program. Suggestions for improvements are forwarded to the Administrative Council for action.

Professional Experience Reports

All MCB graduates are required to have a professional experience. One requirement of this experience is a written report from the employer. These reports are periodically reviewed by the Director of Advising, Professional Experience Coordinator and the Program internship coordinators to determine if changes are needed in the P/E program. Recommendations are approved by the Administrative council.

Career Services Employer Survey

Periodically the UNC Career Services Program surveys employers to collect information about MCB graduates. These data include their satisfaction with graduates that they have hired since the last survey. The information is used by the Administration Council, Director of Advising, Curriculum Committee, Professional Experience Coordinator and program faculty to determine if curriculum or program changes are needed.

Student Course Evaluations

Each semester Student Course Evaluations are given in all MCB classes in order to evaluate instruction, curriculum and classroom activities. The results are reviewed by the Administrative Council and are distributed to Program Chairs and faculty who taught the course. Suggestions for improvements are forwarded to the Administrative Council for action. See Appendix F.

AACSB Salary Survey

The AACSB salary survey reports business faculty salaries by rank and discipline at U.S. institutions. These data are used to determine the competitiveness of salaries within MCB. The Administrative Council reviews the survey results.

Faculty Evaluations

The Program Chair, the Faculty Evaluation Committee and the Dean evaluate faculty on a bi-annual basis. Faculty are evaluated in the areas of instruction, professional activity and service. The evaluation process identifies those faculty who are eligible for meritorious compensation and who are performing unsatisfactorily. Faculty who are performing unsatisfactorily in any of the three areas are shifted to an annual evaluation cycle until their evaluation score(s) improve to “meets expectations.”

Student Performance Data

The MCB Advising Center collects student academic data for business majors and minors. This data identifies students who do not meet MCB academic standards as well as those who have excelled academically. Some of the reports generated from the data includes MCB Probation and Suspension Lists and Dean’s Citation awards. This information is also used to distribute newsletters, registration and policy information to MCB students. The
Administrative Council, Student Affairs Committee, program chairs and the academic advisors review this information. Suggestions for improvements are forwarded to the Administrative Council for action.

MCB Staff Survey

Each year all MCB support staff are surveyed to determine their satisfaction on a range of work related factors. The results of this survey are reviewed by the Administrative Council and the Program Chairs to determine if corrective action is needed. Suggestions for improvements are forwarded to the Administrative Council for action.

MCB Assurance of Learning Instruments

The Assessment Committee collects data related to MCB Goals and student learning objectives on a predetermined, repeating schedule. These data are analyzed by the Assessment Committee to determine if corrective action is warranted. When action is required, suggestions for improvement are forwarded to the Curriculum Committee and/or the Administrative Council. These instruments, along with the MCB Goals and student learning objectives, are reviewed and updated by the Assessment Committee on a regular basis to ensure that they align with the MCB mission.

College Assessment Processes

The College’s Assessment program provides measures that permit the College to evaluate whether it is fulfilling its Mission, Vision and Values.

Process Overview

A set of Key Performance Indicators (KPIs) captures information on faculty, student, staff, technology, and curriculum performance. These KPIs consist of key assessment instruments described above and other information the College collects for analysis. The purpose of the KPIs is to narrow the assessment focus to a set of significant measures relative to the College’s Mission, Vision and Values. The Administrative Council evaluates the appropriateness of the assessment measures relative to Mission and considers changes to the Mission, Vision and Values when warranted.

The Administrative Council periodically reviews the results of the College assessments in light of the Mission. In addition, it considers changes to the Mission in light of fiscal constraints, certification requirements, donor support, external influences, faculty resources and institutional/CCHE priorities. Recommendations received from the faculty and the formal College governance structure to revise the Vision are also considered.

The Administrative Council periodically reviews the College Assessments and Key Performance Indicators to determine if they capture necessary information about the Mission and Vision. The Council may implement changes in the assessment instruments at any time in order to ensure that accurate, actionable information is collected.

Process of Review

MCB committees review the various KPI and assessment measures on a regularly scheduled basis to determine if corrective action is needed. If action is required these committees make recommendations to the Administrative Council. The Council implements those changes that are needed to ensure that the College mission is being met.

Summary of Processes

The text below gives a brief summary of the major processes used by MCB to measure the KPI and implement changes. These processes are periodically reviewed by the Associate Dean to make sure that they are appropriate for the current MCB environment.

Annual Enrollment Review – Every Fall the Administrative Council and the Director of Advising review the most current CCHE index scores for new freshmen and GPA scores for new non-business transfer students. A downward trend for two consecutive periods triggers the creation of an action plan to correct the situation.
**Annual Curriculum Review** – Every Spring the Administrative Council, Student Affairs Committee, Curriculum Committee and program faculty review the ETS Major Field Test results, retention rates, emphasis counts, average class sizes and student satisfaction survey results to determine if corrective action is needed. Recommendations are made to the Dean and the Administrative Council.

**Bi-Annual Alumni Review** – Every two years during the Fall semester the results of the Exit Student Satisfaction survey, Alumni Satisfaction survey, and MCB placement rates are reviewed by the Administrative Council, Director of Advising, Student Affairs Committee, College Student Council, and Program Advisory Boards. Recommendations for corrective action are forwarded to the Administrative Council.

**Bi-Annual Faculty Evaluation** – Every two years during the Spring semester all faculty are required to submit to the Dean an evaluation of their teaching, scholarship, and service for the previous two years. The content and preparation of this document is described in the Faculty Evaluation section of this handbook. Faculty who are performing unsatisfactorily in any of the three areas are shifted to an annual evaluation cycle until their evaluation score(s) improve to “meets expectations.”

**Annual Faculty Review** – Every Spring the Program Chairs, Student Affairs Committee and program faculty review the results of the Student Course evaluations and the EBI Student survey. Recommendations for corrective action are forwarded to the Program Chairs. If the results indicate a wide-spread concern, review and action by the Administrative Council may be initiated.

**Annual Staff Satisfaction Review** – Every Fall the MCB support staff are surveyed to determine their overall satisfaction. The results of this survey are reviewed by the Administrative Council and the Program Chairs to determine if corrective action is needed. Recommendations for improvements are forwarded to the Administrative Council for action.

**Student Learning Review** – Every spring and fall semester the Accreditation Committee, Curriculum Committee, and MCB programs review the ETS Major Field Test results and the MCB assurance of learning results. Corrective action is triggered when scores drop below the target threshold for two consecutive assessment periods. When action is required, suggestions for improvement are forwarded to the Curriculum Committee and/or the Administrative Council.

**Technology & Facility Review** – Every Fall semester the Director of Technology and Program Chairs review the results of the student satisfaction with technology and facilities survey. Recommendations for corrective action are forwarded to the Administrative Council.

**Support Review** – Every Spring the Dean, Dean’s Leadership Council and Administrative Council review the AACSB Salary survey, UNC financial records and the UNC Foundation records to determine salary competitiveness and the total state funds and total private funds available for MCB use. This information is disseminated to the faculty at the next general faculty meeting and is used for financial planning purposes.

**Bi-Annual Employer Review** – Every two years during the fall semester the Administration Council, Director of Advising, Professional Experience Coordinator and program internship coordinators review the results of the employer satisfaction survey and the professional experience employer reports. Recommendations for improvement are directed to the Professional Experience Coordinator and program internship coordinators for implementation.
Curriculum Emphasis Objectives and Assessment

This section presents the program objectives, assessments measures for each of MCB’s 5 academic emphases areas. Each program is reviewed on an annual basis by its respective program faculty. During this review each assessment areas will be reviewed and changes will be made when necessary. The Dean’s Office will provide summary data relevant to each area, as they are available.

Each program area’s criteria for program effectiveness are provided in the tables below. Additionally, each program has the following performance goals in place:

- Student placement in preferred fields should be maintained at or above 70 percent
- Overall student placement should be maintained at 90 percent or above
- The results of ETS Major Field Subtest in each area should continue to place the emphases’ students above the 60th percentile.

Accounting Program

The Accounting programs offers and emphasis in Accounting for the Bachelor of Science in Business Administration. The emphasis courses provide in-depth academic and professional study opportunities in accounting.

Program Mission

Our three-pronged Mission is to:
1. Provide excellent accounting education with a strong undergraduate foundation and a focused graduate program that prepares primarily our state-wide residents for successful careers and responsible global citizenship.
2. Conduct and publish research that enriches accounting practice and education thus positively impacting our teaching and engaging with the profession.
3. The accounting profession, our community, and other stakeholders locally, regionally, and nationally by engaging in and service to both professional and community organizations through membership and leadership.

Program Vision

Our Vision is to provide an excellent accounting education that prepares our students to have successful accounting related careers.

Program Values

- currency of curriculum
- a safe and challenging learning environment
- creative problem solving and diverse thinking
- effective professional communication skills
- ethical and community awareness
- career and academic advising
- independent and lifelong learning
- student placement and alumni relations
- professional relationships and networking
- involvement in community organizations and service
- ethical practices and inclusion of ethics in the curriculum

Assessment

The program captures a number of assessments to determine if it is fulfilling its objectives. Assessment relative to the accounting program and faculty will be considered. Assessments include:

- Reviewing the results of the annual Career Service and Placement Surveys
- Reviewing the results of the annual ETS Major Field Test Survey
- Reviewing the results of the Alumni/Student Survey
- Reviewing the results of the EBI Student Satisfaction and College Benchmarking Survey
- The following assessments specific to our program are listed with Learning Goals and Objectives in the table below.

In addition to the assessment measures noted above, the program recognizes the importance of the professional depth of the faculty and their ability to provide insight into defining the academic needs of students for careers in accounting. Toward this end, the program will strive to teach all of our emphasis courses with faculty who are either professionally or academically qualified.

**Table 8: MCB Accounting Undergraduate Learning Goals and Objectives**

<table>
<thead>
<tr>
<th>MCB Accounting Learning Goals</th>
<th>MCB Accounting Learning Objectives</th>
<th>Quantified Goal</th>
<th>Assessment Instrument</th>
<th>Where Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge of key concepts in major business disciplines</td>
<td>Students will demonstrate competence on each section of the ETS Major Field Test.</td>
<td>Average score &gt; 75%</td>
<td>ETS Major Field Exam</td>
<td>BAMG 456</td>
</tr>
<tr>
<td>Demonstrating effective communication skills</td>
<td>Students will demonstrate competency in preparing and delivering professional quality presentations on various accounting topics.</td>
<td>75% of students are Acceptable or better</td>
<td>Oral Comm. Rubric</td>
<td>BAAC 424 w outside reviewer</td>
</tr>
<tr>
<td></td>
<td>Students will demonstrate competency in preparing professional accounting documents.</td>
<td>75% of students are Acceptable or better</td>
<td>Written Comm. Rubric</td>
<td>BAAC 424 w outside reviewer</td>
</tr>
<tr>
<td>Demonstrating conceptual and analytical skills</td>
<td>Students will analyze accounting data/information to identify key accounting issues, generate and evaluate appropriate alternatives, and propose feasible accounting alternatives at a competent level.</td>
<td>75% of students are Acceptable or better</td>
<td>Critical Thinking Rubric</td>
<td>BAAC 424 w outside reviewer</td>
</tr>
<tr>
<td>Demonstrating technology skills</td>
<td>Students will demonstrate competence on the BACS 101 assessment of technological proficiency in the following business software packages: Microsoft Word, PowerPoint, and Excel.</td>
<td>Average score &gt; 75%</td>
<td>Test Questions</td>
<td>BACS 101</td>
</tr>
<tr>
<td></td>
<td>Students will demonstrate competence in business software packages to solve accounting problems.</td>
<td>75% of students are Acceptable or better</td>
<td>Business Software Rubrics (Excel and Access)</td>
<td>BAAC 323 BAAC 328</td>
</tr>
<tr>
<td></td>
<td>Students will demonstrate competency in the use of professional accounting software such as ACS, ACL, RIA's Checkpoint and a general ledger package.</td>
<td>Average score &gt; 75%</td>
<td>Test Questions</td>
<td>BAAC 321 BAAC 323 BAAC 425</td>
</tr>
<tr>
<td>Demonstrating knowledge of accounting ethics concepts</td>
<td>Students will demonstrate competence on course-embedded ethics and social responsibility assessments.</td>
<td>Average score &gt; 75%</td>
<td>Ethics Test</td>
<td>BAMK 360</td>
</tr>
<tr>
<td></td>
<td>Students will competently identify the ethical issues or problems in an accounting case based on the AICPA's Code of Professional Conduct and the Colorado State Board of Accountancy's Rules of Professional Conduct, analyze the consequences for various stakeholders and develop an acceptable resolution.</td>
<td>75% of students are Acceptable or better</td>
<td>Ethics Rubric</td>
<td>BAAC 424 w outside reviewer</td>
</tr>
<tr>
<td>Demonstrating knowledge of key accounting concepts</td>
<td>Students will demonstrate competence on test questions specifically tied to individual course objectives (as outlined on course syllabi).</td>
<td>Average score &gt; 75%</td>
<td>Test Questions</td>
<td>All Major Required Classes</td>
</tr>
</tbody>
</table>
Computer Information Systems Program

The Computer Information Systems program offers an emphasis in CIS for the Bachelor of Science in Business Administration. The emphasis courses provide in-depth academic and professional study opportunities in computer information systems.

Objectives

The objective of the CIS emphasis is to provide the applicable coursework and experiences to allow our graduates to secure industry positions in the fields of programming, systems analysis, systems design, database design/administration, and telecommunications. The program also will prepare students with a solid academic background suitable for graduate work in CIS.

Assessment

The program captures a number of assessments to determine if it is fulfilling its objectives. Assessment relative to the CIS program and faculty will be considered. Assessments at the college level include:

- Reviewing the results of the annual Career Service and Placement Surveys
- Reviewing the results of the annual ETS Major Field Test Survey
- Reviewing the results of the Alumni/Student Survey
- Reviewing the results of the EBI Student Satisfaction and College Benchmarking Survey

In addition to the assessment measures noted above, the program recognizes the importance of the professional depth of the faculty and their ability to provide insight into defining the academic needs of students for careers in CIS. Toward this end, the CIS program will strive to teach all of our emphasis courses with faculty who are either professionally or academically qualified. Learning objectives specific to the CIS discipline are listed below:

CIS Student Learning Objectives

By the time CIS Emphasis students graduate, they will be able to:

1. Demonstrate the skills needed to model CIS systems.
   - Students will develop and analyze models to document a CIS system architecture.
2. Demonstrate proficiency at programming business software systems.
   - Students will apply standard industry practices and tools to design and develop maintainable software systems for business applications.
3. Demonstrate the skills needed to design database systems.
   - Students will apply the steps needed to design and implement a database using modern techniques.
4. Demonstrate the skills needed to design data communication networks.
   - Students will design a secure, functional networking environment for data communications.
5. Demonstrate key software engineering skills.
   - Students will design a system, component, or process to meet desired needs within realistic constraints.

The assessment plan for these objectives is currently under development.

Spring 2016/Reviewed Annually/CIS Program
Finance Program

The Finance program offers an emphasis in Finance for the Bachelor of Science in Business Administration. The emphasis courses provide advanced study opportunities in Finance and provide an academic and professional depth for students in a wide range of Finance related areas including financial management, investments, institutional finance, and financial planning.

Objectives

1. Demonstrate an understanding of time value of money concepts including:
   - Present value of a single sum, ordinary annuities and annuities due, and differing cash flows
   - Future value of a single sum, ordinary annuities and annuities due, and differing cash flows
   - Application of various time value of money concepts

2. Demonstrate an understanding of firm, project, and security valuation, including short-term and long-term assets and liabilities. Concepts mastered include:
   - Knowledge of net working capital management
   - Comprehension of the capital budgeting process
   - The firm valuation process
   - Comprehension of stock valuation
   - Comprehension of bond valuation

3. Demonstrate an understanding of risk and return and its role in financial markets and the environment including:
   - An understanding of various risk measurements and when to apply each
   - Knowledge of various techniques to control risk
   - Multinational / international risk management
   - The interplay of risk/return issues in financial markets and the environment

4. Demonstrate an understanding of financial statements and the effects of alternative financing options including the ability to:
   - Calculate and utilize a firm’s weighted average cost of capital
   - Apply capital structure theory to analyze historical and future financial decisions
   - Demonstrate an understanding of financial statement analysis

Assessment

The program captures a number of assessments to determine if it is fulfilling its objectives. These assessments capture a range of measures about the College and its programs. Assessment relative to the Finance program and faculty will be considered. Assessments include:

- Reviewing the results of the annual Career Service and Placement surveys
- Reviewing the results of the annual ETS Major Field Test results.
- Reviewing the results of the Alumni/Student survey
- Reviewing the results of the EBI Student Satisfaction and College Benchmarking survey

In addition to the assessment measures noted above, the program recognizes the importance of the professional depth of the faculty as their ability to provide insight into defining the academic needs of students for careers in Finance.
<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Learning Objective</th>
<th>Measurement</th>
<th>Criteria</th>
<th>Assessment Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an understanding of time value of money concepts</td>
<td>▪ Apply various TVM concepts</td>
<td>12,13</td>
<td>70%</td>
<td>Every other year</td>
</tr>
<tr>
<td>Demonstrate an understanding of firm, project, and security valuation, including short-term and long-term assets and liabilities</td>
<td>▪ Demonstrate knowledge of net working capital management.</td>
<td>CB</td>
<td>None</td>
<td>Every other year</td>
</tr>
<tr>
<td></td>
<td>▪ Demonstrate comprehension of the capital budgeting process</td>
<td>CB</td>
<td>9, 11</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>▪ Understand the firm valuation process.</td>
<td>VALUATION CONCEPTS</td>
<td>2</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>▪ Demonstrate comprehension of stock valuation.</td>
<td></td>
<td></td>
<td>Every other year</td>
</tr>
<tr>
<td></td>
<td>▪ Demonstrate comprehension of bond valuation.</td>
<td></td>
<td></td>
<td>Every other year</td>
</tr>
<tr>
<td>Demonstrate an understanding of risk and return and its role in financial markets and the environment.</td>
<td>▪ Demonstrate an understanding of various risk measurements and when to apply each.</td>
<td>RISK/RETURN</td>
<td>8,5</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>▪ Demonstrate knowledge of various techniques to control risk</td>
<td>INTL</td>
<td>1</td>
<td>Every other year</td>
</tr>
<tr>
<td></td>
<td>▪ Understand multinational / international risk management</td>
<td>FIN MKTS</td>
<td>15</td>
<td>Every other year</td>
</tr>
<tr>
<td></td>
<td>▪ Understand the interplay of risk/return issues in financial markets and the environment</td>
<td>RISK/RETURN</td>
<td>4</td>
<td>70%</td>
</tr>
<tr>
<td>Demonstrate an understanding of financial statements and the effects of alternative financing options.</td>
<td>▪ Calculate and utilize a firm’s weighted average cost of capital.</td>
<td>FIN STMTS</td>
<td>6</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>▪ Apply capital structure theory to analyze historical and future financial decisions.</td>
<td></td>
<td>7</td>
<td>Every other year</td>
</tr>
<tr>
<td></td>
<td>▪ Demonstrate an understanding of financial statement analysis</td>
<td></td>
<td>3, 10</td>
<td>Every other year</td>
</tr>
</tbody>
</table>
General Business Program

The College of Business Administration offers an emphasis in General Business for the Bachelor of Science in Business Administration. The emphasis courses provide advanced study opportunities beyond the business core in accounting, computer information systems, finance, management and marketing. Emphasis course work is designed to provide the general knowledge and skills necessary in careers that require a broad background in the functional areas of business.

Objectives

The General Business emphasis prepares students for:

- A wide variety of entry-level careers in business.
- The management of small or family-owned businesses.
- Graduate study in business.

Assessment

The program captures a number of assessments to determine if it is fulfilling its objectives. These assessments contain a range of measures about the College and the General Business program. Assessments relative to the General Business program include:

- Review the MCB Key Success Areas as they relate to General Business including the following:
  - Reviewing the results of the annual ETS Major Field Test results.
  - Reviewing the results of the Alumni/Student survey.
  - Reviewing the results of the EBI Student Satisfaction and Survey.

In addition to the assessment measures noted above, the program recognizes the importance of the professional depth of the faculty and their ability to provide insight into defining the academic needs of students for careers in business.
<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Learning Objective</th>
<th>Measurement</th>
<th>Criteria</th>
<th>Assessment Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop an understanding of business practices</td>
<td>Students will demonstrate knowledge of and ability to apply basic concepts in management, accounting, finance, marketing, and operations management.</td>
<td>Integrative case analyses</td>
<td>70%</td>
<td>Every other year</td>
</tr>
<tr>
<td>Demonstrate an understanding of the issues and challenges related to working in a diverse workforce.</td>
<td>Students will recognize the effect of context and culture on organizations and/or individuals. Students will be able to evaluate managerial practices pertaining to employment discrimination.</td>
<td>EBI data</td>
<td>5 out of 7 or better</td>
<td>Every other year</td>
</tr>
<tr>
<td>Demonstrate an understanding of the role of leadership in organizations both at the micro level (individual, teams) and at the macro level of organizations</td>
<td>Students will demonstrate understanding of the major role and impact of leadership</td>
<td>Case analyses in BAMG 454 Leadership in Organizations</td>
<td>70%</td>
<td>Every other year</td>
</tr>
<tr>
<td>Demonstrate skills in analytical thinking and creative problem solving</td>
<td>Students will be able to identify business problems and relevant stakeholders, synthesize data to reach informed conclusions, develop alternative solutions, and choose the most appropriate solution to the problem.</td>
<td>Case analyses in BAMG 456 Strategic Management</td>
<td>C average</td>
<td>Every other year</td>
</tr>
<tr>
<td>Demonstrate an understanding of human resource management concepts and their application.</td>
<td>Students will demonstrate understanding of the basic concepts in human resources.</td>
<td>Comprehensive assessment in BAMG 353 Human Resource Management</td>
<td>70%</td>
<td>Every other year</td>
</tr>
</tbody>
</table>

Fall 2015/Reviewed Annually/Management Program
Management Program

The Management program offers an emphasis in Management for the Bachelor of Science in Business Administration degree. The emphasis courses provide advanced study opportunities in management and provide academic and professional depth for students of management. The program offers a broad range of opportunities for students to develop competencies in the basics of organizational behavior, human resource management, small business management, global management, top-level organizational management, strategic management, as well as topical areas of management concern that focus on contemporary management issues.

Objectives

- The primary goal of the Management program is to prepare emphasis students for entry-level management positions in business, not-for-profit organizations and government.
- The secondary goal of the Management program is to prepare its emphasis students for continuing education in MBA or other relevant Master’s level degree programs.

Assessment

The program has a number of assessment tools to help determine progress toward fulfilling its objectives. These assessment tools incorporate a range of measures about the College and its programs. Assessment relative to the Management Program and Faculty are all considered. These tools include:

- Review of the results of the annual Career Service and Placement surveys
- Review of the results of the annual ETS Major Field Test results
- Review of the results of the Alumni/Student survey
- Review of the results of the EBI Student Satisfaction and College Benchmarking survey.

In addition to the assessment measures noted above, the program recognizes the importance of the professional depth of the faculty and their ability to provide insights that recognize the academic needs of students essential to pursue careers in management.
### Table 11: Management Program Learning Goals and Objectives

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Learning Objective</th>
<th>Measurement</th>
<th>Criterion</th>
<th>Assessment Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop an understanding of integrative nature of the business management</td>
<td>• Students will demonstrate knowledge of how managers and employees function in</td>
<td>Integrative case analyses</td>
<td>70%</td>
<td>Every other year</td>
</tr>
<tr>
<td>concepts of organizational behavior, human resources, strategy,</td>
<td>• Students will demonstrate systems thinking.</td>
<td></td>
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<tr>
<td>organizational theory, global management, organizational social</td>
<td>• Students will be able to develop and evaluate alternative solutions and choose</td>
<td></td>
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<tr>
<td>responsibility, and business ethics</td>
<td>the most appropriate course of action.</td>
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<td></td>
<td></td>
<td><strong>Fall 2015/Reviewed Annually/Management Program</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate an understanding of diversity and the issues and challenges</td>
<td>• Students will recognize the effect of context and culture on organizations and/or</td>
<td>EBI data</td>
<td>5 out of 7</td>
<td>Every other year</td>
</tr>
<tr>
<td>related to working in a diverse workforce.</td>
<td>individuals.</td>
<td>or better</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Students will be able to evaluate managerial practices pertaining to</td>
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<td></td>
<td>employment discrimination</td>
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<tr>
<td>Demonstrate an understanding of the role of leadership in</td>
<td>• Students will demonstrate understanding of the major role and impact of</td>
<td>Case analyses in BAMG 454</td>
<td>70%</td>
<td>Every other year</td>
</tr>
<tr>
<td>organizations both at the micro level (individual, teams) and at the</td>
<td>leadership</td>
<td>Leadership in Organizations</td>
<td></td>
<td></td>
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<tr>
<td>macro level of organizations</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Demonstrate an understanding of major organizational behavior/general</td>
<td>• Students will demonstrate understanding of the basic knowledge in</td>
<td>Overall course performance in</td>
<td>C average</td>
<td>Every other year</td>
</tr>
<tr>
<td>management concepts, theories, and their applications (e.g., motivation,</td>
<td>organizational behavior</td>
<td>BAMG 354 Organizational Behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>teams, decision making, and interpersonal skills).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate an understanding of human resource management concepts and their</td>
<td>• Students will demonstrate understanding of the basic concepts in human resources</td>
<td>Comprehensive assessment in</td>
<td>70%</td>
<td>Every other year</td>
</tr>
<tr>
<td>application.</td>
<td></td>
<td>BAMG 353 Human Resource Management</td>
<td></td>
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</tbody>
</table>
Marketing Program

The Marketing program offers an emphasis in Marketing for the Bachelor of Science in Business Administration. The emphasis courses provide advanced study opportunities in marketing and provide an academic and professional depth for students in marketing. Emphasis course work is designed to equip students with the knowledge and necessary skills to succeed in careers which require them to develop and implement marketing strategies.

Objectives

The marketing emphasis prepares students for:

- A wide variety of careers in marketing, such as product management, retail management, marketing research, distribution management, direct marketing, global marketing, promotion management, professional selling, sales management and advertising management.
- Graduate study in marketing and business administration.

Assessment

The program captures a number of assessments to determine if it is fulfilling its objectives. These assessments contain a range of measures about the College and its programs. Assessment relative to the marketing program and faculty will be considered. For a full explanation of assessment, please consult the table below. Additionally, the program recognizes the importance of the professional depth of the faculty and their ability to provide the insight into defining the academic needs to of students for careers in marketing.
<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Learning Objective</th>
<th>Marketing Objective</th>
<th>Assessment/Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be knowledgeable of key concepts in core business curriculum</td>
<td>Students will demonstrate a firm understanding of core business concepts.</td>
<td>Students will demonstrate a firm understanding of core marketing concepts.</td>
<td>ETS Major Field Exam. Average score &gt; 75%. Assessed in BAMG 456.</td>
</tr>
<tr>
<td>Be effective communicators</td>
<td>Students will prepare and deliver professional quality presentations on a business topic.</td>
<td>Students will prepare and deliver professional quality presentations on a marketing topic.</td>
<td>Project in BAMK 490 Marketing Problems. Average score &gt; 75%.</td>
</tr>
<tr>
<td></td>
<td>Students will prepare professional quality business documents.</td>
<td>Students will prepare professional quality marketing documents.</td>
<td>Project in BAMK 490 Marketing Problems. Average score &gt; 75%.</td>
</tr>
<tr>
<td>Demonstrate conceptual and analytical skills</td>
<td>Students will analyze data &amp; information to identify key problems, generate and evaluate appropriate alternatives, and propose a feasible alternative.</td>
<td>Students will analyze marketing data &amp; information to identify key marketing problems, to generate and evaluate appropriate alternatives.</td>
<td>Project in BAMK 368 Marketing Analysis &amp; Research. Average score &gt; 70%.</td>
</tr>
<tr>
<td>Be proficient with technology</td>
<td>Students will demonstrate proficiency in common business software packages.</td>
<td>Students will demonstrate proficiency in common marketing software packages, apps or tools.</td>
<td>Exam in BAMK 368 Marketing Analysis &amp; Research. Average score &gt; 70%.</td>
</tr>
<tr>
<td>Demonstrate ethical awareness</td>
<td>Students will be knowledgeable about ethics and social responsibility.</td>
<td>Students will be knowledgeable about ethics and social responsibility in marketing.</td>
<td>Ethics test in BAMK 360 Marketing. Average score &gt; 75%.</td>
</tr>
<tr>
<td></td>
<td>Students will correctly identify the ethical issue or problem, analyze the consequences for various stakeholders, and develop an acceptable resolution.</td>
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<td></td>
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<tr>
<td>Be proficient with discipline-specific knowledge</td>
<td>Students will demonstrate a firm understanding of discipline-specific knowledge within their emphasis.</td>
<td>Students will demonstrate a firm understanding of marketing-specific knowledge within their emphasis.</td>
<td>Overall course performance in BAMK 490 Marketing Problems. Average score &gt; 75%.</td>
</tr>
<tr>
<td></td>
<td>Students will demonstrate competency with advanced topics within their emphasis.</td>
<td>Students will demonstrate competency with advanced topics within their marketing emphasis.</td>
<td>Overall course performance in BAMK 361/368/464. Average score &gt; 75%.</td>
</tr>
</tbody>
</table>
Transitional appointments are defined in the UNC Board Policy Manual, pp 141-143.  

The conditions of any individual MCB Transitional Appointment will be defined by the Program chair and approved by Administrative Council and the Dean prior to application to the Provost and President. MCB Transitional Appointments must be consistent with the UNC Board Policy.

The policy as stated in the BOT Policy Manual is as follows:

2-3-1301(4) Transitional Appointments. Full-time tenured faculty members may be granted a transitional appointment, subject to the approval of the President and fulfillment of the conditions in this section 2-3-1301(4). A transitional appointment allows for a phased disengagement from full-time teaching, research, and service in anticipation of retirement. During the time of transitional appointment the faculty member continues to be an active, productive member of the academic unit while at the same time having the time and opportunity to prepare for full retirement. The faculty member on a transitional appointment continues to participate in the teaching, advising, service and research activities of the Program/school subject to the part-time provisions of his or her appointment.

(a) Eligibility. Full-time, tenured faculty members are eligible to request a transitional appointment. Academic administrators who also hold a tenured faculty appointment are eligible to request a transitional appointment within the context of their academic faculty roles. Administrative professionals and non-tenure track academic faculty are not eligible for transitional appointments. A transitional appointment may not be used in lieu of any other form of leave provided at the University, including, but not limited to, parental, medical, disability or personal leave.

(b) Review and approval. Transitional appointments must be approved by the President after review by the Program chair/school director, dean and chief academic officer. Transitional appointments will be evaluated on the basis of the needs of the University.

(c) Procedure for requests. Requests for transitional appointment should be submitted in writing to the Program chair/school director one full academic year before the requested commencement of the transitional appointment. A time period of less than one year may be allowed only in those cases where such appointments with lesser notice are considered to be in the interest of the University and with the approval of the Program chair/school director, the dean, the chief academic officer (CAO) and the President.

(d) Term. A transitional appointment is normally for a term of one year, but may have a term of no more than four years with the approval of the Program chair/school director, dean, CAO, and the President. A transitional appointment concludes with the abrogation of tenure. However, this does not preclude subsequent full-time or part-time employment in a non-tenured position subject to the needs and resources of the university. After the commencement of the transitional period, a transitional appointment may not be modified to a regular appointment. A faculty (d) member may elect to take full retirement prior to the end of the transitional contract provided he/she gives notice of his or her intent to retire at least thirty (30) days prior to the end of the academic term immediately prior to the faculty member’s chosen retirement date.

(e) Tenure status. A faculty member on a transitional appointment retains tenure until the conclusion of the transitional appointment.

(f) Salary/workload. The terms of a transitional appointment shall normally be fifty (50) percent of the faculty member’s normal appointment time and fifty (50) percent of a full work load at 50 percent salary, but exceptions which permit a variation from the fifty (50) percent may be negotiated. In no case shall the percentage of salary paid during a transitional appointment exceed the pro rata percentage of the assigned FTE during the transitional appointment contract. Exact percentages are subject to negotiation between the University and the faculty member and shall be spelled out in the transitional appointment contract and approved by the process provided in 2-3-1301(4)(d).
(g) Benefits. Faculty members on transitional appointments who participate in the University’s Optional Retirement Plan (ORP), are eligible for all benefits, and receive the University’s benefits contribution on the same basis as other faculty with regular appointments within the ORP. Faculty members on transitional appointments who are PERA annuitants are eligible for all benefits except university contributions to PERA, but may be subject to PERA’s annuity penalty for —post retirement— work for a PERA affiliated employer, including the University, in excess of 110 days in any calendar year. Transitional faculty receiving PERA annuity should determine directly with that organization what effects, if any, these transitional appointments have on their PERA annuity amounts. (h) Pay and benefit adjustments. Faculty members on transitional appointments are considered for any pay and benefit increases on the same basis as faculty holding regular University of Northern Colorado Board Approved Constitutions and Procedures Faculty.

Fall 2015 Administrative Council

MCB STUDENT ORGANIZATIONS

The Monfort College of Business actively supports student organizations that foster the mission of the College as stated in the University Bulletin, MCB Handbook, MCB Student Handbook, and on the MCB website. Before participating in activities on campus as representatives of the College, all student organizations must seek recognition by the Monfort College of Business, in addition to the Student Representative Council and the University.

Guidelines for Recognition

The Student Affairs Committee in the Monfort College of Business is responsible for reviewing and making recommendations to the Dean on matters related to student organizations, including recognition status (full, provisional, denied). A petitioning organization is required to submit to the Committee the following information for consideration:

1. The purpose and objectives of the student organization
2. A brief history of the organization (if appropriate)
3. Location of the home office and location of other campus chapters (if appropriate)
4. Expenses associated with membership in the organization
5. Responsibilities of each member of the organization
6. The student officer positions within the organization
7. Sample publication (if appropriate)
8. Description of activities and programs planned
9. Faculty advising representative

Recognition by the College

Student organizations recognized by the College must have an active faculty advisor. Each recognized student organization is allowed to participate in all MCB/CSC activities, including reasonable use of the College facilities and the use of recruitment tables in Kepner Hall and at the recruitment picnic. Use of College facilities must be cleared through the Dean’s office by the organization’s faculty advisor.

Organizations recognized by the College are not automatically recognized by the University Student Senate or by the University community at large. A petitioning organization should have the support of the Monfort College of Business prior to seeking MCB-CSC or University recognition. Information on MCB-CSC or University recognition can be obtained from the Student Activities Center at the University Center.
**Loss of Recognition**

The Student Affairs Committee may recommend the removal of recognition to the Dean if the Committee believes the student organization is not fulfilling its original objectives or is damaging the reputation of the College and its students’ organizations.

**Student Organization Responsibilities**

TO BE DEVELOPED BY CSC AND SAC

**Faculty Advisors’ Responsibilities**

TO BE DEVELOPED BY SAC
Appendices
Appendix A: Monfort College of Business Diversity Plan

MCB is committed to providing a welcoming, supportive, and productive learning and working environment for all students, faculty, and staff. As a member of the University of Northern Colorado, MCB strives to uphold the Diversity Vision of the University. The following MCB diversity plan aligns with the UNC diversity plan, as appropriate.

Goal 1: Foster a welcoming and inclusive campus climate
- MCB will continue to build relationships with DECA and FBLA high school counselors from Colorado high schools to provide information they can pass along to their students to make the students’ transition to UNC and MCB smoother and more welcoming.
- MCB will continue to support UNC initiatives to foster a welcoming and inclusive campus climate, such as supporting UNC’s cultural centers’ activities.

Goal 2: Recruit diverse students, faculty, and staff

Students:
- MCB recruits students through outreach activities such as the FBLA and DECA state conferences and e-mail campaigns to participating students.
- MCB strongly supports UNC recruitment efforts by participating in university and college recruitment initiatives, some targeted at underrepresented populations.
- MCB will continue to fund scholarships for students with financial needs, some targeted at underrepresented student populations.

Faculty:
- MCB follows the AA/EO regulations to ensure a fair faculty search process.
- MCB advertises faculty positions nationally through a wide variety of sources to reach as many potential recruits from underrepresented populations as possible.

Staff:
- MCB follows the AA/EO regulations to ensure a fair staff search process.
- MCB follows UNC regulations for filling staff positions. When appropriate, MCB advertises staff positions through a wide variety of sources to reach as many potential recruits from underrepresented populations as possible.

Goal 3: Retain underrepresented students, faculty, and staff

Students:
- The MCB Advising Center provides a welcoming environment where all students may ask questions or be academically advised. This center concentrates on freshmen, sophomores and transfer students.
- MCB faculty advise junior and senior business majors about academic issues and career opportunities.
- MCB student organizations include and welcome all students.

Faculty:
- MCB works to retain qualified faculty, including underrepresented members, by providing them with an outstanding work environment – supportive of teaching, research, and service endeavors. Research support in the form of travel grants, summer research/teaching grants, and sabbaticals are available to all qualified faculty, making the work environment supportive and intellectually stimulating.
- MCB provides faculty mentors for all new faculty and any other faculty who may need mentoring in teaching or research.
- MCB and UNC have orientation sessions for new faculty to inform them of MCB and UNC policies, procedures and benefits.

Staff:
- MCB retains qualified staff by providing an outstanding work environment, including the tools, training, and professional development opportunities required to excel at MCB.

Goal 4: Integrate diversity into curriculum
- MCB integrates the concept of diversity into courses. Issues related to diversity are specifically discussed in courses such as Legal Environment of Business, Management of Organizations, Human Resource Management, and Consumer Behavior.
- MCB specifically integrates global perspectives into the curriculum through the Global Business minor and courses such as Multinational Financial Management, International Management, and Global Marketing Strategies.
- MCB participates in UNC’s International Ambassadors program (a mentoring program pairing UNC students with international students).
- MCB facilitates international student and faculty exchanges.

Goal 5: Create mutually beneficial partnerships with Greeley and surrounding communities
- MCB faculty and students work within Greeley and surrounding communities on student projects such as Small Business Counseling.
- MCB encourages faculty, staff, and students to be engaged in Greeley and in surrounding communities through volunteer and service opportunities.
- MCB supports entrepreneurship and small businesses in Northern Colorado through the Small Business Development Center and the UNC BizHub.
- MCB supports the BizHub financially and through faculty and student consults.
- MCB faculty and staff support community high schools through guest lecturing, competitions judging, and hosting student visits to MCB.
- MCB maintains membership and participate in the Greeley Chamber of Commerce and its sponsored activities.
- MCB encourages partnerships with area high schools and community colleges in curriculum development and delivery and in mutually relevant speakers and extra-curricular programs.

Goal 6: Increase professional development opportunities to enhance teaching and learning through diversity and thus the campus climate
- The Monfort Executive Professor Program seeks speakers for the Monfort Executive Speaker Series. These speakers typically engage with faculty, staff, students, and the local community.
- MCB encourages faculty, staff, and students to attend and support UNC-offered diversity forums, seminars, workshops, and training.
- MCB participates in faculty and student international exchange programs to enhance both the faculties’ and students’ experience at UNC.

Goal 7: Assess the outcomes of diversity efforts
- MCB reviews university-generated data to monitor progress toward diversity goals.
- MCB reviews retention rates of underrepresented students, faculty, and staff and addresses issues if they arise.
Appendix B: Academic Support Rooms Details

**Kepner Computer Labs**  Both the Monfort Technology Center (i.e., MTC) (K-0030) and the DSC (K-0060), are schedulable by faculty for instructional use. The scheduling practices for these labs are as follows:

1. Neither of these labs may be scheduled as a primary classroom unless previously approved by the Dean’s office.
2. The maximum any class may schedule either of the labs is 50% of the total class meeting times in a given semester/term.
   a. At a minimum (across MCB), 20 computers MUST be open for student use at all times.
   b. Kepner Computer Lab (K-0060) and the MTC (K-0030) may be entirely scheduled but not at the same time. No computers are required to be open for general student use when a lab is scheduled for a class.
   c. If the MTC (K-0030) is scheduled, the Kepner Computer Lab (K-0060) must not be scheduled.
3. The Monfort College of Business adheres to lab scheduling practices established by UNC Information Technology that do not conflict with the above stated policies.

**Milne Auditorium (K-2050)**  MCB Faculty may schedule the Milne Auditorium for special occasions through the Dean’s office (e.g., guest speaker that supports more than one class in attendance, exam-taking in order to spread students across a larger area). When requests are made prior to the event date, every effort will be made to accommodate requests that do not conflict with other events. The scheduling of Milne Auditorium is subject to the University scheduling policies.

**Financial Education Center (Kepner 1050D)**  Kepner 1050D is reserved for specific MCB classes pertaining to financial literacy. Any non-business classes need to be approved by the MCB Dean Office.

**The Finance Trading Room**  Due to the nature of the Finance Trading Room (K-1048) operation, this room must be scheduled through the MCB Dean’s office.

**Hensel-Phelps Room (K2035)**  This room is primarily designed to serve as a conference room and is not to be scheduled as a regular MCB classroom. Special requests to use the room for instructional purposes for a given class meeting require approval from the MCB Dean’s Office.

**Monfort Technology Center Practice Rooms and the NCMC Room (K-0030 A, B, and C)**  Students are responsible for reserving the Practice Rooms through the sign up page at http://mcb.unco.edu/Technology/PracticeRooms/.

**Food and Drink in the Classrooms:**
Food is prohibited from all Kepner classrooms, except for drinks in containers with a screw top lid. This includes MCB’s Academic Support Rooms. This policy protects what are, in many cases, expensive and sensitive technologies and other room furnishings. Violation of this regulation may result in denial of future reservation requests. Food and drink are allowed in the Student Lounge and the Cyber Café and common areas in Kepner Hall. Food is also allowed the Coors Room 0040 during student club and faculty meetings. Please check with the MCB Dean’s Office for additional information on this policy.
<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Learning Objective</th>
<th>Course Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be knowledgeable of key concepts in core business curriculum</td>
<td>Students will demonstrate a firm understanding of core business concepts.</td>
<td></td>
</tr>
<tr>
<td>Be effective communicators</td>
<td>Students will prepare and deliver quality presentations on a business topic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student will prepare quality business documents.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate conceptual and analytical skills</td>
<td>Students will analyze data and information to identify key problems, generate and evaluate appropriate alternatives, and propose a feasible alternative.</td>
<td></td>
</tr>
<tr>
<td>Be proficient with technology</td>
<td>Students will demonstrate proficiency in common business software packages.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate ethical awareness</td>
<td>Students will be knowledgeable about ethics and social responsibility.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student will identify the ethical issue or problem, analyze the consequences for various stakeholders, and develop an acceptable resolution.</td>
<td></td>
</tr>
<tr>
<td>Be proficient with disciple-specific knowledge</td>
<td>Students will demonstrate a firm understanding of discipline-specific knowledge within their emphasis.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students will demonstrate competency with advanced topics within their emphasis.</td>
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</tbody>
</table>
ASSESSMENT STATEMENT: The Monfort College of Business may collect data in this course that will be used to assess student progress toward our program learning goals and objectives. Individual student performance information will be kept confidential; however, these data may be disseminated in an aggregate form to professional groups and through research publications. If you do not wish your performance in this class to be included in research about overall student performance (beyond the accreditation process), please inform your instructor in writing of this intent.

COMPUTER UTILIZATION: Students are encouraged to use the College's computing facilities to complete their assignments. The student computer labs in Kepner Hall provide support for word processors, spreadsheets, databases, writing-style checkers, and presentation graphics. Internet and e-mail access are available in the labs. Student consultants are on duty at the labs to assist with these applications.

LIBRARY UTILIZATION: Students are encouraged to use the Michener Library collections and online subscription information resources to supplement readings and to complete assignments. Library databases are available at http://libguides.unco.edu/business. A business reference librarian is available to assist faculty and students with research. The librarian assigned to MCB may be found on the MCB website’s Faculty and Staff Directory.

GLOBAL DIMENSION COVERAGE: As appropriate, students are encouraged to consider the global dimension as they complete their outside readings and assignments.

ETHICAL DIMENSION COVERAGE: As appropriate, students are encouraged to consider the ethical dimension as they complete their outside readings and assignments.

STUDENTS WITH DISABILITIES: Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

CLASSROOM TECHNOLOGY GUIDELINES: Each student is required to review and become familiar with the following classroom technology guidelines: http://www.mcb.unco.edu/Technology/Classroom%20Technology%20Guidelines.pdf

FOOD AND BEVERAGE GUIDELINE: Food is not allowed in classrooms. Only drinks in a container with a screw top lid are allowed.

KENNETH W. MONFORT COLLEGE OF BUSINESS STATEMENT
The Kenneth W. Monfort College of Business students are expected to conduct themselves in accordance with the highest standards of academic honesty. Cheating, plagiarism, illegitimate possession and disposition of examinations, alteration, forgery, or falsification of official records and documents, and similar acts or the attempt to engage in such acts are grounds for disciplinary action. This action can include the following in addition to any University disciplinary action:
1. A failing grade for a particular assignment.
2. A failing grade for a particular course.
3. Suspension from the Monfort College of Business.
4. Expulsion from the Monfort College of Business.

Students are expected to complete all prerequisites for a business class prior to the first day of class. Students may not concurrently enroll in a class and its prerequisite(s) unless it is expressly stated in the bulletin that the class may be taken concurrently. The chair of the program offering the class must approve any exception to this policy.

Students must submit original works for assignments required in this class. A student who submits a work that was previously submitted to another class without prior approval from the instructor is in violation of this policy. A student who violates this policy may receive a failing grade for the assignment, a failing grade for the class, and face termination of his/her business degree program.

Additionally, the Dean of Students Office may be notified in writing of all violations of academic honesty in this class.

MONFORT COLLEGE OF BUSINESS STUDENT CODE OF PROFESSIONAL CONDUCT
Monfort College of Business students represent the professional and academic interests of the entire MCB & UNC communities. Accordingly, MCB expects all students to behave in a professional manner and adhere to high ethical standards in every business class and in every activity connected with the Monfort College of Business. This
professional behavior is required not only in the classroom but also in all MCB-related interactions such as e-mails, conferences and use of technology.

MCB students should exhibit respectful behavior in classes. This behavior includes arriving on time to class, staying in class until the lecture ends, having the discipline to stay engaged in class, turning-off or silencing cell phones while in class, refraining from text-messaging, and avoiding coming to class wearing clothing that is unduly provocative or has written messages that are rude, insensitive or obscene. MCB students should engage in respectful behavior in all activities where they act directly or indirectly as a representative of the MCB. Respectful behavior creates a more desirable, civilized, and productive learning environment, and it models behavior that is both productive and pleasant when students transition from the classroom to the workplace.

MCB students should master and apply the fundamental skill of preparing and sending class or university related e-mails that are properly written, show professionalism and communicate a clear message. E-mails containing profanity, spelling mistakes, punctuation errors, or poor composition evidence sloppiness and show disrespect to the recipient. MCB students should use proper forms of address when communicating orally or in writing with faculty or staff (i.e., Dr. Smith, Professor Jones, Ms. Abbot, etc.). If a student does not know how to address a faculty member, he or she should ask.

This code of professional conduct complements, but does not replace, the Honor Code of the Monfort College of Business or the Honor Code of the University.

Summer 2015/ Administrative Council /Annual
Appendix E: MCB Faculty Processes, Committee Membership and Responsibilities

**Administrative Council**

**MCB Mission Statement, Vision and Values Review**
The Mission Statement, Vision and Values of the College will be reviewed annually. The Mission and accompanying content may change for several reasons including:
- Revised national, state and program standards such as changes in certifications and accreditation;
- Marketplace demands for graduates in business-related disciplines;
- Institutional directions and policies that affect the College’s programming;
- Changes to MCB’s programs; and
- Resources available to the College from internal and external sources.

**Process:** Annually, the MCB Dean will charge the Administrative Council with reviewing the College’s Mission Statement, Vision and Values. The proposed revisions will be submitted to the Dean and approved through the Administrative Council.

The Dean and the Council will solicit recommendations on the proposed changes from the following constituencies:
- MCB’s Faculty
- MCB’s Administrative Council
- MCB’s College Student Council
- MCB’s student body
- The Dean’s Leadership Council which includes alumni and senior business executives
- External constituents including employers and alumni
- Program Advisory Boards

The review and approval of revisions to the Mission Statement must be completed prior to the closing date for changes to the University Catalog.

**Faculty Eligibility:** Chairs of academic Programs, the Dean and the Associate Dean.

**Curriculum Committee**

**Curriculum Review**
This committee advises the MCB Dean, Administrative Council and faculty on MCB matters related to curriculum and educational innovation. The Committee reviews, initiates and recommends changes in the business core, the business minor, and university-wide, non-business program requirements. The Committee also reviews new MCB programs, proposed changes in any business emphasis area or minor, approves all syllabi for business core courses and special topics, and provides leadership in curriculum planning.

The Curriculum Committee reviews the business core and other required courses on a triennial basis. Curriculum Committee faculty representative meet with their program faculty to discuss the core and other required courses. The representatives bring the results of those discussions to the Committee for compilation and review. The Committee may decide to hold a faculty forum (through meetings or technological means – bulletin boards, etc.) to discuss the issues if warranted. More frequent reviews will be held as necessary. Reviews could be initiated in the interim at any level (i.e., individual faculty, Program, college) or from influence from external reviews.

**MCB Overall Student Learning Objectives**
Upon graduation, all MCB students will
1. Be knowledgeable of key concepts in the core business curriculum.
2. Be effective communicators
   a. Prepare and deliver professional quality presentations on a business topic.
   b. Prepare professional quality business documents.
3. Demonstrate conceptual and analytical skills
4. Be proficient with technology
5. Demonstrate ethical awareness
   a. Be knowledgeable about ethics and social responsibility.
   b. Identify ethical issues or problems, analyze the consequences for various stakeholders, and develop an acceptable resolution.
6. Demonstrate global awareness
Additionally, all graduates will
1. Demonstrate a firm understanding of discipline-specific knowledge within their emphasis, and
2. Demonstrate competency with advanced topics within their emphasis.

Committee Responsible: MCB Curriculum Committee. Administrative Council and Dean approve any revisions.

Frequency of Review: New MCB programs, proposed changes in any business emphasis area or minor, and special topics courses are reviewed as needed in order to ensure mission objectives, relevancy and need. Periodic reviews are conducted of the following information: student survey results, EBI Benchmarking results, EBI Surveys, and ETS Exam Results. The Curriculum Committee more frequently reviews the given curriculum if performance goals are not met. Annual reviews will be conducted in the fall semester. A major review of the core and other required classes will be conducted on a triennial basis.

Curriculum Review Process

New Program Approval

Objective: To provide a process that ensures the involvement of the appropriate committees and faculty in the approval of the new programs.

Summary of Current Policies: The process to approve and implement any new program within MCB will involve the following steps:
- A proposal for a new program, including, but not limited to, a minor, major, or graduate program, must be presented in written form to the curriculum committee for review;
- The curriculum committee will review the proposal and, when necessary, collaborate with the originators/s on revisions and changes to the original proposal, vote on the proposal, and make recommendations to the dean regarding the proposal’s contribution to MCB’s mission, its impact, if any, on accreditation, and positive and negative impacts of the proposal. The dean will review the program in conjunction with the Administrative Council and determine if the proposal merits a faculty vote.
- After the faculty vote, Administrative Council will make a recommendation to the dean.
- The dean of the Monfort College of Business will make the final decision whether to adopt a new program.

(Assessed by Administrative Council on

Frequency of Review As needed

Assessment Faculty satisfaction with program offerings (EBI Faculty Satisfactions Survey, questions dealing with a clear vision for programs and resource allocation for programs, Questions 43 and 45 in the 2010 survey)

Process of Review Each Fall the curriculum committee will review the approval process for new programs and the results of the faculty satisfaction survey and make changes as needed.

Fall 2011/Curriculum Committee/Annual

Faculty Affairs Committee

Promotion and Tenure Policy Review

Objective: The objective of the College’s tenure and promotion policy is to maintain and reward a faculty that is able to provide high quality instruction and that is active in both scholarship and service.

Summary of Current Promotion and Tenure Policies: Currently the requirements for promotion to Associate Professor and the requirements for tenure are the same. In general, a faculty member should be able to demonstrate excellence in teaching, have a minimum of three refereed journal articles and five presentations/proceedings (textbooks, cases and other activities may be substituted for some of the scholarship requirements), and provide evidence of quality service to the university and professional community.

Candidates for promotion to Full Professor should demonstrate continued excellence in teaching, have at least three refereed articles since their last promotion and within the most recent five years, have at least ten other professional activities such as presentations/proceedings, demonstrate continued service to the university and the professional community. See the MCB Faculty Handbook for details on the College’s current promotion and tenure policy.
**Frequency of Review**

The Faculty Affairs Committee will review the College’s tenure and promotion policies on a triennial basis or as required by changing University requirements.

**Assessment**

The assessment measures identified below are used to measure the effectiveness of the College’s tenure and promotion policy.

- **a. Expected years in rank**
  - Expected years in each rank are as follows:
    - Assistant – 6 years
    - Associate – 6 years

- **b. Average years until tenure**
  - Target is 6 years

- **c. Percentage of successful candidates for tenure**
  - Goal is to exceed 80 percent

**Process of Review**

- **a. Once every three years (beginning Fall 1998)** the Faculty Affairs Committee will review current promotion and tenure policies and assessment measures.
- **b. The Faculty Affairs committee will make recommendations for changes to the policy, if needed, to the Dean and Administrative Council.**
- **c. The Dean and Administrative Council will review and approve the proposed changes to the and tenure policy.**
- **d. Faculty and staff are notified of the changes and the MCB Handbook is updated.**

Faculty should familiarize themselves with the Board Policy Manual, Part 9, Promotion and Tenure Guidelines (2-3-901). The Board of Trustees Board Policy Manual can be found at: [http://www.unco.edu/trustees/Policy_Manual.pdf](http://www.unco.edu/trustees/Policy_Manual.pdf)

Fall 2011/Faculty Affairs Committee/ Annual

**Faculty Grants**

**Objective:** The College encourages and supports faculty research and other scholarly activities, as well as activities that will lead to improvements in classroom teaching, instructional evaluation, assessment, and advising. The objective is to provide incentives that reward faculty for activities which directly reflect the College’s mission of providing high-quality undergraduate instruction; enhance academic and professional qualifications; and, ensure instructional currency. More information about instructional and program improvement grants are presented in Appendix

**Committee Responsible:** Faculty Affairs Committee and/or AoL Committee review every 3 years. Administrative Council and Dean approve any revisions to criteria.

**Faculty Eligibility** Typically, those faculty who are employed full time and are tenure-track/tenured are eligible for professional grants.

**Current Professional Grants Available**

- Research Grants
- Professional Activity Grants
- Summer Research Awards
- Summer Instructional and Program Improvement Grants

**Assessment Measures:** The assessment measures noted below will measure individual compliance with the intent and scope of the various grants.

- **Research Grants** – Success measured by the number of faculty outputs supported. The goal is 100% of all academically qualified faculty within any three-year period.

- **Professional Activity Grants** - Success measured by number of faculty involved at high levels in appropriate professional organizations. No specific goal.
- **Summer Research Awards** – Success measured by the quality and number of publications generated as a result of the grant funding. The goal is 1 refereed article per grant funded.

- **Summer Instructional and Program Improvement Grants** – Success measured by the number of innovative classroom initiatives actually tested and adopted for use as a regular part of continuing course work. No specific goal is stated.

- **Assurance of learning Grants** – Success measured by number of assessment improvements implemented and used as part of the MCB assessment strategy.

**Review Process**

- During the fall semester, the Faculty Affairs Committee reviews the policies and procedures for the various grants.
- The Committee reviews the measurable assessments (outcomes) for the previous 3 years, and as necessary, recommends changes to the Dean and the Administrative Council.
- The Dean and Administrative Council the FAC recommendations and then make appropriate changes.
- Faculty and staff are notified and the *MCB Handbook* is updated.

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### Sabbatical Leaves

**Objective:** Sabbatical leaves allow time away from the classroom for faculty to pursue non-instructional professional activities designed to pursue interests, develop skills and acquire knowledge that will help make them better classroom instructors.

**Committee Responsible:** Faculty Affairs Committee

**Faculty Eligibility:** Typically, those faculty who are employed full time and are tenure-track/tenured are eligible for professional grants.

**Summary of Current Process:** Tenured faculty with six or more academic years of tenure-track service at UNC may apply for a sabbatical leave. Sabbatical leaves may be granted for one semester at full pay or one academic year at 60% pay. The individual must agree to return to campus for at least one year after the completion of the leave and submit a written report summarizing the leave activities to the program chair and the dean by the end of the semester after returning. Failure to submit this report will result in losing future sabbatical privileges.

The applicant must submit a written request or proposal for a sabbatical leave to the Program Chair, detailing the type of leave requested, purpose of the leave (scholarship or service), description of the leave activities, and how the College or University will benefit from the leave activities. After consultation with tenure track faculty and their vote, the chair forwards the tenure track faculty vote and the chair’s recommendation to the Dean who will make the final decision. The formal sabbatical leave application is on the Provost’s website [http://www.unco.edu/provost/faculty_resources/forms.aspx](http://www.unco.edu/provost/faculty_resources/forms.aspx).

The Program Chair and the Dean must agree that there will be no serious disruption to student program as a result of granting the leave. Typically not more than one person from a program and three from the College will be approved to take a sabbatical leave in any one semester. Program faculty must agree to cover the course of the person on leave.

**Frequency of Review:** The Faculty Affairs Committee will review the Sabbatical Leave policies on an annual basis or as required by a change in University policy.

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### MCB Programs

*Application for Admission of Students with GPA’s between 2.5 – 2.99*

**Objective:** The College has established moderately selective admissions criteria for admission to the College. Not all students meet these criteria, but some who do not are worthy of consideration. There are a range of reasons a
student’s past performance may not truly reflect his or her capabilities. To this end, the College will consider on a case-by-case basis the admission of students who do not meet the established admission standards.

**Program Responsible:** Program Chairs and MCB Director of Advising

**Application for Admission:** This application may be completed by students who meet the following criteria:

1. **Students with a UNC academic record.** Students with at least 15 credit hours in **good academic standing** within UNC and the Monfort College of Business (MCB) and hold a cumulative GPA between 2.50-2.99.
   - If a UNC student has completed 9 hours of business coursework at UNC, the Business GPA will also be a consideration for admission. The Business GPA must be at least a 2.0.
   - Students with a business major emphasis may apply for admission with a 2.0 to 2.99 Cumulative GPA as long as their Business GPA is at least a 2.0.

**Frequency of Review:** Annually

**Assessment:** The Student Affairs Committee will review the three-year performance of students admitted to the College as conditional admits. The following performance goals are established:

- **Academic Success Rate:** The percentage of students who maintain good standing in the University and good standing in the College. Performance goal - 95 percent success rate each year for the three-year period.
- **Retention Rate:** The percentage of students who continue their education at the College and are eligible to return. Performance goal: 80 percent retention rate each year over a three-year period.

**Review Process**

- The Chairman of the Student Affairs Committee reviews the current practices for conditional admission of students to MCB.
- The Committee is provided with a three-year summary data on academic performance and retention on students who were admitted to the College under this program.
- The Committee reviews the data and recommends changes to the admissions practices, if necessary.
- The recommendations are submitted to the Dean for approval.
- If approved, the Director of the MCB Advising Center implements the recommendations.

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**Student Selection and Admissions Process**

**Objective:** The College has established moderately selective student admission criteria. The objective is to select students who are likely to be successful and retained in the College. The College and University have established minimum grade point averages for performance in business courses and in all courses attempted. The selection criteria are established to increase the likelihood the students will perform above the minimum standards. In addition, the College has established caps for the number of students that may declare in each emphasis. This is based on the number of qualified faculty in each discipline and the College’s objective to deliver instruction in classes of reasonable size.

**Admission Gates:** Students who wish to major in business administration may be admitted through one of four gates: freshman admission, change of major, transfer admission, and second bachelors.

**Current Admission and Continuation Requirements:** A freshman is required to meet or exceed a 100 CCHE index score. Students who have completed fifteen or more semester credits must have at least an overall 3.0 GPA (students with GPA’s between 2.5-2.99 must apply for provisional admission). Students who have not completed fifteen semester credits must meet the freshman admission requirement. A transfer student and 2nd Bachelor’s degree student must have attained an overall GPA of 3.0 (students with GPA’s between 2.5-2.99 must apply for
provisional admission) on all coursework. A student must maintain a 2.00 GPA or more in all business coursework to remain in good standing in the College.

**Current Caps for each Emphasis:** The College has established a general target limit of 250 majors in each emphasis. More specific caps will be based on MCB’s analysis of area-specific student FTEs relative to available faculty FTEs as per the College’s enrollment management model.

**Frequency of Review:** Fall semester, even years.

**Assessment Measures:** The College reviews the measures noted below to assess the effectiveness of these practices. These measures are provided for all currently enrolled students and for students by emphasis areas.

- a. Business major counts
- b. Student retention rates
- c. Percentage of student credit hours produced in each discipline by appropriate AACSB classified faculty.
- d. Number of majors in each emphasis
- e. Quality of incoming freshmen and transfer students (average ACT score and average transfer GPA)

In addition to the assessments, the College reviews the academic performance of students whose program was terminated for poor performance and reviews student performance on the ETS Major Field Test against business GPA.

**Performance Goals**

- a. The College expects to maintain at least 95 percent of its majors in good standing both at the University and Monfort College of Business.
- b. The College expects to retain at least 80 percent of its student body.

**Process of Review**

- a. The Chairman of the Student Affairs Committee reviews the admissions gates and current admission practices for the College with the Committee.
- b. The Dean and Director of the MCB Advising Center provide the Committee with the assessments noted above and a summary of the performance of students whose programs were terminated in the previous year.
- a. The Committee reviews these assessments and, as necessary, recommends changes to the College’s admission and continuation requirements.
- b. The Dean and Administrative Council review and approve the proposed changes.
- c. The Associate Dean oversees changes made to the UNC Catalogue and notifies the appropriate campus offices of the changes.
- d. The Director of the MCB Advising Center submits the changes to the appropriate campus office so that UNC publications and materials reflect these changes.
- e. Students are notified of changes through regular mailings to students.
- f. Faculty and staff are notified and the MCB Handbook is updated.

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<th>Technology Committee</th>
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**MCB Technology**

The technology used at the Monfort College of Business at the University of Northern Colorado can be divided into four broad classifications:

- a. Student technology
- b. Faculty and staff technology
- c. Distance learning, and
- d. internet supply, support, and other electronic media.

**Student technology** consists of computers, peripherals, software, information database resources, and network connectivity that students use in MCB labs, developmental labs, and classrooms.
Faculty and staff technology consists of the computers, peripherals, software, information database resources and network connectivity that supplied by MCB in faculty and staff offices to assist staff in their administrative duties as defined by the Dean of the College and to support faculty in both research and teaching. MCB classroom and portable equipment utilized for teaching may also be included within the faculty technology classification.

Distance learning technology consists of the broadcasting and participation technology used to either originate or receive distance learning programs and other opportunities on the campus, throughout Colorado, nationally, and globally.

Internet supply, support, and other electronic media technology consists of UNC Internet connections, e-mail, MCB capabilities to interact with the UNC Internet site (including programming and homepage creation), and the support of MCB students, faculty, and staff required to interact with the Internet efficiently and effectively.

Purpose of MCB Technology Committee: To advise Monfort College of Business Dean concerning technology requirements and policies so that MCB technology appropriately supports the MCB mission/goal of integrating technology across the curriculum, faculty research, and student scholarship.

The Committee will proactively plan for technology as well as providing leadership in the diffusion of technology across the curriculum. The Committee strives to enhance the reputation of the College by employing leading edge technology.

Basic Policies: The Committee works under guidelines of UNC and MCB. These guidelines include:

a. A five-year rotation of most hardware and

b. Market share software for basic applications such as operating systems, Internet browser, spreadsheets, word processing and graphics, and databases.

The Committee recommends that MCB not support any software or hardware not approved by either the Director of Academic Technology or Committee regardless of source of funds purchasing.

Membership

Voting membership is composed of one selected representative from each academic Program, Director of MCB Technology, an executive professor, and a MCB student selected by the MCB/CSC. Non-voting membership includes any other faculty members who wish to participate in the committee.

The Chair of the Committee will be the Director of Academic Computing and Information Resources and will vote only in case of ties.

Process of Determining Technology to Support Curriculum, Research, and Scholarship Needs

Surveys of MCB: Each spring semester, the Committee members will survey their respective academic programs as to technology needs:

a. To support curriculum and

b. To support research. The Committee will then make recommendations to the Dean regarding financial support of the technology requests.

Every spring semester, the Committee will survey faculty members regarding use of current software, hardware, and other technology to support classroom activities and research activities. Results of the survey will be presented to the Committee for advisement concerning financial support of current software, hardware, and other technology. The Committee will then make recommendations to the Dean regarding financial support of the technology requests.

Every spring semester, the Committee will survey business students regarding use of current software, hardware, and other technology to support classroom activities and research activities. Results of the survey will be presented to the Committee for advisement concerning financial support of current software, hardware, and other technology. The Committee will then make recommendations to the Dean regarding financial support of the technology requests.

Survey of External Sources: The Director of Academic Technology and Information Resources will assess hardware standards and technology employed by MCB through utilization of the most recent available information, workshops provided by vendors, and trade journal articles. This will be an ongoing, continuous assessment activity.

Assessment and Benchmarking Activities
The Director of Academic Technology and Information Resources will benchmark MCB with results from the most recent available information. Results will be utilized by the Committee to make recommendations regarding technology thrusts of MCB.

**Process Steps of Review**

a. Chair of the Technology Committee reviews the current software and hardware supported by MCB.

b. Dean provides the Committee with results of faculty surveys.

c. Dean provides the Committee with results from external sources.

d. The Committee reviews these assessments and recommends changes to the software and hardware configurations.

e. The Dean and Director of MCB Academic Technology and Information Resources review recommendations and make final decisions of expenditures to support. Purchases are generated. Timelines for implementation are formulated. Administrative Council, faculty, students, and staff are notified of hardware and software changes and timelines.

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**Appendix F: MCB Course Evaluation Form**

**Instructions:** We are asking for your input on this course and your instructor in an effort to improve the quality of the instruction in the Monfort College of Business. *The questions are worded in such a way that sometimes “1” is the most positive response, and at other times “5” is the most positive response. Please read each question carefully.* Questions 1 through 17 use a five-point scale. Questions 18 through 25 are yes/no questions. Questions 26 and 27 are yes/no/I don’t know questions. *If you wish to make any written comments, please use the backside of the Course Evaluation Response Form.* Your thoughtful answers to these questions will provide helpful information to your instructor.

**Questions 1-17 should be answered using the five-point scale below:**

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<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree Nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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1. The instructor was prepared for class.
2. The instructor used current and relevant business examples in this class.
3. The instructor was unable to answer questions clearly.
4. Examinations/assignments fairly reflected material covered.
5. It was easier to get a good grade in this class than other classes at the same level.
6. The instructor did not use class time effectively.
7. The instructor did not encourage class participation.
8. The faculty member was accessible and responsive during posted office hours or through e-mail, telephone, appointment, or other method.
9. Assignments did not help my understanding of the course material.
10. I was challenged to think in this course.
11. Lectures often seemed disjointed and fragmented.
12. The instructor communicated concepts so that I could understand them.
13. The instructor made it clear that he/she did not want to be bothered by students at times other than when the class met.
14. In a typical week during the semester, I spent less than six hours outside of the classroom preparing for this course.
15. I received oral or written feedback on the work I did in this class.
16. I learned a lot in this class.
17. The quality of teaching in this class compared favorably with the quality of teaching in other business classes.
Questions 18-25 should be answered yes/no using the following scale:

Yes = 1  No = 2

18. This class included ethical dimensions of the course material.
19. This class included global aspects of the course material.
20. This class included computer/technology usage.
21. Student group work/teamwork was required in this class.
22. The team experiences in this class were of value. 23. Oral presentations were required in this class.
23. Written assignments were required in this class.
24. Information resources and applications (e.g., internet, databases, library, and other resources) were required in this class.

Questions 25 and 26 should be answered yes/no/I don’t know using the following scale:

Yes = 1  No = 2  I don’t know = 3

25. There were a number of students cheating in the class.
26. Plagiarism occurred in this class.
27. What is your university GPA? (Please use the following scale.)

Below 2.0  2.0-2.49  2.5-2.99  3.0-3.49  3.5-4.0
1          2          3          4          5

Please write your answers and comments to the following questions on the backside of the Evaluation Response Form.

1. What is the greatest strength of this class?
2. What improvements can be made in this class?
3. Other comments?
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<tr>
<th>Evidence/Analysis</th>
<th>Rating 1 – 5 or N/A</th>
<th>Comments and Recommendations</th>
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<tr>
<td><strong>Designing Coherent Instruction</strong></td>
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<td><strong>Establishing A Culture for Learning</strong></td>
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<td><strong>Managing Student Behavior</strong></td>
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<td><strong>Questioning and Discussion Techniques</strong></td>
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<td><strong>Engaging Students in Learning</strong></td>
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<td><strong>Using Assessment In Instruction</strong></td>
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<tr>
<td><strong>Overall Evaluation</strong></td>
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<td><strong>Overall Comments And Recommendations</strong></td>
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Appendix H: MCB Grants and Awards

MCB Grants and Award

**MCB Instructional and Program Improvement Grants**

Each spring, the College will award instructional, and program improvement grants to faculty in the Monfort College of Business. The grants support initiatives that lead to improvements in classroom teaching, curriculum, instructional assessment, advising, and the instructional activities of the faculty. These grants are competitive, and each award may be shared by more than one faculty member. Summer grants are set at $6,000 each. The number of grants awarded may vary depending upon the number of quality applications submitted in each category and the availability of grant funds. Award funds may be paid as income or towards expenses associated with the project. Faculty awarded these grants may not teach more than the equivalent of 3 credit hours at any institution/university in the summer that the award is made.

**Process:** Each spring semester, the Faculty Affairs Committee solicits and reviews requests submitted by faculty. The request should not exceed two pages in length and should include the proposed initiative, a brief budget and a copy of the faculty member’s AACSB vita and a completed application form available on L: AAA Forms. The Faculty Affairs Committee vets the applications and recommends recipients to the Administrative Council which makes the final decisions.

**Scope of Grants:** The awards are targeted to substantially improve instruction, assurance of learning, and advising and retention, as well as program and curriculum improvements. Though the grants’ products may lead to publication, their primary purpose is to foster improved classroom and program activities and/or improved student learning through assurance of learning activities. In addition, the grants will only be awarded to individuals and projects that demonstrate a substantial effort beyond that already expected of individual faculty and administrators.

**Approved Use of Funds:** Funds may be used to for faculty research and development, travel, registration fees, and administrative help.

**Assessment:** Each award recipient must subsequently provide the Program Chair and Faculty Affairs Committee with a written summary of their activities and results by the end of the fall semester. The report will be made available to faculty for review. In addition, the recipient may be expected to make a presentation to interested faculty. The Faculty Affairs Committee will include its assessment of the success of the faculty member’s work in its annual report.

Success is measured by the quality and number of innovative classroom initiatives actually tested and adopted for use a regular part of continuing course work.

Fall 2015/Faculty Affairs Committee / Annual

**MCB Summer Research Grants**

Faculty research is imperative to keep faculty current in their field. Additionally, MCB goal of community involvement mandates that MCB faculty contribute to the wider community in impactful ways. The objective of The MCB Summer Research Award is to facilitate the publication of quality, impactful journal articles by MCB business faculty. Each award will be up to $6,000.

**Process:** Each spring semester, the Faculty Affairs Committee solicits and reviews Summer Research Grant applications submitted by faculty. The application form is available at L:AAA-Forms and should not exceed two pages in length. Information requirements include a description of the research objectives, proposed methodology, targeted journals, a brief budget and a copy of the faculty member’s AACSB vita. The Faculty Affairs Committee vets the applications and recommends recipients to the Administrative Council which makes the final decisions.
Scope of Grants: The awards are targeted to support meaningful research in a faculty member’s field. The research is expected to lead to publication in a quality academic or practitioner journal. The Faculty Affairs Committee will recommend award recipients to the Dean on the following basis for a summer research grant:

1. The applicant's demonstrated ability to complete and publish research, primarily determined by the quality and quantity of the applicant's previous refereed journal publications.
2. Faculty Affairs Committee's and Administrative Council’s assessment of the likelihood that a publication will result from the applicant's proposed research activities.

Conditions: All MCB tenure-track and tenured faculty are eligible to apply for an award provided they meet the following minimum conditions:

1. They are not scheduled to teach more than the equivalent of 3 credit hours at any institution/university for the summer term for which the award is to be granted and will not be serving as the dean during the summer term.
2. They are within three years since the award of their doctoral degree or have published at least one article in an appropriate refereed journal in the past two years.
3. They have demonstrated sufficient product from any Summer Research Awards they may have previously received: e.g. have publications resulted from previous awards. Faculty should refer to past successes in their application.

Approved Use of Funds: Funds may be used to for faculty research and development, travel, registration fees, and administrative help.

Assessment: Success will be measured by the quality and number of publications generated as a result of summer research awards. The goal is one refereed article per grant funded.

Each award recipient must subsequently provide the Program Chair and the Faculty Affairs Committee with a written summary of their activities and results by the end of the fall semester. Submitted research article(s) should be included with the summary. The report and article(s) will be made available to faculty for review. In addition, the recipient may be expected to make a presentation to interested faculty.

Process Review
- Every three years during the fall semester, the Faculty Affairs Committee reviews the policies and procedures for the various grants.
- The Committee reviews the measurable assessments (outcomes) for the previous 3 years, and as necessary, recommends changes to the Dean and the Administrative Council.
- The Dean and Administrative Council the FAC recommendations and then make appropriate changes.
- Faculty and staff are notified and the MCB Handbook is updated.

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MCB Professional Development Grants/Awards

Generous donors have provided funding for the College's Professional Development Program. These gifts provide financial support for the professional activities of UNC's business faculty in two forms: Professional Development Grants and Professional Activity Grants. The grants are based upon faculty products: published articles and research presentation, or election/appointment to a high office in a national professional organization. Grant funds are intended to complement other research support programs (e.g. 9-hour loads, computer and data-base access, etc.) and to supplement other professional development funds available to business faculty through regular program accounts, the Graduate School, the University's Faculty Research & Publications Board, the UNC Foundation, and MCB's library accounts.

Professional Development Grants
1. **Research Grants** - These grants are designed to support active and publishing business college scholars. They are made at the $1200, $600, $500, and $250 levels. Payment is made to the lead author from UNC unless otherwise requested. The following types of publications qualify faculty for a Research Grant:

   a. **“Top 20” publication.** A payment of $1,200 will be made for publication in the program’s top 20 journal list.

   b. **Approved journal publication.** Published journal articles related to the author's teaching discipline qualify for a $600 grant. The journal must be on the faculty’s program approved journal list or approved by the program faculty prior to the article’s submission. Currently, double-blind, referred journals with a 40% (or less) acceptance rate as listed in Cabell’s Directory in a business discipline and a journal/publisher not on Beall’s “predatory” journal list ([http://scholarlyoa.com/publishers/](http://scholarlyoa.com/publishers/)) qualify as acceptable quality.

   c. **Other publications.** Journals not listed in Cabell’s Directory in a business discipline, those utilizing editorial review, or those without a reported acceptance rate must be reviewed and approved by the faculty member’s program peers, Program Chair, and Dean prior to submission.

   d. **Published books or cases.** Published books will qualify for a $600 grant. Published book supplement that carry the name of the author or the publication of a case with instructor's note will qualify for a $250 grant.

   b. **Annual first qualified article bonus.** All faculty will receive a $300 bonus for their first qualified publication of the academic year.

   c. **Juried presentations.** Faculty who have a juried presentation at one of their discipline’s top five national academic organization meeting qualify for a $250 professional presentation award.

**Limitations:** Grants for publication of book supplements and cases are limited to a maximum of $500 in awards per year. Grants for Professional Presentation may exceed $250 per year. There is no maximum to the number of research grants an individual may receive for refereed journal publications.

**Process:** Faculty request a Research Grant by completing the request form found in the L: drive (L:\AAA-FORMS\Application for Research-Publication Grant) and forwarding it to the Program Chair for approval. The Chair will forward the request to the Dean’s office for approval and the distribution of funds. The request should indicate the level ($250, $600, or $1,200) of grant requested and the research’s impact. The request should also include a copy of the article or book publication acceptance letter.

**Additionally, to receive funding, the applying faculty must have updated his or her Digital Measures profile.**

After publication, faculty must give or send the Program Chair a copy or reprint of the actual publication which will be forwarded to the Dean’s Office for MCB files and display.

**Authorized Expenditures:** Chairs may authorize expenditures from Research Grant funds for research-related travel, literature searches, survey materials and postage, editorial assistance, statistical analysis, student research or instructional assistance, etc. Unspent or unencumbered Grant fund balances will revert back to the College if the faculty recipient leaves the University. When a faculty member retires from the University, that faculty member may designate the MCB fund to which the unspent or unencumbered grant funds revert.

**ALL REQUESTS MUST BE MADE WITHIN ONE YEAR OF THE ACCEPTANCE DATE TO QUALIFY FOR GRANTS (Administrative Council February 15, 2011).**

2. **Professional Activity Grants** - A Professional Activity Grant of up to $500 annually may be awarded to MCB faculty members who hold high office or serve on a national committee in a national professional organization related to their teaching disciplines or are managing editors of national professional journals. Under special circumstances a grant may be given to holders of high regional office. Professional Activity at the state level (high office, boards) is reimbursable up to $200 annually.

**Approved Uses of Funds:** Professional Activity Grant funds may be used to support travel and other approved expenses related to a faculty member's responsibilities with a professional organization. Chairs may authorize expenditures for those uses specified in the Application for Activity Grant form.

**Application Process:** Faculty apply for this grant by completing the Application for Activity Grant form found in the L: drive (L:\AAA-FORMS\Application for Activity Grant). The Program Chair approves the application and then sends it to the dean’s office for approval and fund disbursement.
Assessment Measures: The assessment measures noted below will measure individual compliance with the intent and scope of the various grants.

- **Research Grants** – Success measured by the number of quality faculty outputs supported. The goal is 100% of all academically qualified faculty within any three-year period.
- **Professional Activity Grants** - Success measured by number of faculty involved at high levels in appropriate professional organizations. No specific goal.

Process Review
- Every three years during the fall semester, the Faculty Affairs Committee reviews the policies and procedures for the various grants.
- The Committee reviews the measurable assessments (outcomes) for the previous 3 years, and as necessary, recommends changes to the Dean and the Administrative Council.
- The Dean and Administrative Council the FAC recommendations and then make appropriate changes.
- Faculty and staff are notified and the *MCB Handbook* is updated.

**MCB Scholar of the Year & Service and Teaching Awards**
Annual MCB’s Teacher of the Year, Scholar of the Year, and Service Award recognize faculty who have excelled and demonstrated exceptional performance in each respective area. During the spring semester, Faculty Affairs Committee solicits nominations, reviews the nominations for each award, and makes recommendations to the Administrative Council. Administrative Council makes the final awards, based on the criteria outlined in the following table which also includes the awards’ purposes, and honorariums. See Table 6 for a detailed description of the criteria and the recognition for each award.

### Program and College Professors of the Year Selection Process (Student Awards)
These awards are decided upon by the students.

1. **Eligible Faculty.** The Dean’s Office will provide MCB’s CSC with a list of eligible faculty. All MCB tenured, tenure-track, multi-year term faculty, and full-time executive professors are eligible to be selected as Program (Accounting, CIS, Finance, Management, and Marketing) or College Professors of the Year.

2. **Voting Process for Program Professors of the Year.** MCB/CSC representatives will coordinate on-line voting with the MCB Director of Technology. The MCB/CSC is responsible for protecting the integrity of the balloting process and working to maximize the participation of the eligible student voting population in the selection process. The faculty person receiving the most votes in each program will be the Program Professors of the Year.

3. **Voting Eligibility.** All business majors who have acquired 60 or more credit hours at the beginning of the semester in which elections are held are eligible to vote. MCB double emphasis students may vote for one professor in each of their declared emphasis areas. MCB/CSC should acquire a list of eligible students from the MCB Director of Technology.

4. **MCB/CSC Professor of the Year:** All eligible MCB students may vote for a professor in any emphasis area for the Professor of the Year award. The professor with the most votes will be designated as the MCB/CSC Professor of the Year.

The name of the MCB/CSC Professor of the Year and Program Professors of the Year will be made public at the Spring MCB Picnic. The MCB/CSC Professor of the Year will carry the banner and lead the student procession at the Fall (Graduate and Undergraduate) Commencement Ceremony.
<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Year</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
<td>Ryan Cahalan</td>
<td>2014/15</td>
<td>Ryan Cahalan</td>
</tr>
<tr>
<td>2013/14</td>
<td>Ryan Cahalan</td>
<td>2012/13</td>
<td>Christopher Vegter</td>
</tr>
<tr>
<td>2011/12</td>
<td>Christina Ritsema</td>
<td>2010/11</td>
<td>Christina Ritsema</td>
</tr>
<tr>
<td>2009/10</td>
<td>Christine McClatchey</td>
<td>2008/09</td>
<td>Christine McClatchey</td>
</tr>
<tr>
<td>2007/08</td>
<td>Garth Allen</td>
<td>2006/07</td>
<td>John Clinebell</td>
</tr>
<tr>
<td>2005/06</td>
<td>David Thomas</td>
<td>2004/05</td>
<td>Keiko Krahnke</td>
</tr>
<tr>
<td>2003/04</td>
<td>Ronald Reed</td>
<td>2002/03</td>
<td>Timothy Jares</td>
</tr>
<tr>
<td>2001/02</td>
<td>Allen McConnell</td>
<td>2000/01</td>
<td>Robert Harris</td>
</tr>
</tbody>
</table>

1999/00  Allen McConnell
1998/99  Christine McClatchey
1997/98  R. John Freese
1996/97  R. John Freese
1995/96  R. “Vish” Iyer
1994/95  Karen Fowler
1993/94  Ronald Reed
1992/93  R. John Freese
1991/92  David Johnson
1990/91  R. John Freese
1989/90  John Elsea
1988/89  Lynn Karowsky
1987/88  David James
1986/87  Caroll Dierks
1985/86  Garth Allen
**MCB Program Professor of the Year**

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>15/16</td>
<td>Ryan Cahalan</td>
<td>Chris Vegter</td>
<td>Tim Jares</td>
<td>Keiko Krahnke</td>
<td>Visy Iyer</td>
<td>---</td>
</tr>
<tr>
<td>14/15</td>
<td>Ryan Cahalan</td>
<td>Chris Vegter</td>
<td>Christine McClatchey</td>
<td>Keiko Krahnke</td>
<td>Visy Iyer</td>
<td>Bob Lynch</td>
</tr>
<tr>
<td>13/14</td>
<td>Bill Wilcox</td>
<td>J. Lightfoot</td>
<td>Cris de la Torre</td>
<td>Keiko Krahnke</td>
<td>---</td>
<td>Bob Lynch</td>
</tr>
<tr>
<td>12/13</td>
<td>Bill Wilcox</td>
<td>C. Vegter</td>
<td>Cris de la Torre</td>
<td>David Thomas</td>
<td>Visy Iyer</td>
<td>---</td>
</tr>
<tr>
<td>11/12</td>
<td>Chris Ritsema</td>
<td>C. Vegter</td>
<td>Cris de la Torre</td>
<td>Milan Larson</td>
<td>Visy Iyer</td>
<td>---</td>
</tr>
<tr>
<td>10/11</td>
<td>Chris Ritsema</td>
<td>C. Vegter &amp; J.Lightfoot</td>
<td>Cris de la Torre</td>
<td>Milan Larson</td>
<td>Dallas Everhart</td>
<td>---</td>
</tr>
<tr>
<td>09/10</td>
<td>Lorie Milan</td>
<td>Jay Lightfoot</td>
<td>Chris McClatchey</td>
<td>Milan Larson</td>
<td>Visy Iyer</td>
<td>Michael Martin</td>
</tr>
<tr>
<td>08/09</td>
<td>Karen Turner</td>
<td>Chris Vegter</td>
<td>Chris McClatchey</td>
<td>David Thomas</td>
<td>James Reardon</td>
<td>Sharon Clinebell</td>
</tr>
<tr>
<td>07/08</td>
<td>Lorie Milan</td>
<td>Chris Vegter</td>
<td>Chris McClatchey</td>
<td>Milan Larson</td>
<td>James Reardon</td>
<td>Keiko Krahnke</td>
</tr>
<tr>
<td>06/07</td>
<td>Ronald Reed</td>
<td>Rick Turley</td>
<td>John Clinebell</td>
<td>David Thomas</td>
<td>Visy Iyer</td>
<td>David Thomas</td>
</tr>
<tr>
<td>05/06</td>
<td>A. McConnell</td>
<td>Rick Turley</td>
<td>Cris de la Torre</td>
<td>David Thomas</td>
<td>Iyer/Reardon</td>
<td>Garth Allen</td>
</tr>
<tr>
<td>04/05</td>
<td>Terri Gutierrez</td>
<td>Rick Turley</td>
<td>John Clinebell</td>
<td>Keiko Krahnke</td>
<td>Janice Payan</td>
<td>---</td>
</tr>
<tr>
<td>03/04</td>
<td>Ronald Reed</td>
<td>Jay Lightfoot</td>
<td>Tim Jares</td>
<td>Lynn Hoffman</td>
<td>Visy Iyer</td>
<td>Garth Allen</td>
</tr>
<tr>
<td>02/03</td>
<td>Ronald Reed</td>
<td>Doug White</td>
<td>John Clinebell</td>
<td>Lynn Hoffman</td>
<td>James Reardon</td>
<td>Tim Jares</td>
</tr>
<tr>
<td>01/02</td>
<td>A. McConnell</td>
<td>Doug White</td>
<td>Ken Moon</td>
<td>Gerald Shadwick</td>
<td>Linda Ferrell</td>
<td>Keiko Krahnke</td>
</tr>
<tr>
<td>00/01</td>
<td>Ann Murphy</td>
<td>Doug White</td>
<td>Garth Allen</td>
<td>Lynn Hoffman</td>
<td>Robert Harris</td>
<td>Keiko Krahnke</td>
</tr>
<tr>
<td>99/00</td>
<td>A. McConnell</td>
<td>Doug White</td>
<td>Chris McClatchey</td>
<td>Lynn Hoffman</td>
<td>Linda Ferrell</td>
<td>Martinez/Krahnke</td>
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<tr>
<td>98/99</td>
<td>Ron Reed</td>
<td>Charnay Cullom</td>
<td>Chris McClatchey</td>
<td>Gerald Shadwick</td>
<td>Robert Harris</td>
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<td>97/98</td>
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<td>R. John Freese</td>
<td>Chris McClatchey</td>
<td>Lynn Hoffman</td>
<td>Robert Harris</td>
<td>R. Cullom/Allen</td>
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<tr>
<td>96/97</td>
<td>Ron Reed</td>
<td>R. John Freese</td>
<td>Garth Allen</td>
<td>Gerald Shadwick</td>
<td>Joe Alexander</td>
<td>Lynn Hoffman</td>
</tr>
<tr>
<td>95/96</td>
<td>Paul Bohrer</td>
<td>R. John Freese</td>
<td>Garth Allen</td>
<td>Gerald Shadwick</td>
<td>Joe Alexander</td>
<td>---</td>
</tr>
<tr>
<td>94/95</td>
<td>Paul Bohrer</td>
<td>R. John Freese</td>
<td>Eileen St. Pierre</td>
<td>Karen Fowler</td>
<td>Robert Harris</td>
<td>Freese/Karowksy</td>
</tr>
<tr>
<td>93/94</td>
<td>Ron Reed</td>
<td>R. John Freese</td>
<td>Junis Peake</td>
<td>Lynn Hoffman</td>
<td>Robert Harris</td>
<td>Garth Allen</td>
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<tr>
<td>92/93</td>
<td>John Elsea</td>
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<td>Garth Allen</td>
<td>Walter Gray</td>
<td>Walter Gray</td>
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<tr>
<td>91/92</td>
<td>A. McConnell</td>
<td>R. John Freese</td>
<td>David Johnson</td>
<td>Karen Fowler</td>
<td>Joe Alexander</td>
<td>---</td>
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<tr>
<td>90/91</td>
<td>Paul Bohrer</td>
<td>R. John Freese</td>
<td>John Clinebell</td>
<td>Karen Fowler</td>
<td>Joe Alexander</td>
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<tr>
<td>89/90</td>
<td>John Elsea</td>
<td>Steve Teglovic</td>
<td>John Clinebell</td>
<td>Lynn Hoffman</td>
<td>Denny McCorkle</td>
<td>---</td>
</tr>
<tr>
<td>88/89</td>
<td>Paul Bohrer</td>
<td>John Gibson</td>
<td>Lynn Karowsky</td>
<td>Sharon Clinebell</td>
<td>John Bennett</td>
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<tr>
<td>87/88</td>
<td>Paul Bohrer</td>
<td>Dave Stamper</td>
<td>John Clinebell</td>
<td>David James</td>
<td>John Bennett</td>
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<tr>
<td>86/87</td>
<td>John Elsea</td>
<td>Steve Teglovic</td>
<td>Caroll Dierks</td>
<td>Lynn Hoffman</td>
<td>Linda Miller</td>
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<tr>
<td>85/86</td>
<td>Paul Bohrer</td>
<td>*</td>
<td>Garth Allen</td>
<td>John Gibson</td>
<td>John Bennett</td>
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<tr>
<td></td>
<td>(CIS and Management were one department)</td>
<td></td>
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</table>

*Individual subsequently recognized as university distinguished scholar.

**MCB College Scholar of the Year**

<table>
<thead>
<tr>
<th>Year</th>
<th>Student</th>
<th>Date</th>
<th>Award Year</th>
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<tbody>
<tr>
<td>2015/16</td>
<td>Janice Payan</td>
<td>1999/00</td>
<td>Jay Lightfoot</td>
</tr>
<tr>
<td>2014/15</td>
<td>Joe French</td>
<td>1998/99</td>
<td>James Reardon</td>
</tr>
<tr>
<td>2013/14</td>
<td>James Reardon</td>
<td>1997/98</td>
<td>Tod Sedbrook</td>
</tr>
<tr>
<td>2012/13</td>
<td>Michael Martin</td>
<td>1996/97</td>
<td>Lynn Hoffman</td>
</tr>
<tr>
<td>2011/12</td>
<td>Isaac Wanasika</td>
<td>1995/96</td>
<td>John Clinebell</td>
</tr>
<tr>
<td>2010/11</td>
<td>Joe French</td>
<td>1994/95</td>
<td>Sharon Clinebell</td>
</tr>
<tr>
<td>2009/10</td>
<td>Janice Payan*</td>
<td>1993/94</td>
<td>Jay Lightfoot</td>
</tr>
<tr>
<td>2008/09</td>
<td>Joe French</td>
<td>1992/93</td>
<td>Denny McCorkle</td>
</tr>
<tr>
<td>2007/08</td>
<td>James Reardon</td>
<td>1991/92</td>
<td>Karen Fowler</td>
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<tr>
<td>2006/07</td>
<td>Janice Payan</td>
<td>1990/91</td>
<td>Lynn Hoffman</td>
</tr>
<tr>
<td>2005/06</td>
<td>James Reardon*</td>
<td>1989/90</td>
<td>Walt Kendall</td>
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<tr>
<td>2004/05</td>
<td>Janice Payan</td>
<td>1988/89</td>
<td>Ron Reed</td>
</tr>
<tr>
<td>2003/04</td>
<td>Daniel Rowley*</td>
<td>1987/88</td>
<td>John Elsea</td>
</tr>
<tr>
<td>2002/03</td>
<td>James Reardon</td>
<td>1986/87</td>
<td>Robert Lynch</td>
</tr>
<tr>
<td>2001/02</td>
<td>Terri Gutierrez</td>
<td>1985/86</td>
<td>Steve Teglovic</td>
</tr>
<tr>
<td>2000/01</td>
<td>James Reardon</td>
<td>1984/85</td>
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</tr>
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</table>

*Individual subsequently recognized as university distinguished scholar.
### Summary of Awards and Process

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Scholar</th>
<th>Service</th>
<th>Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>The MCB Scholar Award is awarded annually to College faculty who has demonstrated exemplary scholarship during the most recent annual evaluation period. To earn this reward, the faculty member must have demonstrated <em>exceptional</em> academic scholarship.</td>
<td>The MCB Service Award is awarded annually to College faculty who has demonstrated exemplary leadership in providing service to professional, university, community, and other entities that enhance the College’s mission during the most recent annual evaluation period. To earn this reward, the faculty member must have demonstrated <em>exceptional</em> service.</td>
<td>The MCB Teacher of the Year Award is awarded annually to College faculty who has excelled in instruction and classroom activities. The award recognizes a faculty member who has demonstrated innovative teaching, provided exceptional student advising and support, developed contemporary curricula or has ‘gone the extra mile’ for students in their classes during the most recent annual evaluation period. To earn the award, a faculty member must have demonstrated <em>exceptional teaching</em> performance.</td>
<td></td>
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<table>
<thead>
<tr>
<th>Nomination Process</th>
<th>Scholar</th>
<th>Service</th>
<th>Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominations are solicited by the FAC each spring. Nominations come from three sources: the Program Chairs, College Dean and any faculty member, including self-nominations. The Faculty Affairs Committee serves as the review committee for the awards. This committee then sends the three top candidates for each award to the Administrative Council for the final decision.</td>
<td>Nominations are solicited by the FAC each spring. Nominations come from three sources: the Program Chairs, College Dean and any faculty member, including self-nominations. The Faculty Affairs Committee serves as the review committee for the awards. This committee then sends the three top candidates for each award to the Administrative Council for the final decision.</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eligibility - Faculty Status</th>
<th>Scholar</th>
<th>Service</th>
<th>Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time tenured, tenure-track, term faculty, as well as executive professors are eligible.</td>
<td>Full-time tenured, tenure-track, and term faculty, as well as executive professors are eligible.</td>
<td>Full-time tenured, tenure-track, as well as executive professors, are eligible.</td>
<td></td>
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</table>

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<tr>
<th>Honorarium</th>
<th>Scholar</th>
<th>Service</th>
<th>Teaching</th>
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</thead>
<tbody>
<tr>
<td>Annually, the Dean determines the honorarium for this award ($5,000 in past years).</td>
<td>Annually, the Dean determines the honorarium for this award ($2,000 in past years).</td>
<td>Annually, the Dean determines the honorarium for this award ($5,000 in past years).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
<th>Scholar</th>
<th>Service</th>
<th>Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>The MCB Scholar of the Year advances, with permission from the scholar, for consideration as the University's Distinguished Scholar of the Year if he or she meets UNC’s guidelines for that award. The Scholar of the Year will carry MCB's banner and lead the student procession at the Spring Commencement Ceremonies (Graduate and undergraduate).</td>
<td>The name of recent recipient is noted on a MCB Service Award plaque located in Kepner Hall. The College's Service Award recipient will represent MCB at the University Convocation Ceremony in the Fall.</td>
<td>The name of recent recipients is noted on a MCB Teacher of the Year plaque located in Kepner Hall.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
<th>Scholar</th>
<th>Service</th>
<th>Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>One award is made annually. In the event FAC does not receive an application that demonstrates <em>exceptional</em> performance, no award will be given.</td>
<td>One award is made annually. In the event FAC does not receive an application that demonstrates <em>exceptional</em> performance, no award will be given.</td>
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<td></td>
</tr>
</tbody>
</table>
Appendix I: Guidelines for Other Professional Development Support

MCB Guidelines for Requests for Reassigned Time

**Introduction:**
A full faculty load at UNC is 15 credit hours per semester. Temporary faculty members have instructional and limited advising and on-campus service responsibilities. Temporary faculty are scheduled on a 15 credit hour load basis. Temporary faculty may be assigned less than a 15 hour load to allow time for increased non-instructional assignments.

**Automatic Reduced Teaching Loads:**
- **Service:** Tenure and tenure-track faculty are allowed 3 credit hours of release per semester to provide program, College and University committee work and student advising. Thus, most tenured and tenure-track faculty are on a 12 credit hour teaching load base. Tenured and tenure-track faculty may be assigned less than a 12 credit hour teaching load per semester in order to facilitate faculty scholarship and encourage important program development that require a substantial time commitment.
- **Scholarship:** Faculty assigned to advance scholarship are allowed 3 credit hours of release per semester and are expected to publish journal articles, books, cases, submit grant application, and/or develop widely adopted computer software within three years of initial load reassignment. A minimum of one scholarly product each 3 years is required to remain on a reduced load for scholarship.

Faculty eligible for this automatic course release have:
- Graduated from a Ph.D. program within the last 5 years,
- Published at least one article (in the area of his/her teaching discipline) in an appointed journal during the past two years (four semesters),
- Published at least an article in the area of his/her teaching discipline in a top 20 journal during the past three years (six semesters),
- Published a book or book supplement (that carries the name of the author) that relates to his/her teaching discipline during the past two years, or
- Published a case with instructor's notes during the past two years.

**Procedures for Additional Reduced Teaching Loads**
Requests for additional reduced teaching loads are made through the faculty member's Program Chair one year prior to the year of the requested release. The requests are made in a short memo (not to exceed one page in length) during the fall semester of each year. The request should indicate: a) the period for which he/she requests the reassignment and b) the nature of the activity which justifies a reduced teaching load.

Program chairs will recommend approval if they: a) think the release time is justified and b) if the program can allow the release without disrupting its program delivery. The request will be sent, along with the Chair's recommendation, to the Dean for final approval. The Dean reviews all requests for reduced loads.

Reduced faculty loads may be granted for the following purposes:
- **Program development.** Applicants may be given a reduced teaching load in order to accomplish specific College program objectives. Faculty that are given a reduced load for program development will have their contribution evaluated by the dean at the end of each year of load reassignment.
- **Internship Coordination.** Faculty who have successfully coordinated student internships totaling 45 hours may apply for a three-hour course release for the semester after the 45th hour is completed. The faculty member must document the total hours coordinated with information about the students, the companies providing the internships and the student documentation required and reviewed.

**MCB Sabbatic Leave Policy**

**Purpose of Sabbatic Leave:**
MCB’s purpose is to provide high quality instruction and research. Sabbatic leave is typically granted in order to allow time for faculty scholarship, research and writing, or to allow faculty the opportunity to work with the professional community served by their teaching discipline. Sabbatic leave will not be granted to allow faculty to teach at another institution of higher education, either in the United States or abroad.

**Eligibility:**
Tenured faculty with six or more academic years of tenure-track service at UNC may apply for sabbatical leave. Sabbatical leave will be taken in the seventh or subsequent year. Sabbatical leaves may be granted for one semester at full salary or one academic year at 60% of the academic year instructional base salary. Exempt administrators who have faculty status are not eligible for sabbatical leave nor do they accumulate time-in-service toward sabbatical leave, but may be eligible for administrative leave (see BOT Policy Manual 2-2-307).

**Preconditions for Approval of Sabbatical Leaves:**

- The faculty person is tenured and has a total of at least six academic years of tenure-track or tenured service at UNC.
- The Program Chair and the Dean must agree that there will be no serious disruption to students' programs as a result of granting the sabbatical.
- Typically, not more than one person from a program and three from the college will be approved to take a sabbatical leave in any one semester.
- Non-leave program faculty must agree to cover the courses of the person on sabbatical leave. This may entail larger class sections and/or more than the usual number of class preparations during the sabbatical period.
- The individual agrees to return to campus for at least the full-time equivalent of one academic year immediately after the completion of the leave.

**Appropriate Sabbatical Leave Activities:**

1. **Scholarship:**
   a. Self-directed scholarship - sabbatical leaves may be granted to allow faculty time to do research and writing in their teaching discipline area. A leave of this type might be justified by allowing the faculty person to access primary data sources or to collect information that requires extended off-site observations or visits. It also might be justified by allowing a block of time for the completion of a book or monograph. Faculty who apply for a sabbatical to do self-directed research should have demonstrated their ability to do research prior to application.
   b. Participation in a program of scholarship - sabbatical leaves may be granted to allow time for faculty to pursue a program of study at another university or academic institute. Leaves of this type will entail full-time work to prepare the faculty person in an area that directly contributes to the College's objectives. For example, a sabbatical leave might be requested to participate in AACSB faculty development seminars or a substantial course of post-graduate study at another institution of higher learning.

2. **Service:**
   A Sabbatical leave may be awarded to permit faculty members to accept assignments with a foundation, national professional organization, or a major employer operating within their teaching discipline. This type of sabbatical would not be for pay. It would typically entail multiple assignments at senior levels within the host organization. The assignment might also involve participation (as a student, not teacher) in advance corporate training programs.

**Process for Applying for a Sabbatical Leave:**

1. Dean's office provides the Provost, UNC Human Resources (HR) and the Program Chairs with a list faculty eligible to apply for Sabbatical Leave. This list is confirmed by HR.
2. Applicant shall submit an application for Sabbatical Leave to the appropriate Program Chair. Application is found on the Provost's website: http://www.unco.edu/provost/sabbatic.html
   a. Type of leave requested: one semester or one year.
   b. Purpose of leave (scholarship or service) and description of leave activities: scholarship or service.
   c. How the College and/or University will benefit from the proposed leave experience. This should include specification of tangible outcomes that the applicant expects to result from leave activities: publications, student placements, software developed, better teaching, etc.
3. The Request for Sabbatical Leave application will be submitted to the applicant's Program Chair or designated program chair. The Chairs review the application and makes a preliminary recommendation to the faculty to approve or disapprove the request.
4. The leave request memo along with the Chair's recommendation will be circulated among the program's tenured and tenure-track faculty. Program faculty will meet and discuss the request. The Chair will explain
the adjustments during the sabbatic absence. A vote of tenured and tenure-track faculty will be taken. The results of this vote plus the Chair's final recommendation will be sent to the Dean.

5. The Dean will review the request and will forward to the recommendation to the Provost’s Office.

**Review Process**

- Every three years the Faculty Affairs Committee will review the sabbatical leave policies and assessment measures.
- The Committee will make recommendations for any necessary changes to the policy to the Dean and Administrative Council.
- The Dean and Administrative Council will review the FAC recommendations and then make appropriate changes to the sabbatical leave policies.

**Assessment**

The assessment measures described below are used to measure the effectiveness of the College’s sabbatical leave policies:

- 100% of the sabbatical leaves granted for self-directed scholarship should result in a publication or presentation at an appropriate level.
- 100% of the sabbatical leaves granted for a program of study at another university or academic institute should be directed toward achieving proper AACSB classifications, or instructional currency.
- 100% of the sabbatical leaves granted for other professional activities and/or service should enhance instructional currency in the area in which the individual teaches.

**Faculty Report Obligation:**

In accepting a sabbatical leave, the faculty member agrees to provide to their respective Chairs and the Dean’s office a written report of the activities, the goals attained, and the benefits derived during the course of the leave. Upon approval, the report will be forwarded to the Program Chair and the Dean. The Program Chair and Dean review the report to ensure it clearly addresses how the sabbatical leave met the appropriate uses of sabbatical leaves as specified in 2-3-1001(3) of the Board of Trustees Policy Manual. If the Chair or Dean finds the report unacceptable, the faculty member will be notified in writing and will have the opportunity to respond. Once the report has been accepted, copies will be forwarded to the Chief Academic Officer (CAO).

**Faculty who do not submit an acceptable report within one academic year of completion of the leave shall not be eligible for subsequent sabbatical leaves.** BOT Policy 2-3-409(2) and UNC Regulation 3-3-401(1).


UNC Regulations: [http://www.unco.edu/trustees/University_Regulations.pdf](http://www.unco.edu/trustees/University_Regulations.pdf)

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**MCB Faculty Consulting and Professional Activity Policy**

The opportunity for faculty to accept occasional professional consulting engagements is a traditional privilege extended to the members of the University community. Such opportunities provide the faculty with current professional experience which can be brought back to the classroom and provide expertise to the business community.

It is the faculty member's and the Program Chair’s responsibility to see that students are not denied instructional or advisory services due to a faculty absence for consulting or professional activity. It is also the faculty member's and the Program Chair’s responsibility to see that all University service responsibilities are met.

Faculty taking consulting and professional activity days will follow the guidelines listed below:

1. Faculty that are absent from campus to pursue consulting or other professional activities must complete a Request for Approval of Off-Campus Consulting or Professional Activity (Faculty Absence Form).

2. Any professional or consulting activity that entails a faculty member's absence for more than one contracted day a week while the University is in session, OR requires being absent during a semester, for more than three days when the employee has scheduled responsibilities to the University (including classes, committee meetings, or office hours), must have the prior written approval of the faculty member’s Program Chair and the Dean. Consulting or professional activity days accumulated in one semester will not accumulate to subsequent academic semesters.
3. Absences that entail missing scheduled classes or office hours must be approved by the faculty member's Program Chair. Classes may be rescheduled or taught by a substitute instructor with the approval of the Program Chair. Classes will not be canceled without approval of the Dean.

4. Faculty may not teach for other educational institutions without the written approval of their Program Chair and the Dean.

Definitions
1. Consulting and Professional Activity is understood to include all activities specified under the "Scholarship" and "Service" categories in MCB's "Promotion and Tenure Policy" as well as those activities for which the College has grant and/or off-campus program commitments.
2. An academic semester begins with the first student registration day and ends on the last day of finals' week.
3. A campus teaching day is a day on which the faculty person is scheduled to teach one or more classes.
4. Education institutions include organizations whose primary business is to offer classes for academic credit or training that grant academic degrees.

Faculty should familiarize themselves with the University Policies contained in sections 3-3-401, 3-3-402 and other relevant sections in The University of Northern Colorado Regulations at: http://www.unco.edu/trustees/University_Regulations.pdf. The Board of Trustees Board Policy Manual can be found at: http://www.unco.edu/trustees/Policy_Manual.pdf

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