

Faculty & Staff Handbook

***of***

Policies and Procedures

***This handbook was reviewed during the summer of 2022. The next comprehensive review will be in the summer of 2024.***

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# MCB VISION, MISSION AND VALUES

## VISION STATEMENT

The Monfort College of Business will serve as a leading provider of immersive business education and career preparation.

## MISSION STATEMENT

The Monfort College of Business will serve as a leading provider of immersive business education and career preparation.

## 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. |

**Motto**

Producing career ready leaders

**Mantra**

Immerse, Inspire, and Innovate (*i-cube)*

**VALUES**

|  |  |
| --- | --- |
| Students First |  |
|  | * By putting students first, we nurture, develop, and support student success in an inclusive and equitable environment. |
| Career Readiness |  |
|  | * We prepare students with practical experiences and internships for a successful launch. |
| Community Engagement and Entrepreneurship |  |
| Teaching Excellence  Ethical Leadership | * We partner with community to promote economic development and job growth by advancing businesses and entrepreneurship at UNC and the Northern Colorado community. * MCB strives to provide an engaging and interactive educational experience where students are challenged to think beyond business specific knowledge and become lifelong learners and engaged citizens. * We foster ethical awareness and leadership through comprehensive ethical programming. |
|  |  |

**Societal Impact**

MCB positively impacts society by promoting entrepreneurship, fostering economic development, and strengthening financial literacy at UNC and in the community. We increase the availability of high-quality jobs by partnering with community leaders in supporting venture creation.

**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.

*Faculty*

## MONFORT COLLEGE OF BUSINESS DIVERSITY PLAN

The Monfort College of Business 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 [MCB Diversity Plan,](#_bookmark164) presented in [Appendix A](#_bookmark164), is created to align with the UNC diversity plan, as appropriate.

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

*Administrative Council*

# MCB ADMINISTRATIVE POLICIES

## [ONLINE TEACHING](#_bookmark19)

The online 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 online 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 online course.

### Instructors who can teach

* + Those completing online training outlined below under “Requirements for Faculty Teaching Online.”
  + Those providing an online course content equivalent to the in-class version of the same course.
  + Those using Canvas’s online grade recording system.
  + Those completing instructional how-to refresher courses every two years.

### Which courses may be taught online

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

### Requirements for Faculty Teaching Online

Teaching Academy for Online Learning ([unco.edu/instructional-design-development/faculty-](https://www.unco.edu/instructional-design-development/faculty-learning/teaching-academy-online.aspx) [learning/teaching-academy-online.aspx](https://www.unco.edu/instructional-design-development/faculty-learning/teaching-academy-online.aspx))

—OR—

Table 1. Tracks for Faculty Teaching Online

|  |  |
| --- | --- |
| **Track 01** | **Track 02** |
| Planning Your Online Course | Planning Your Online Course |
| Canvas Boot Camp | Getting Started in Canvas |
|  | Gradebook: Assignments and Grading in Canvas |
|  | Setting Up Quizzes in Canvas |
|  | Using Groups in Canvas |
| Tools to Prevent Plagiarism and Cheating | Tools to Prevent Plagiarism and Cheating |
| Zoom and Panopto: Media Tools for Student Engagement | Zoom and Panopto: Media Tools for Student Engagement |

### Course Evaluations

Online courses will be evaluated annually by Program Chairs for effectiveness and efficiency.

*Administrative Council*

## OFFICE SCHEDULE

### Office Hours

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

MCB Program Offices’ Hours Academic Year

Summer

8:00 a.m. – 5:00 p.m., Monday through Friday

8:00 a.m. – 1:00 p.m., Monday through 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 unstaffed, please notify the Program Chair and arrange 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. 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 U.S. Department of Labor rules effective 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 is 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. <65% of classes in prime time (9:05 am – 2:00 pm)

>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

1. Chairs will follow current AACSB standards on faculty deployment and management within resources limitations. Given these limitations, Chairs will make every effort to assign SA, PA and SP faculty to no more than two preps per semester and three preps per year.
2. Chairs will balance Tuesday/Thursday and Monday/Wednesday/Friday schedules for all faculty/instructors.

## CLASSROOM SCHEDULING

All classes must begin and end at approved times per the university scheduling guidelines. There may be exceptions for classes beginning at 5:00pm or later. Block schedule can be found at [unco.edu/registrar/pdf/block-schedule.pdf.](https://www.unco.edu/registrar/pdf/block-schedule.pdf)

*Associate Dean*

## 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-hour release per semester for service, making the teaching load 9 hours per semester.

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.

## 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 online. This designation must be strictly followed.

## FACULTY OFFICE ASSIGNMENTS

*Administrative Council*

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.

*Administrative Council*

## 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 UNC’s secure electronic platforms. Moreover, faculty should take care to preserve grade confidentiality in returning exams and other assignments to their students.

\*[The Family Educational Rights and Privacy Act](http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html) (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Program of Education.

## 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 Employee tab in URSA.

UNC Incomplete Grade Policy is found [here](https://www.unco.edu/registrar/grades/#fndtn-tabIncompleteGrades2-d19e195).

## FACULTY OFFICE HOURS

*MCB Staff*

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 online 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 online 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 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, Canvas).

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 ([mcb.unco.edu/Directory/Faculty/](http://mcb.unco.edu/Directory/Faculty/)).

## FACULTY ON-CAMPUS REQUIREMENTS

*Administrative Council*

Faculty will 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 will note, on their Outlook calendar, all of their class times, office hours, committee meetings and other significant obligations.

## SELECTION OF PROGRAM CHAIRS

*Administrative Council*

Appointment of each Program Chair 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, tenure-track and contract-renewable 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.

## ACADEMIC SUPPORT ROOM SCHEDULING

*Administrative Council*

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—

* Special Projects Room (K-2065)
* Kepner computer labs 0030, 0075 and 0090
* Collaboration Room (K 0060)
* CAP Room (K-1050D)
* Finance Trading Room (K-1050A)
* Hensel-Phelps Room (K-2035)
* NCMC Room (K-1050E).

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.

## MINIMUM CLASS SIZE GUIDELINES

*Dean’s Office*

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 notes of MCB’s Administrative Council.

## EDUCATIONAL CAPACITIES FOR COURSES

*Administrative Council*

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)

Online undergraduate courses cap of 35

Online graduate courses cap of 30

### 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 ensure appropriate class size.

*Administrative Council*

## SPECIAL TOPICS / DIRECTED STUDIES / INTERNSHIPS

### Special Topics Courses

Special Topic classes (BA 495, 595 and 695) in the Monfort College of Business enrich the learning opportunities of our students. Faculty interests, visiting faculty, etc. provide opportunities to develop 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

If a special topics course is to be offered beyond a second time, the Program must submit the necessary materials to the MCB UCAM Committee for recommendation and approval.

### 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

*UCAM Committee*

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

*Advising Center*

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

*Advising Center*

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 ([unco.edu/trustees/University\_Regulations.pdf](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 1/36th per semester hour of the faculty member’s current academic year salary if the faculty member is on a full-time contract. In the case of non-full-time faculty holding one of the above ranks, the compensation is 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 2 below.

Table 2. Summer and Interim University Compensation Model

|  |  |  |  |
| --- | --- | --- | --- |
| **Undergraduate Class Size** | **Undergraduate Prorated Rate** | **Graduate Class Size** | **Graduate Prorated Rate** |
| 15+ | 100% | 10+ | 100% |
| 14 | 94% | 9 | 90% |
| 13 | 87% | 8 | 80% |
| 12 | 80% | 7 | 80% |
| 11 | 80% | 6 | 80% |
| 10 | 80% | 5 | 80% |
| 9 | 80% | 4 | 40% |
| 8 | 80% | 3 | 30% |
| 7 | 80% | 2 | 20% |
| 6 | 40% | 1 | 10% |
| 5 | 33% |  | |
| 4 | 27% |
| 3 | 20% |
| 2 | 13% |
| 1 | 7% |

### 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

*Administrative Council*

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 Canvas 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 Canvas. 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 Canvas.

MCB’s Assurance of Learning Goals and Objectives and MCB’s Standard Statements are presented in [Appendix B](#_bookmark165) and [Appendix C.](#_bookmark171) Individual course AACSB standard syllabi are available by program on SharePoint.

The UCAM Committee is charged with periodically reviewing MCB’s goals, objectives, and reviewing the standard statements annually.

## UNC / MCB TRAVEL REGULATIONS

*Assistant to the Associate Dean*

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 [unco.edu/purchasing/acctpay/travpro.htm](http://www.unco.edu/purchasing/acctpay/travpro.htm).

* All travel must be pre-approved by the Chair of the appropriate program and the Dean. The Travel Authorization form is available electronically at [unco.edu/purchasing/acctpay/travpro.htm.](http://www.unco.edu/purchasing/acctpay/travpro.htm)
* 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.
* 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 their program or with the MCB Business Manager in the Dean’s office. For more information, please check the UNC Travel Procedures at [unco.edu/purchasing/acctpay/travpro.htm.](http://www.unco.edu/purchasing/acctpay/travpro.htm)
* 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.
* Travel should be completed using the most economical means available.
  + 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.

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

## STAFF PROFESSIONAL DEVELOPMENT GRANTS

*Administrative Council*

Full-time MCB staff employees are eligible for professional development grants of up to $700 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 supervisor and the Dean. Professional development funds do not roll over to the next academic year if not used.

*Administrative Council*

# MCB FACULTY GOVERNANCE

## UNC DEFINITION OF FACULTY MEMBERSHIP

Faculty membership is defined in the UNC Board Policy Manual ([unco.edu/trustees/Policy\_Manual.pdf](http://www.unco.edu/trustees/Policy_Manual.pdf)).

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

1. 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.
2. 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.
3. 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.

1. A current list of voting faculty shall be established and maintained by the Faculty Senate.
2. 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.

*Dean’s Executive Assistant*

## 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 five faculty committees are the UCAM Committee, Faculty Affairs Committee, Student Success Committee, Graduate Committee and the International/Global Committee. Additional work groups are created as necessary (e.g.

AACSB Maintenance Committee).

MCB committee members are elected by their respective academic discipline areas, and up to 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. Department representatives are elected to a 3-year term and are limited to two consecutive three-year terms.

The committee chair will be elected from among the academic program representatives. The exception to the above chair election process is the Dean’s appointment of the chair for the UCAM Committee. He/she may also serve as their programs’ representative.

At the beginning of each year the dean and associate dean create the annual committee charges. Committee chairs meet with the dean and associate dean to discuss the charges and the timeline.

Committee deliberation and decisions are reported to program faculty during the representatives’ regular program meetings, at the general faculty and staff meetings, and through meeting minutes available on SharePoint. Additionally, current year charges are available through SharePoint.

#### Accreditation and Curriculum (UCAM) Committee

This committee determines procedures, collects data, and makes recommendations to the programs in relation to the accreditation activities undertaken by the College; this includes but is not limited to benchmarking, ETS review, analysis and feedback, impact of university curricular changes on MCB programs, etc.

It also advises the MCB Dean, Administrative Council and faculty on MCB matters related to curriculum, library resources, 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.

Membership consists of one faculty representative from each department (Accounting, CIS, Finance, Management, and Marketing, (voting)), the Associate Dean (ex officio, non-voting), and the Director of Advising (non-voting). The committee chair will be elected annually from the membership by voting members.

Membership consists of one faculty representative from each department (Accounting, CIS, Finance, Management, and Marketing, (voting)), the Associate Dean (ex officio, non-voting), and the Director of Advising (non-voting). The committee chair will be elected annually from the membership by voting members.

#### Graduate Committee

This committee advises the dean and faculty on matters related to curriculum and educational innovation of MCB graduate programs. The Graduate Committee has primary responsibility for MCB’s graduate programs, currently the online MBA and MAcc; this includes, but not limited to new courses, prerequisites for courses, admission requirements, review and creation of areas

of emphasis, program benchmarking, analysis and feedback, impact of University curricular 17

changes on MCB Programs, etc. Membership in the Graduate Committee consists of one faculty representative from each department ((Accounting & CIS), Finance, Management and Marketing, (voting)) and the Graduate Coordinator (ex officio).

#### Faculty Affairs Committee

The Faculty Affairs Committee has primary responsibility for MCB faculty development, personnel qualifications, performance and resources, faculty awards, faculty appeals of administrative action not covered by another appeal process, etc. This committee also provides leadership in Faculty Development Process Reviews. Only “voting faculty” as defined in the UNC Board of Trustees manual are eligible to represent their department/program. Membership consists of one faculty representative from each program (Accounting, CIS, Finance, Management and Marketing).

#### International/Global Committee

This committee has responsibility for the development and maintenance of study abroad experiences (short- and long-term). It oversees current exchange programs with international business programs and offices. The committee awards scholarship funds (when available) to study abroad students. The committee consists of one member from each of the four departments—Accounting & CIS, Finance, Management and Marketing.

#### Student Success Committee

The Student Affairs Committee has MCB responsibility for student continuation and disciplinary policies, student appeals, evaluation and recommended actions based on student surveys, etc.

The committee consists of one member from each of the four departments—Accounting & CIS, Finance, Management and Marketing. The Director of Advising or freshman advisor sits on this committee as an ex officio member.

### Dean’s Committees

#### Administrative Council

The Dean, Program Chairs, Graduate Programs Director, 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.

*Administrative Council*

# FACULTY QUALIFICATIONS

## MCB ACADEMIC AND PROFESSIONAL CRITERIA

### Background

Monfort College of Business (MCB) faculty qualifications are a set of criteria that are consistent with the mission, expected outcomes and strategies of MCB. To achieve this, MCB has a number of objectives that will be satisfied by faculty undertaking a variety of academic and professional activities and engagements. The two primary objectives are for each faculty member to:

1. Remain active and current within his/her discipline/field through academic and/or professional engagement activities.
2. Improve in the ability to deliver a high-quality learning experience regardless of delivery method and student level.

The secondary objectives for the faculty qualification criteria are for faculty to:

1. Professionally engage to improve the awareness and reputation of MCB among a variety of stakeholders to include (but not limited to) academia, the private sector, the not-for- profits, state and local communities and alumni.
2. Provide service to MCB stakeholders (see 1 above) through expertise and participation.
3. Increase the value that MCB provides its stakeholders.

Qualified faculty are divided into four classifications: Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), and Instructional Practitioner (IP). The initial qualifications and maintenance of qualifications varies based on category. Maintenance of qualifications will use a five-year rolling window of activities; this is consistent with Standard 3 of the AACSB Criteria (2020). The general definitions for the types of qualification are:

* + 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 and practice of business and management.
    - Professional engagement reflects faculty practice-oriented development activities that support integration of relevant, current practice of business and management.

The Faculty Qualification Policy will define the following.

1. Initial Qualifications – SA, PA, SP & IP
2. Maintenance of Qualifications – SA, PA, SP & IP
   1. Academic and Professional Engagement Categories
   2. Point values for specific academic and professional activities.
   3. Minimum points needed for maintenance of qualifications – SA, PA, SP & IP
   4. Adding journals and conferences to MCB list
3. Maintenance Qualifications for Administrators
4. Reestablishing Lapsed Qualifications

### Initial Qualifications

For newly hired faculty, initial qualifications are reviewed by the Department Chair. The Chair submits his/her evaluation to the MCB Dean for approval prior to the first day of employment. In most cases for tenure and tenure-track hires, the evaluation and approval are part of the search process.

Table 3. Criteria for Initial Faculty Qualifications

|  |  |  |  |
| --- | --- | --- | --- |
| **Scholarly Academics (SA)** | **Practice Academics (PA)** | **Scholarly Practitioners (SP)** | **Instructional Practitioners (IP)** |
| 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: | 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: | 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 his or her teaching field**,  **AND**  s/he has 4 points from publication points and 6 additional points from any scholarship category | 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 his or her teaching field,**  **AND**  s/he meets one of the following conditions: |
| 1. Holds an earned **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. | | 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 3. Meets the equivalent experience criteria of 7+ years as specified by department policy. | |

### Maintenance of Qualifications

During a five-year period, each faculty member must engage in academic and professional activities obtaining the minimum number of points to be maintained as qualified in one of four faculty classifications, SA, PA, SP, and IP. Faculty not meeting the minimum point total will be classified as Other (O). To maintain our accreditation, MCB must meet the following AACSB guidelines.

* 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.

### Defining qualification status

Per AACSB Standard 3, there are four types of faculty qualification status.

* ***Scholarly Academics (SA)*** sustain currency and relevance through scholarship and related activities. Normally, SA status is granted to newly hired faculty members who earned their research doctorates with the last five years prior to the review dates.
* ***Practice Academics (PA)*** sustain 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 engage, etc., based on the faculty members’ earlier work as an SA faculty member.
* ***Scholarly Practitioners (SP)*** sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching.
* ***Instructional Practitioners (IP)*** sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. Normally, IP status is granted to newly hired faculty member who join the faculty with significant and substantive professional experience.

**Maintaining qualification status**

***Scholarly Academic (SA)*** faculty will maintain their status after the initial five years after earning their doctorates through accumulating a **minimum of 30 points within five years (must meet the minimum point total from each category)** comprised of the following.

* + **Scholarship:** 12 points from publication points and 8 additional points from any scholarship category (see Table 4 below)
  + **Professional:** 5 points
  + **Instruction:** 5 points

***Practice Academic (PA)*** faculty will maintain their status through accumulating a  
minimum **of 30 points within five years (must meet the minimum point total from each category) comprised** of the following.

* + **Scholarship:** 6 points from publication points and 8 additional points from any scholarship category (see Table 4 below)
  + **Professional**: 8 points
  + **Instruction**: 8 points

***Scholarly Practitioner (SP)*** faculty will maintain their status through accumulating a  
minimum **of 25 points within five years (must meet the minimum point total form each category)** comprised of the following.

* + **Scholarship:** 4 points from publication points and 6 additional points from any scholarship category (see Table 4 below)
  + **Professional:** 8 points
  + **Instruction:** 7 points

***Instructional Practitioner (IP)*** faculty will maintain their status through accumulating **minimum of 15 points (must meet the minimum point total from each category)** within five years comprised of the following.

* + **Scholarship:** none required
  + **Professional:** 5 points
  + **Instruction:** 10 points

### Process of determining qualification status

Prior to their evaluation process (annual, biennial or triennial), faculty members must submit their list of activities and resulting points they have accumulated in the previous five years to their chair for review.

Table 4. Academic and Professional Activities

|  |  |
| --- | --- |
| **SCHOLARSHIP** | |
| **Publication** | **Points** |
| * A\* Journal | 15 |
| * A Journal | 12 |
| * B Journal | 9 |
| * C Journal | 6 |
| * Other (blind reviewed, Cabell’s 40% or lower acceptance rate) | 3 |
| * Departmental list of journals | 9 |
| ***See FAC policy/procedure for adding journals and conferences to MCB’s augmented ABCD list*** | |
| **Grants, Editorships** | **Points** |
| * Investigator on external grant over $30,000 | 10 |
| * Editor of A\* or A journal |
| * Author of scholarly book (1st edition) published by a leading publisher |
| * Investigator on external grant of $15,000 - $30,000 | 8 |
| * Editor of a B journal |
| * Associate Editor of A\* or A journal |
| * Fulbright Scholar |
| * Investigator on external grant of $5,000 - $14,999 | 6 |
| * Editor of a C journal |
| * Associate Editor of a B journal |
| * Book chapter in refereed book |

|  |  |
| --- | --- |
| **Other Scholarship Activities** | **Points** |
| * Article in journal either not in Cabell’s, an acceptance rate in Cabell’s of over 40%, or not double-blind reviewed | 1-3 |
| * Ad hoc visiting scholar |
| * Article in a trade journal |
| * Book review published in an academic journal |
| * Cases published in a textbook or via on the Daniels Ethics webpage |
| * Chapter in edited scholarly book |
| * Associate Editor of a C journal |
| * Editor of special edition of journal (A/A\* – 6 pts., B – 4 pts., C – 2 pts.) |
| * Member of journal editorial board (A/A\* – 3 pts., B – 2 pts., C – 1 pts.) |
| * Recipient of small research grant (internal or external) |
| * Academic conference program chair |
| * President of national/international academic professional organization |
| * Elected officer of national/international academic or professional organization |
| * Paper presentation at regional, nation, or international conference |
| * Second or higher edition of scholarly book |
| * Textbook chapter or teaching module (1st edition) |
| * Proceedings publication |
| * Public available instructional software |
| * Program committee member of national or international conference |
| * Working paper available in MCB working paper series |
| * Presentation at MCB research seminar |
| * Reviewer for B or higher journal |
| * Ad hoc review book chapter or journal |
| * Invited research of professional seminar outside of MCB |
| * Published textbook supplement |
| * Discussant at academic conference |
| * Book reviewer for publisher |
| * Session chair academic conference |
| * Reviewer for academic conference |
| * Member of PhD dissertation committee |
| ***For variable point value items, the point values for individual activities will be determined by academic department. Each will be on a case by case basis.*** | |

|  |  |
| --- | --- |
| **PROFESSIONAL** | |
| **Activity** | **Points** |
| * Sustained work supporting qualified status | 1-5 |
| * Executive or high-level management position within the past 5 years |
| * Publication in practitioner journals or other venues aimed at improving the practice of the discipline |
| * Published case studies |
| * Memberships on board of directors of corporate or non-profit organizations |
| * Consulting activities deemed material in nature |
| * Significant expert witness |
| * Editorship of practice journal |
| * Significant role in MCB fundraising activity |
| * Publishing articles about academic leadership or education issues |
| * Serving in a leadership role in a regional or national professional organization |
| * Serving a significant role in local government organizations |
| * Significant participation or leadership in business professional associations |
| * Media citations (Blogs) |
| * Presentation or workshops for business professionals |
| * Service as an expert on national, regional or local policy workshop |
| * Documented continuing professional educational experiences |
| * Participation in professional events that focus on the practice of business, management, and related issues |
| * Author/editor of a newspaper column or practitioner online outlet |
| * Any other activity deemed by the chair and peers to be equivalent to the activities in this category |
| * Member AACSB Peer review team |
| * Attend AACSB or similar conference |
| * Serving as a Daniels Ethics Fellow |
| * Collecting and analyzing data for assessment of learning |
| * Involvement with the community organizations related to business |
| * Involvement with accreditation processes within the college of and university |
| * Participating in continuing education programs not related to qualified status |
| ***For variable point value items, the point values for individual activities will be determined by academic department. Each will be on a case by case basis.*** | |

|  |  |
| --- | --- |
| **INSTRUCTIONAL** | |
| **Activity** | **Points** |
| * Employment that related to your teaching area | 1-5 |
| * Active and significant role in operation or management of business enterprise |
| * Participation in College-related programs and activities that involve the   business community |
| * Current professional certification (1 point) |
| * Member of professional society (1 point) |
| * Officer of professional organization (2 points) |
| * Member of committee of professional organization (2 points) |
| * Development of professional certification materials or course/seminar |
| * Continuing coursework/education in professional area |
| * Development of new course (2 points) |
| * Participation in education conferences or workshops |
| * Advisor to student professional organization (1 point per year) |
| * Presentation at MCB teaching roundtable (1 point per year) |
| * Media citations |
| * Other activities deemed to be of relevance to the profession by the Chair   and Peers |
| ***The scope, size, and level of organization/activity will determine point levels for those without designated points. For variable point value items, the point values for individual activities will be determined by academic department. Each will be on a case by case basis.*** | |

### Adding Journals and Conferences to MCB’s Augmented ABDC List

The faculty affairs committee will keep a list to augment the original ABDC list. The current list can be found on page four of [Appendix D](#_bookmark172). Journal articles and full conference papers on this list will use the same letter rating system as the ABDC list (A\*, A, B, C) as a classification system. Publication in any journal or conference on the augmented list will be counted the same as publication in the ABDC list (for qualification, tenure, rewards, etc.). Departments will keep an updated list specific to each’s discipline.

#### Process for adding a journal or conference to the augmented ABDC List

1. First the faculty member will submit the journal or conference that they would like added to the augmented list, and state how it should be classified (A\*, A, B, or C) to their department/program faculty.
   1. As part of their review, the department/program faculty will require evidence for why the journal or conference should be classified as A\*, A, B, or C. This may include evidence such as:
      1. At least **two** universities that are at or above UNC’s research level and classify the journal or conference in a manner similar to the faculty’s proposal.
      2. A specific academic field, e.g., CIS or software engineering, classifies the journal or conference in a similar manner to the faculty’s proposal1.
   2. After review, the department/program faculty will provide feedback to the faculty member submitting the request.
   3. Upon approval, the department/program faculty will submit to department chair for review.
2. The chair will then review the application and the department/program faculty review results report.
3. The department chair, upon approval of the request, will submit the journal or conference that the faculty member would like added to the augmented list to the Admin Council for final approval. All supporting materials will be provided to the Admin Council as part of the final review.
4. Based on a review of the evidence, the Admin Council will make the final determination on whether or not the journal or conference will be added to the augmented ABDC list.

### Maintenance of Qualification for Faculty 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.

Administrators with the rank of dean or above are considered PA. Administrators returning to the faculty will retain their status for a period of three years to reestablish their research momentum.

### 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/triennial 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.

1 For engineering disciplines, the following lists are suggested to provide evidence of equivalence.

* CORE: [http://www.core.edu.au/conference-portal](https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.core.edu.au%2Fconference-portal&data=02%7C01%7CDaniel.Brannon%40unco.edu%7C3898eb60118c46d92f7508d6343f18c0%7Cb4dce27cd088445499652b59a23ea171%7C0%7C0%7C636753844099442506&sdata=%2FAiUKgaYNZ8xpLJYBWcGzeFrOZjIyv%2BBM9K5hsDOe0A%3D&reserved=0)
* GGS: [http://valutazione.unibas.it/gii-grin-scie-rating/](https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fvalutazione.unibas.it%2Fgii-grin-scie-rating%2F&data=02%7C01%7CDaniel.Brannon%40unco.edu%7C3898eb60118c46d92f7508d6343f18c0%7Cb4dce27cd088445499652b59a23ea171%7C0%7C0%7C636753844099442506&sdata=Vix2WalCqmmjS7VYlxIrZ9F5v3LvyVhsDdB0i7yt5YE%3D&reserved=0)
  + Combines conference ranking data from:
    - CORE: [http://www.core.edu.au/conference-portal](https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.core.edu.au%2Fconference-portal&data=02%7C01%7CDaniel.Brannon%40unco.edu%7C3898eb60118c46d92f7508d6343f18c0%7Cb4dce27cd088445499652b59a23ea171%7C0%7C0%7C636753844099452519&sdata=PTPrUgT3ii%2BPEIA55%2F3ZHIG67YyOwkGIi9iIByaaHJA%3D&reserved=0)
    - Microsoft Academic Research: [https://academic.microsoft.com/](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Facademic.microsoft.com%2F&data=02%7C01%7CDaniel.Brannon%40unco.edu%7C3898eb60118c46d92f7508d6343f18c0%7Cb4dce27cd088445499652b59a23ea171%7C0%7C0%7C636753844099452519&sdata=T68uL02yS80U%2F%2B0L3Cpxql%2FKr%2B1h9OaHMfJ4LcGMhfw%3D&reserved=0)
    - LiveSHINE (Google Scholar Data): [http://liveshine.icomp.ufam.edu.br/](https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fliveshine.icomp.ufam.edu.br%2F&data=02%7C01%7CDaniel.Brannon%40unco.edu%7C3898eb60118c46d92f7508d6343f18c0%7Cb4dce27cd088445499652b59a23ea171%7C0%7C0%7C636753844099462523&sdata=EJDR%2Fq8tCSZl3BrFXlHrzDt8iwIUZglsFg8sMrTdEPI%3D&reserved=0)

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/triennial evaluation
* Earn “meets expectations” on overall annual/biennial/triennial 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/triennial 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.**

## PARTICIPATING AND SUPPORTING FACULTY

*Faculty Affairs and Administrative Council*

The College commits major resources to maintain a faculty sufficient for high-quality instruction. The College also commits faculty resources to other responsibilities relevant to accomplishing the College’s mission, e.g., advising, service, research.

Individuals with responsibilities outside of the classroom are defined as “participating faculty.” Faculty with only teaching responsibilities are generally considered “supporting faculty”. Below are the detailed definitions.

**Participating faculty** are defined as those who, in addition to their instructional assignment, also have research and/or service component as part of their workload assignment. Additional responsibilities may include scholarship, research, student advising, and service assignments. In general, participating faculty are full-time MCB faculty.

**Supporting faculty** are individuals not meeting the requirements of a participating faculty member, i.e., those that have no employment responsibilities to MCB other than teaching courses and holding appropriate office hours.

*Faculty Affairs Committee*

## 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. MCB 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.

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 [unco.edu/graduate-school/student-resources/current-](https://www.unco.edu/graduate-school/student-resources/current-students/graduate-school-forms.aspx) [students/graduate-school-forms.aspx](https://www.unco.edu/graduate-school/student-resources/current-students/graduate-school-forms.aspx).

To apply for graduate faculty status, complete the form found on the Graduate School & International Admissions webpage at [unco.edu/graduate-school/student-resources/current-](https://www.unco.edu/graduate-school/student-resources/current-students/graduate-school-forms.aspx) [students/graduate-school-forms.aspx](https://www.unco.edu/graduate-school/student-resources/current-students/graduate-school-forms.aspx).

Further information pertaining to graduate faculty appointment/review can be found in the University Policy Manual 2-3-107(3) [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 [unco.edu/trustees/University\_Regulations.pdf](http://www.unco.edu/trustees/University_Regulations.pdf).

*Administrative Council / UNC Policy*

# FACULTY EVALUATIONS

The faculty evaluation process enhances professional development planning and drives improvements in faculty performance, thereby advancing the College mission. 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 60% 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 30% 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 10% 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 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.

Each evaluation area will be assigned a weight for evaluation purposes. The sum of the weight must equal 1.00. 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 Scale and Criteria

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.

#### Points Assessment

5 Excellent

4 Exceeds Expectations

3 Meets Expectations

2 Needs Improvement

1 Unsatisfactory

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 does not automatically guarantee an above-average outcome.

The annual/biennial/triennial 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:

#### Weighted Average Assessment

4.6-5.0 Excellent

3.6-4.5 Exceeds Expectations

2.6-3.5 Meets Expectations

1.6-2.5 Needs Improvement

1.0-1.5 Unsatisfactory

### Types of Faculty Evaluations

There are two types of faculty evaluations: comprehensive and annual/biennial/triennial. There are three comprehensive reviews:

* Tenure and promotion to associate professor
* Promotion to professor
* Post-tenure

### Evaluation Timelines

Annual/Biennial/Triennial 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.

### Process

Once a candidate meets the requirements to be considered for promotion and/or tenure, the candidate submits to the Program Chair a tenure and/or promotion application and electronic dossier covering performance and accomplishments over the tenure and/or promotion period. Since the finer details of the process change year-to-year, the associate dean will relay all changes and modifications to the process during a first semester MCB Faculty & Staff Meeting. The following is the basic evaluation process (used for all comprehensive reviews as well as the annual/biennial review).

1. Program faculty2 will evaluate the application and dossier and forward their findings to the Program Chair.

2 If there are fewer than four individuals in the candidate’s discipline, 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 procedure is used only for the purpose of tenure and promotion.

1. The Program Chair adds his/her evaluation of the faculty member’s performance in the three-evaluation area.
2. The Program Chair will forward the candidate’s dossier, the program faculty’s evaluations, and his/her evaluation and recommendation to the Dean.
3. The Dean will make an independent evaluation and recommendation with rationale that is shared with the program faculty, the Program Chair and the candidate.
4. 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.

Between each of the four reviews, from program faculty through dean reviews, the candidate will be provided an opportunity to respond in writing after each review.

### 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 ensuring 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).

## COMPREHENSIVE REVIEW EVALUATION CRITERIA

### Tenure and Promotion from Assistant to Associate Professor

The University of Northern Colorado establishes the levels of evaluation necessary to earn a positive promotion and tenure recommendation (see UNC Board Policy 2-3-902(5)). Those requirements are:

*Exceeds expectations or higher (level IV or Level V) in either instruction or professional activity and meets expectations or higher (level III, level IV, or level V) in the other two areas.*

#### 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 5a provides instruction expectations.

In the evaluation process, the members of the department conducting the review will examine all of the relevant evidence available to them. This will include syllabi, assignments, and student evaluations. The materials used for evaluation may also include peer review (i.e., observation by members of the department), chair review, and whatever other evidence the faculty member under review provides or the department can reasonably gather.

Student, peer, and chair valuations of teaching are a necessary, but not sufficient, component of assessing teaching performance. When assessing teaching scores, 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.

Table 5a. Instruction Evaluation Criteria

|  |  |
| --- | --- |
| **Unsatisfactory**  Rating of 1 | * Faculty member is negligent in course design or delivery. * Faculty member’s teaching is unacceptable for MCB standards as judged by his/her peers and department chair. Some indications of unacceptable teaching from peer and student evaluations may include that the faculty member:   + makes no effort to improve teaching,   + does not seem prepared for classroom activities,   + is not current on the subject matter,   + displays little enthusiasm for the subject matter or classroom interaction,   + does not return examinations and assignments in a timely manner,   + manages the classroom well poorly,   + is unavailable to students, etc. * This level of performance often leads to student complaints judged as significant by peers and department chairs and by teaching evaluations consistently below the department and college averages. This faculty member should not be in the classroom. * Faculty member is not collegial in the enhancement of program/college curricular activities, including assurance of learning |
| **Needs Improvement** Rating of 2 | Any of the following conditions would be sufficient for the faculty member to receive a “needs improvement” evaluation:   * Courses are not well designed * Courses are not well run, including, but not limited to:   + Timely return of exams and assignments with comments   + Meeting classes at scheduled times   + Being available in his/her office during posted office hours * Course rigor not sufficient for academic level   + Course grades inconsistent with course level/rigor (e.g., grades significantly higher than peers in similar level courses) * 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. This level of performance occasionally leads to student complaints judged as significant by peers and department chairs/directors and by evaluation scores that are significantly below the department and college averages. * Failure to sufficiently address course or teaching shortcomings identified by student evaluations, peer review, or department chair comments. * Faculty member displays some collegiality and support for the enhancement of program/college curricular activities, including assurance of learning, but fails to support these activities to a satisfactory level. * While the faculty member does meet some (but not all) of the expectations, the teaching still needs improvement and observation. |

|  |  |
| --- | --- |
| **Meets Expectations** Rating of 3 | In order to “meet expectations” a faculty member must demonstrate that:   * Courses are well-designed and well-run. This includes participation on assurance of learning activities as necessary. * Courses should be sufficiently and appropriately challenging for the level   + Course grades are consistent with course level (e.g., grades comparable to peers in similar level courses) * Assignments are meaningful and challenging for course level * Course evaluations, e.g. exams, accurately reflect course performance and do not merely rely on memorization and information recall. * Student evaluations, peer review, and/or chair review are good in regards to quality of instruction and a greater number of positive comments related to course delivery and content. 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 department and college averages. In addition to meeting the minimum expectations for teaching, the faculty member is judged as providing a positive learning environment, which is conducive to student learning. * Faculty member provides evidence of responses/changes to course or teaching shortcomings when identified in student evaluations, peer review, and/or department chair comments. * Faculty member provides evidence of collegial activity in the enhancement of program/college curricular activities, including assurance of learning. |
| **Exceeds Expectations** Rating of 4 | In order to “exceed expectations” a faculty member must achieve the “meet expectations” criteria and must meet the conditions below:   * The faculty member has made substantive changes to the design, delivery, or content of courses in order to improve the quality of the learning experience. 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. * 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. * The faculty member’s efforts led to noteworthy new learning opportunities for MCB students. * Faculty member provides evidence of actively helping the enhancement of program/college curricular activities, including assurance of learning. * The faculty member consistently has participated in faculty development programs related to his/her field of expertise in order to improve the quality of the learning experience. * Faculty member provides evidence of collegial activity in helping share successful techniques with colleges. * Teaching evaluations (student, peer, chair), both qualitative and quantitative, judged by peers as exceeds expectations in regards to quality of instruction and a greater number of positive comments related to course delivery and content. |

|  |  |
| --- | --- |
| **Excellent**  Rating of 5 | In order to earn a rating of “excellent” a faculty member must be meet “exceed expectations” and must also meet the conditions below. The faculty member has:   * Made changes to his/her courses that have resulted in an increased level of engagement or impact with MCB’s constituents, as supported by evidence provided by the faculty member. 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. * Introduced contributions to interdisciplinary/interdepartmental curriculum integration that has been judged as significant by departmental peers and chairs. * Participated in peer reviews for colleagues and incorporates peer reviews into his/her courses. * Been in a leadership role that has advanced the program/college curricular activities, including assurance of learning. * Teaching evaluations (student, peer, chair), both qualitative and quantitative, judged by peers as excellent in regards to quality of instruction and a greater number of positive comments related to course delivery and content. |

#### 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 necessary criteria in Table 5b within the most recent five year window for tenure and for promotion to each academic rank.

(QJA – quality journal article & OIC – other intellectual contributions) Table 5b. Professional Activity Evaluation Criteria

|  |  |
| --- | --- |
| **Unsatisfactory**  Rating of 1 | No evidence of any professional activity. |
| **Needs Improvement** Rating of 2 | There is evidence of some professional activity, but not enough to Meet Expectations (see below). |
| **Meets Expectations** Rating of 3 | In order to *Meet Expectations,* a faculty member, throughout the review period, must meet the initial or continuing (as appropriate) standards for Scholarly Academics (SA) **and** must meet each of the following:   * A consistent pattern of scholarship * A minimum of at least **FIVE OICs3** in the preceding five-year period. * A minimum of at least **THREE QJAs** in the preceding five-year period. |
| **Exceeds Expectations** Rating of 4 | In order to *Exceeds Expectations,* a faculty member must *Meet Expectations* **and** must meet one of the following:   * A minimum of at least **FIVE QJAs** in the preceding five-year period. * A minimum of **FOUR QJAs** in the preceding five-year period, at least **ONE** of which is a **high impact QJA** |

3 OIC (Other Intellectual Contributions) are Grants, Editorships and other Scholarship Activities (see Faculty Qualifications [Table 4](#_bookmark76)).

|  |  |
| --- | --- |
| **Excellent**  Rating of 5 | In order to earn a rating of *Excellent*, a faculty member must *Exceed Expectations* **and** must meet the following:   * A minimum of at least **FIVE QJAs** in the preceding five-year period, at least **TWO** of which is a **high impact QJA**. |

#### 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 Table 5c. Evidence of significant service is required in consideration of tenure and promotion.

Table 5c. Service Evaluation Criteria

|  |  |
| --- | --- |
| **Unsatisfactory**  Rating of 1 | No service to the department, the college, the university, the profession, the community, or any involvement at all in the advising of majors or minors within the department. |
| **Needs Improvement** Rating of 2 | Frequent failure to carry through on tasks undertaken for the department (including but not limited to advising), the college, the university, the profession, or the community. Frequent failure to communicate with appropriate stakeholders. Failure to create and/or maintain a collegial department/college/university atmosphere. |
| **Meets Expectations** Rating of 3 | A faculty member meeting all of the following would be deemed as having satisfied the necessary and sufficient conditions for a rating of “Meets Expectations.”  Service to the department (including, but not limited to advising), the college, the university, at a minimum, should include a **consistent pattern over the review period** of:   * serving actively on at least one college committee or task force by regularly attending and actively participating in its meetings and workload to achieve its goals; * serving actively on at least one university committee or task force by regularly attending and actively participating in its meetings and workload to achieve its goals; * effectively carrying out the basic responsibilities involved in any work specifically undertaken for the department (e.g., serving as the coordinator for internships available to students within the department, doing a reasonable share of the advising); * creating and/or maintaining a collegial department/college/university atmosphere;   Additionally, evidence of service to the profession and/or community is expected. The following are the types of activities that might be cited as evidence of quality service:   * contributing to the profession in one or more ways that aid the profession in its achievement of any of its aims, but that do not constitute, according to the criteria enumerated above, actual professional activity; * contributing to the community by engaging in one or more ways that benefit its members or that aid it in achieving its aims.   These, it is to be understood, are all offered here merely as examples of work that could be cited as evidence of service of solid quality in any of these areas. Other comparable achievements could be cited as evidence of such service as well. |

|  |  |
| --- | --- |
| **Exceeds Expectations** Rating of 4 | To obtain an ‘exceeds expectations’ rating, the faculty member should have shown leadership in some significant area of service (for example: college/university committee chairperson, associate editor of a journal, active member of editorial board of a journal, etc.).  Assuming that the conditions stated above for a rating of “Meets Expectations” in the area of service have been met, any of the following is sufficient for a rating of “Exceeds Expectations”:   * Noteworthy service to the department—service that has been more than meeting expectations in either quantitative or qualitative terms. * Noteworthy work in the advising of majors or minors within the department —work that has been more than meeting expectations in either quantitative or qualitative terms. * Noteworthy service to the college (e.g., chair or standing committee or task force), university (e.g., senate, graduate council), or the profession (e.g., program chair, editorial board, dissertation/thesis committee). * Noteworthy community service related to the area or areas of professional expertise (e.g., professional board, nonprofit support) of the faculty member under review.   (In order to be noteworthy, the faculty member must clearly articulate how his/her service has positively impacted an MCB stakeholder beyond expectations.) |
| **Excellent**  Rating of 5 | Assuming that the conditions stated above for a rating of “Exceeds Meets Expectations” in the area of service have been met, outstanding and substantial accomplishment/achievement in at least one service activity of any of the four types mentioned above, for a rating of “Excellent.”  For consideration, the faculty member must clearly articulate how his/her service was instrumental in an extraordinary impact for an MCB stakeholder. Such a contribution requires at the minimum service from a faculty member in a leadership role (e.g., chairperson of college/university committee, journal editor, president of a community board). |

Definition: Collegiality refers to behavior that is professional, cooperative and respectful in a manner consistent with being a productive citizen of the department, college, and university. Collegiality applies across instruction, research, and service, and serves as one of several criteria related to job performance level, e.g., “satisfactory” or “unsatisfactory” level of performance.

Non-collegial behavior is that which does not meet the definition of collegiality as stated above and detracts from the productivity of faculty and staff. Respectful disagreement and infrequent/isolated incidents of discord should not be designated as non-collegial behavior. Civil discussion related to differences of opinion and diverse views are crucial to the health of any academic environment.

Collegiality is exhibited by a faculty members who:

* Communicates with colleagues in a respectful manner
* Demonstrates respect for colleagues, staff members, and students
* Demonstrates professional behavior consistent with being a productive member of his/her department (follows department rules/policies, performs assigned tasks; completes assignments in a timely manner; provides assistance when asked)
* Participates constructively during departmental or college faculty or committee meetings
* Cooperates with others to meet departmental/college/university goals

### Promotion from Associate Professor to Professor

Faculty may apply for full professor status after 5 years as an Associate Professor. The evaluation criteria are the similar for to those for promotion to Associate Professor. The University of Northern Colorado establishes the levels of evaluation necessary to earn a positive promotion to Professsor (see UNC Board Policy 2-3-901(3)). Those requirements are:

*Exceeds expectations or higher (level IV or Level V) in both instruction and professional activity and at least meets expectations (level III) in service.*

Requirements are outlined in Tables 6a, 6b and 6c. Table 6a. Instruction Evaluation Criteria

|  |  |
| --- | --- |
| **Unsatisfactory**  Rating of 1 | * Faculty member is negligent in course design or delivery * Faculty member’s teaching is unacceptable for MCB standards as judged by his/her peers and department chair. Some indications of unacceptable teaching from peer and student evaluations may include that the faculty member:   + makes no effort to improve teaching,   + does not seem prepared for classroom activities,   + is not current on the subject matter,   + displays little enthusiasm for the subject matter or classroom interaction,   + does not return examinations and assignments in a timely manner,   + manages the classroom well poorly,   + is unavailable to students, etc. * This level of performance often leads to student complaints judged as significant by peers and department chairs and by teaching evaluations consistently below the department and college averages. This faculty member should not be in the classroom. * Faculty member is not collegial in the enhancement of program/college curricular activities, including assurance of learning |
| **Needs Improvement** Rating of 2 | Any of the following conditions would be sufficient for the faculty member to receive a “needs improvement” evaluation:   * Courses are not well designed * Courses are not well run, including, but not limited to:   + Timely return of exams and assignments with comments   + Meeting classes at scheduled times   + Being available in his/her office during posted office hours * Course rigor not sufficient for academic level   + Course grades inconsistent with course level/rigor (e.g., grades significantly higher than peers in similar level courses) * 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. This level of performance occasionally leads to student complaints judged as significant by peers and department chairs/directors and by evaluation scores that are significantly below the department and college averages. * Failure to sufficiently address course or teaching shortcomings identified by student evaluations, peer review, or department chair comments. * Faculty member displays some collegiality and support for the enhancement of program/college curricular activities, including assurance of learning, but fails to support these activities to a satisfactory level. * While the faculty member does meet some (but not all) of the expectations, the teaching still needs improvement and observation. |

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| **Meets Expectations** Rating of 3 | In order to “meet expectations” a faculty member must demonstrate that:   * Courses are well-designed and well-run. This includes participation on assurance of learning activities as necessary. * Courses should be sufficiently and appropriately challenging for the level   + Course grades are consistent with course level (e.g., grades comparable to peers in similar level courses) * Assignments are meaningful and challenging for course level * Course evaluations, e.g. exams, accurately reflect course performance and do not merely rely on memorization and information recall. * Student evaluations, peer review, and/or chair review are good in regards to quality of instruction and a greater number of positive comments related to course delivery and content. 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 department and college averages. In addition to meeting the minimum expectations for teaching, the faculty member is judged as providing a positive learning environment, which is conducive to student learning. * Faculty member provides evidence of responses/changes to course or teaching shortcomings when identified in student evaluations, peer review, and/or department chair comments. * Faculty member provides evidence of collegial activity in the enhancement of program/college curricular activities, including assurance of learning. |
| **Exceeds Expectations** Rating of 4 | In order to “exceed expectations” a faculty member must achieve the “meet expectations” criteria and must meet the conditions below:   * The faculty member has made substantive changes to the design, delivery, or content of courses in order to improve the quality of the learning experience. 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. * 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. * The faculty member’s efforts led to noteworthy new learning opportunities for MCB students. * Faculty member provides evidence of actively helping the enhancement of program/college curricular activities, including assurance of learning. * The faculty member consistently has participated in faculty development programs related to his/her field of expertise in order to improve the quality of the learning experience. * Faculty member provides evidence of collegial activity in helping share successful techniques with colleges. * Teaching evaluations (student, peer, chair), both qualitative and quantitative, judged by peers as exceeds expectations in regards to quality of instruction and a greater number of positive comments related to course delivery and content. |

|  |  |
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| **Excellent**  Rating of 5 | In order to earn a rating of “excellent” a faculty member must be meet “exceed expectations” and must also meet the conditions below. The faculty member has:   * Made changes to his/her courses that have resulted in an increased level of engagement or impact with MCB’s constituents, as supported by evidence provided by the faculty member. 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. * Introduced contributions to interdisciplinary/interdepartmental curriculum integration that has been judged as significant by departmental peers and chairs. * Participated in peer reviews for colleagues and incorporates peer reviews into his/her courses. * Been in a leadership role that has advanced the program/college curricular activities, including assurance of learning. * Teaching evaluations (student, peer, chair), both qualitative and quantitative, judged by peers as excellent in regards to quality of instruction and a greater number of positive comments related to course delivery and content. |

Table 6b. Professional Activity Evaluation Criteria

|  |  |
| --- | --- |
| **Unsatisfactory**  Rating of 1 | No evidence of any professional activity. |
| **Needs Improvement** Rating of 2 | There is evidence of some professional activity, but not enough to *Meet Expectations* (see below). |
| **Meets Expectations** Rating of 3 | In order to *Meet Expectations,* a faculty member, throughout the review period, must meet the initial or continuing (as appropriate) standards for Scholarly Academics (SA) **and** must meet each of the following:   * A consistent pattern of scholarship * A minimum of at least **FIVE OICs4** in the preceding six-year period. * A minimum of at least **THREE QJAs** in the preceding six-year period. |
| **Exceeds Expectations** Rating of 4 | In order to *Exceeds Expectations,* a faculty member must *Meet Expectations* **and** must meet one of the following:   * A minimum of at least **FIVE QJAs** in the preceding six-year period. * A minimum of **THREE QJAs** in the preceding six-year period, at least **ONE** of which is a **high impact QJA** |
| **Excellent**  Rating of 5 | In order to earn a rating of *Excellent*, a faculty member must *Exceed Expectations* **and** must meet the following:   * A minimum of at least **FOUR QJAs** in the preceding six-year period, at least **TWO** of which are a **high impact QJA** |

Note: Contributions (QJAs, and OICs) considered for promotion include only those not considered during the prior comprehensive review.

4 OIC (Other Intellectual Contributions) are Grants, Editorships and other Scholarship Activities (see Faculty Qualifications [Table 4](#_bookmark76)).

Table 6c. Service Evaluation Criteria

|  |  |
| --- | --- |
| **Unsatisfactory**  Rating of 1 | No service to the department, the college, the university, the profession, the community, or any involvement at all in the advising of majors or minors within the department. |
| **Needs Improvement** Rating of 2 | Frequent failure to carry through on tasks undertaken for the department (including but not limited to advising), the college, the university, the profession, or the community. Frequent failure to communicate with appropriate stakeholders. Failure to create and/or maintain a collegial department/college/university atmosphere. |
| **Meets Expectations** Rating of 3 | A faculty member meeting all of the following would be deemed as having satisfied the necessary and sufficient conditions for a rating of “Meets Expectations.”  Service to the department (including, but not limited to advising), the college, the university, at a minimum, should include a **consistent pattern over the review period** of:   * serving actively on at least one college committee or task force by regularly attending and actively participating in its meetings and workload to achieve its goals; * serving actively on at least one university committee or task force by regularly attending and actively participating in its meetings and workload to achieve its goals; * effectively carrying out the basic responsibilities involved in any work specifically undertaken for the department (e.g., serving as the coordinator for internships available to students within the department, doing a reasonable share of the advising); * creating and/or maintaining a collegial department/college/university atmosphere;   Additionally, evidence of service to the profession and/or community is expected. The following are the types of activities that might be cited as evidence of quality service:   * contributing to the profession in one or more ways that aid the profession in its achievement of any of its aims, but that do not constitute, according to the criteria enumerated above, actual professional activity; * contributing to the community by engaging in one or more ways that benefit its members or that aid it in achieving its aims.   These, it is to be understood, are all offered here merely as examples of work that could be cited as evidence of service of solid quality in any of these areas. Other comparable achievements could be cited as evidence of such service as well. |
| **Exceeds Expectations** Rating of 4 | To obtain an ‘exceeds expectations’ rating, the faculty member should have shown leadership in some significant area of service (for example: college/university committee chairperson, associate editor of a journal, active member of editorial board of a journal, etc.).  Assuming that the conditions stated above for a rating of “Meets Expectations” in the area of service have been met, any of the following is sufficient for a rating of “Exceeds Expectations”:   * Noteworthy service to the department—service that has been more than meeting expectations in either quantitative or qualitative terms. * Noteworthy work in the advising of majors or minors within the department —work that has been more than meeting expectations in either quantitative or qualitative terms. * Noteworthy service to the college (e.g., chair or standing committee or task force), university (e.g., senate, graduate council), or the profession (e.g., program chair, editorial board, dissertation/thesis committee). * Noteworthy community service related to the area or areas of professional expertise (e.g., professional board, nonprofit support) of the faculty member under review.   (In order to be noteworthy, the faculty member must clearly articulate how his/her service has positively impacted an MCB stakeholder beyond expectations.) |

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| --- | --- |
| **Excellent**  Rating of 5 | Assuming that the conditions stated above for a rating of “Exceeds Meets Expectations” in the area of service have been met, outstanding and substantial accomplishment/achievement in at least one service activity of any of the four types mentioned above, for a rating of “Excellent.”  For consideration, the faculty member must clearly articulate how his/her service was instrumental in an extraordinary impact for an MCB stakeholder. Such a contribution requires at the minimum service from a faculty member in a leadership role (e.g., chairperson of college/university committee, journal editor, president of a community board). |

Definition: Collegiality refers to behavior that is professional, cooperative and respectful in a manner consistent with being a productive citizen of the department, college, and university. Collegiality applies across instruction, research, and service, and serves as one of several criteria related to job performance level, e.g., “satisfactory” or “unsatisfactory” level of performance.

Non-collegial behavior is that which does not meet the definition of collegiality as stated above and detracts from the productivity of faculty and staff. Respectful disagreement and infrequent/isolated incidents of discord should not be designated as non-collegial behavior. Civil discussion related to differences of opinion and diverse views are crucial to the health of any academic environment.

Collegiality is exhibited by a faculty member who:

* Communicates with colleagues in a respectful manner
* Demonstrates respect for colleagues, staff members, and students
* Demonstrates professional behavior consistent with being a productive member of his/her department (follows department rules/policies, performs assigned tasks; completes assignments in a timely manner; provides assistance when asked)
* Participates constructively during departmental or college faculty or committee meetings
* Cooperates with others to meet departmental/college/university goals

### Post-Tenure 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. Criteria for Post-Tenure reviews are found in Tables 7a, 7b and 7c.

Table 7a. Instruction Evaluation Criteria

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| --- | --- |
| **Unsatisfactory**  Rating of 1 | * Faculty member is negligent in course design or delivery * Faculty member’s teaching is unacceptable for MCB standards as judged by his/her peers and department chair. Some indications of unacceptable teaching from peer and student evaluations may include that the faculty member:   + makes no effort to improve teaching,   + does not seem prepared for classroom activities,   + is not current on the subject matter,   + displays little enthusiasm for the subject matter or classroom interaction,   + does not return examinations and assignments in a timely manner,   + manages the classroom well poorly,   + is unavailable to students, etc. * This level of performance often leads to student complaints judged as significant by peers and department chairs and by teaching evaluations consistently below the department and college averages. This faculty member should not be in the classroom. * Faculty member is not collegial in the enhancement of program/college curricular activities, including assurance of learning |
| **Needs Improvement** Rating of 2 | Any of the following conditions would be sufficient for the faculty member to receive a “needs improvement” evaluation:   * Courses are not well designed * Courses are not well run, including, but not limited to:   + Timely return of exams and assignments with comments   + Meeting classes at scheduled times   + Being available in his/her office during posted office hours * Course rigor not sufficient for academic level   + Course grades inconsistent with course level/rigor (e.g., grades significantly higher than peers in similar level courses) * 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. This level of performance occasionally leads to student complaints judged as significant by peers and department chairs/directors and by evaluation scores that are significantly below the department and college averages. * Failure to sufficiently address course or teaching shortcomings identified by student evaluations, peer review, or department chair comments. * Faculty member displays some collegiality and support for the enhancement of program/college curricular activities, including assurance of learning, but fails to support these activities to a satisfactory level. * While the faculty member does meet some (but not all) of the expectations, the teaching still needs improvement and observation. |

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| --- | --- |
| **Meets Expectations** Rating of 3 | In order to “meet expectations” a faculty member must demonstrate that:   * Courses are well-designed and well-run. This includes participation on assurance of learning activities as necessary. * Courses should be sufficiently and appropriately challenging for the level   + Course grades are consistent with course level (e.g., grades comparable to peers in similar level courses) * Assignments are meaningful and challenging for course level * Course evaluations, e.g. exams, accurately reflect course performance and do not merely rely on memorization and information recall. * Student evaluations, peer review, and/or chair review are good in regards to quality of instruction and a greater number of positive comments related to course delivery and content. 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 department and college averages. In addition to meeting the minimum expectations for teaching, the faculty member is judged as providing a positive learning environment, which is conducive to student learning. * Faculty member provides evidence of responses/changes to course or teaching shortcomings when identified in student evaluations, peer review, and/or department chair comments. * Faculty member provides evidence of collegial activity in the enhancement of program/college curricular activities, including assurance of learning. |
| **Exceeds Expectations** Rating of 4 | In order to “exceed expectations” a faculty member must achieve the “meet expectations” criteria and must meet the conditions below:   * The faculty member has made substantive changes to the design, delivery, or content of courses in order to improve the quality of the learning experience. 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. * 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. * The faculty member’s efforts led to noteworthy new learning opportunities for MCB students. * Faculty member provides evidence of actively helping the enhancement of program/college curricular activities, including assurance of learning. * The faculty member consistently has participated in faculty development programs related to his/her field of expertise in order to improve the quality of the learning experience. * Faculty member provides evidence of collegial activity in helping share successful techniques with colleges. * Teaching evaluations (student, peer, chair), both qualitative and quantitative, judged by peers as exceeds expectations in regards to quality of instruction and a greater number of positive comments related to course delivery and content. |

|  |  |
| --- | --- |
| **Excellent**  Rating of 5 | In order to earn a rating of “excellent” a faculty member must be meet “exceed expectations” and must also meet the conditions below. The faculty member has:   * Made changes to his/her courses that have resulted in an increased level of engagement or impact with MCB’s constituents, as supported by evidence provided by the faculty member. 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. * Introduced contributions to interdisciplinary/interdepartmental curriculum integration that has been judged as significant by departmental peers and chairs. * Participated in peer reviews for colleagues and incorporates peer reviews into his/her courses. * Been in a leadership role that has advanced the program/college curricular activities, including assurance of learning. * Teaching evaluations (student, peer, chair), both qualitative and quantitative, judged by peers as excellent in regards to quality of instruction and a greater number of positive comments related to course delivery and content. |

Table 7b. Professional Activity Evaluation Criteria

|  |  |  |
| --- | --- | --- |
|  | **Scholarly Academics (SA)** | **Practice Academics (PA)** |
| **Unsatisfactory**  Rating of 1 | No evidence of any professional activity. | |
| **Needs Improvement** Rating of 2 | There is evidence of some professional activity, but not enough to *Meet Expectations* (see below). | |
| **Meets Expectations** Rating of 3 | In order to *Meet Expectations,* a faculty member, throughout the review period, must meet the initial or continuing (as appropriate) standards for Scholarly Academics (SA) **and** must meet each of the following:   * A consistent pattern of scholarship | In order to *Meet Expectations,* a faculty member, throughout the review period, must meet the initial or continuing (as appropriate) standards for Practice Academic (PA) **and** must meet each of the following:   * A consistent pattern of professional engagement |

|  |  |  |
| --- | --- | --- |
| **Exceeds Expectations** Rating of 4 | In order to *Exceeds Expectations,* a faculty member must *Meet Expectations* **and** must meet one of the following:   * A minimum of at least **FIVE QJAs** in the preceding six-year period. * A minimum of **THREE QJAs** in the preceding six-year period, at least **ONE** of which is a **high impact QJA** | In order to *Exceeds Expectations,* a faculty member must *Meet Expectations*, must have a consistent pattern of professional engagement **and** scholarship, **and** must meet one of the following:   * A minimum of at least **FOUR QJAs5** in the preceding six-year period with at least **ONE high impact QPE.** * A minimum of **THREE QJAs** in the preceding six-year period with at least **ONE high impact QJA** and at least **ONE high impact QPE.** * A minimum of **THREE QJAs** in the preceding six-year period supplemented with at least **TWO high impact QPEs** |
| **Excellent**  Rating of 5 | In order to earn a rating of *Excellent*, a faculty member must *Exceed Expectations* **and** must meet the following:   * A minimum of at least **FOUR QJAs** in the preceding six-year period, at least **TWO** of which are a **high impact QJA** | In order to earn a rating of *Excellent*, a faculty member must *Exceed Expectations,* must have a consistent pattern of professional engagement **and** scholarship, **and** must meet one the following:   * A minimum of at least **FIVE QJAs** in the preceding six-year period, at least **ONE** of which is a **high impact QJA** and at least **ONE high impact QPE.** * A minimum of **THREE QJAs** in the preceding six-year period supplemented with at least **TWO high impact QPEs and** at least **ONE high impact QJA** |

Note: Contributions (QJAs, OICs, and QPEs) considered for post-tenure review include only those not considered during the prior comprehensive review.

Table 7c. Service Evaluation Criteria

|  |  |
| --- | --- |
| **Unsatisfactory**  Rating of 1 | No service to the department, the college, the university, the profession, the community, or any involvement at all in the advising of majors or minors within the department. |
| **Needs Improvement** Rating of 2 | Frequent failure to carry through on tasks undertaken for the department (including but not limited to advising), the college, the university, the profession, or the community. Frequent failure to communicate with appropriate stakeholders. Failure to create and/or maintain a collegial department/college/university atmosphere. |

5 QPEs (Quality Professional Engagements) are categorized as Professional Activities in Faculty Qualifications [Table 4](#_bookmark76).

|  |  |
| --- | --- |
| **Meets Expectations** Rating of 3 | A faculty member meeting all of the following would be deemed as having satisfied the necessary and sufficient conditions for a rating of “Meets Expectations.”  Service to the department (including, but not limited to advising), the college, the university, at a minimum, should include a **consistent pattern over the review period** of:   * serving actively on at least one college committee or task force by regularly attending and actively participating in its meetings and workload to achieve its goals; * serving actively on at least one university committee or task force by regularly attending and actively participating in its meetings and workload to achieve its goals; * effectively carrying out the basic responsibilities involved in any work specifically undertaken for the department (e.g., serving as the coordinator for internships available to students within the department, doing a reasonable share of the advising); * creating and/or maintaining a collegial department/college/university atmosphere;   Additionally, evidence of service to the profession and/or community is expected. The following are the types of activities that might be cited as evidence of quality service:   * contributing to the profession in one or more ways that aid the profession in its achievement of any of its aims, but that do not constitute, according to the criteria enumerated above, actual professional activity; * contributing to the community by engaging in one or more ways that benefit its members or that aid it in achieving its aims.   These, it is to be understood, are all offered here merely as examples of work that could be cited as evidence of service of solid quality in any of these areas. Other comparable achievements could be cited as evidence of such service as well. |
| **Exceeds Expectations** Rating of 4 | To obtain an ‘exceeds expectations’ rating, the faculty member should have shown leadership in some significant area of service (for example: college/university committee chairperson, associate editor of a journal, active member of editorial board of a journal, etc.).  Assuming that the conditions stated above for a rating of “Meets Expectations” in the area of service have been met, any of the following is sufficient for a rating of “Exceeds Expectations”:   * Noteworthy service to the department—service that has been more than meeting expectations in either quantitative or qualitative terms. * Noteworthy work in the advising of majors or minors within the department —work that has been more than meeting expectations in either quantitative or qualitative terms. * Noteworthy service to the college (e.g., chair or standing committee or task force), university (e.g., senate, graduate council), or the profession (e.g., program chair, editorial board, dissertation/thesis committee). * Noteworthy community service related to the area or areas of professional expertise (e.g., professional board, nonprofit support) of the faculty member under review.   (In order to be noteworthy, the faculty member must clearly articulate how his/her service has positively impacted an MCB stakeholder beyond expectations.) |
| **Excellent**  Rating of 5 | Assuming that the conditions stated above for a rating of “Exceeds Meets Expectations” in the area of service have been met, outstanding and substantial accomplishment/achievement in at least one service activity of any of the four types mentioned above, for a rating of “Excellent.”  For consideration, the faculty member must clearly articulate how his/her service was instrumental in an extraordinary impact for an MCB stakeholder. Such a contribution requires at the minimum service from a faculty member in a leadership role (e.g., chairperson of college/university committee, journal editor, president of a community board). |

Definition: Collegiality refers to behavior that is professional, cooperative and respectful in a manner consistent with being a productive citizen of the department, college, and university. Collegiality applies across instruction, research, and service, and serves as one of several criteria related to job performance level, e.g., “satisfactory” or “unsatisfactory” level of performance.

Non-collegial behavior is that which does not meet the definition of collegiality as stated above and detracts from the productivity of faculty and staff. Respectful disagreement and infrequent/isolated incidents of discord should not be designated as non-collegial behavior. Civil discussion related to differences of opinion and diverse views are crucial to the health of any academic environment.

Collegiality is exhibited by a faculty member who:

* Communicates with colleagues in a respectful manner
* Demonstrates respect for colleagues, staff members, and students
* Demonstrates professional behavior consistent with being a productive member of his/her department (follows department rules/policies, performs assigned tasks; completes assignments in a timely manner; provides assistance when asked)
* Participates constructively during departmental or college faculty or committee meetings
* Cooperates with others to meet departmental/college/university goals

## ANNUAL/BIENNIAL/TRIENNIAL FACULTY REVIEW

The faculty evaluation process drives improvements in faculty performance and enhances professional development planning, thereby advancing the College mission. 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.

### Academic and Professional Qualification

As part of the Annual/Biennial/Triennial 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,

i.e. SA, PA, SP and IP. 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.

## ANNUAL/BIENNIAL/TRIENNIAL REVIEW CRITERIA

Table 8a. Annual/Biennial/Triennial Instruction Evaluation Criteria

|  |  |
| --- | --- |
|  | **These criteria for the evaluation of instruction apply to all faculty categories: Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP), Instructional Practitioners (IP)** |
| **Unsatisfactory**  Rating of 1 | Faculty member’s teaching is unacceptable for MCB standards as evidenced by, but not limited to, the following:   * On balance, receives consistently poor evaluations across students, peers, and/or chair. * Shows very little evidence of effort to improve in areas of weakness that have been identified by students, peers, or chair. * Regularly (define how many times per semester is regularly**\***) misses office hours, with no alternative hours, except for reasons such as illness, etc. * Course materials do not reflect currency in the subject area. * Cancels or misses class for non-university reasons, except for reasons such as illness, etc. * Does not use expected technology (e.g. Canvas and any discipline specific technology). * Does not return exams and assignments in a timely manner. * Course design (as outlined by the syllabus) does not address MCB learning goals   **\*Admin Council can make determination or it can be removed.** |
| **Needs Improvement** Rating of 2 | Faculty evaluated as “needs improvement” are better than “unsatisfactory”, but also do not “meet expectations”. |
| **Meets Expectations** Rating of 3 | In order to “meet expectations” a faculty member must demonstrate the following:   * On balance, receives consistently acceptable evaluations across students, peers, and/or chair. * Shows evidence of effort to improve in areas of weakness that have been identified by students, peers, or chair. * Courses design (as outlined by syllabus) meets MCB learning goals. * Course rigor (as defined by exams, quizzes, in-class assignments, projects, etc.) is sufficient and reasonable for the class level. * Assignments enforce the discipline specific knowledge learning goal(s). |

|  |  |
| --- | --- |
| **Exceeds Expectations** Rating of 4 | Faculty evaluated as “exceeds expectations”’ do more than “meet expectations”, but do not satisfy the requirements for an “excellent” rating. |
| **Excellent**  Rating of 5 | In order to earn a rating of “excellent” a faculty member must meet “exceed expectations” and must also meet the conditions below:   * On balance receives consistently excellent evaluations across students, peers, and/or chair. * Participates in training programs related to his/her field of expertise and teaching methods. * Exhibits frequent presence on campus that exceeds office hours and class time. * Demonstrates outreach via projects, guest speakers, or other learning activities. * Demonstrates evidence of innovation in the class, either through technology, new lecture material, new class projects, new course structure. |

Table 8b. Annual/Biennial/Triennial Professional Activities Evaluation Criteria **6**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Scholarly Academics (SA)** | **Practice Academics (PA)** | **Scholarly Practitioners (SP)** | **Instructional Practitioners (IP)** |
| **Unsatisfactory**  Rating of 1 | No evidence of any professional activity. | | | |
| **Needs Improvement** Rating of 2 | There is evidence of some professional activity, but not enough to *Meet Expectations* (see above). | | | |
| **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** and meet at least one of the conditions below:   * 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 n significant, external grant proposal for research activities. | In order to *Meet Expectations,* a faculty member, within the biennial period, meet the initial or continuing (as appropriate) standards for Practice Academic (PA) and meet the following condition:   * Engage in **TWO QPEs** from **two different QPE7 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 have **ONE OIC** and meet at least one of the conditions below:   * 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 Instructional Practitioner (IP). and meet the following condition below:   * **Engage** in **TWO QPEs.** |

6 If these criteria are 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.

7 QPEs (Quality Professional Engagements) are categorized as Professional Activities in Faculty Qualifications [Table 4](#_bookmark76).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Exceeds Expectations** Rating of 4  An Exceeds Expectations rating assumes the faculty has met and exceeded the criteria for Meets Expectations | In order to *Exceeds Expectations,* a faculty member must, within the biennial period:   * Acceptance for publication of at least TWO QJA. * Acceptance for publication of at least ONE significantly impactful QJA * Obtaining, as principal or co- investigator, n significant, external grant for research activities. | In order to *Exceeds Expectations,* a faculty member must, within the biennial period, meet at least one of the conditions below:   * Acceptance of at least **ONE QJA** * Documented progress toward (R&R) acceptance of a significantly impactful **QJA** * Engage in **THREE QPEs** from two different **QPE** categories. | In order to *Exceeds Expectations,* a faculty member must, within the biennial period, meet at least one of the conditions below:   * **Acceptance** for publication of at least one **QJA**. * Documented progress toward (R&R) acceptance of a significantly impactful **QJA** * ONE impactful **OIC** (i.e., a conference considered one of the most prestigious in the faculty member’s area of expertise.) * Obtaining, as principal or co- investigator, n significant, external grant for research activities. | In order to *Exceeds Expectations,* a faculty member must, within the biennial period:   * Engage in THREE QPEs from two different QPE categories. |
| **Excellent**  Rating of 5  An Excellent rating assumes the faculty has met and exceeded the criteria for Exceeds Expectations | In order to earn a rating of *Excellent*, a faculty member must, within the biennial period, meet at least one of the conditions below:   * Acceptance of at least   **FOUR QJAs**.   * Acceptance of at least TWO   **QJAs AND ONE**  **significantly high impact QJA.**   * Acceptance of at least **TWO significantly high impact QJA.** | In order to earn a rating of *Excellent*, a faculty member must, within the biennial period, meet at least one of the conditions below:   * Acceptance of at least **TWO QJA** * Acceptance for publication of at least ONE significantly impactful QJA * Engage in **SIX QPEs** from four different **QPE** categories. | In order to earn a rating of *Excellent,* a faculty member must, within the biennial period, meet at least one of the conditions below:   * Acceptance of at least   **THREE QJAs**   * Acceptance of at least **ONE high impact QJA.** | In order to earn a rating of *Excellent,* a faculty member must, within the biennial period:   * Engage in **THREE QPEs** from **TWO** different **QPE** categories with a significant national or international impact**.** |

1 If these criteria are 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.

Table 8c. Annual/Biennial/Triennial Service Evaluation Criteria

|  |  |
| --- | --- |
|  | **Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP), Instructional Practitioners (IP)** |
| **Unsatisfactory**  Rating of 1 | No service to the department, college, university, profession, community, or any involvement in student advising. |
| **Needs Improvement** Rating of 2 | Faculty evaluated as ‘needs improvement’ are better than ‘unsatisfactory’, but also do not ‘meet expectations’. |
| **Meets Expectations** Rating of 3 | A faculty member meeting all of the following would be deemed as having satisfied the necessary and sufficient conditions for a rating of “Meets Expectations.”  Service to the department including advising, college, university, at a minimum, should include:   * Serving actively on at least one of the following   + College committee   + University committee   + Task force   + Advisor to student club; and * Effectively carrying out the basic responsibilities involved in any work specifically undertaken for the department, college and university; and * Effectively engaging in a reasonable share of student advising.   Additionally, some evidence of service to the profession and/or community is expected. The following non-exhaustive examples of things that might be cited as evidence of service of at the expected level:   * Contributing to the profession in one or more ways that aid the profession in its achievement of any of its goals. * Contributing to the community by engaging in one or more ways that benefit its members or that aid it in achieving its aims (e.g., professional board, nonprofit support). * Community service related to the the faculty member’s area or areas of professional expertise. * Membership in professional group or society. * Active professional certification.   Other comparable achievements may be cited as evidence of such service as well. Untenured, tenure-track faculty may be exempt from some of these requirements if the department chair deems it appropriate. |
| **Exceeds Expectations** Rating of 4 | Faculty evaluated as “exceeds expectations” do more than “meet expectations”, but do not satisfy the requirements for an “excellent” rating. |
| **Excellent**  Rating of 5 | In order to earn an “excellent rating” the faculty member must first “meet expectations” and then must also demonstrate outstanding accomplishment in at least one service activity of any of the types mentioned above or substantial accomplishment (more than noteworthy accomplishment) in more than one service activity.  In order to be excellent, the faculty member must clearly articulate how his/her service was instrumental in creating an extraordinary impact for MCB stakeholders. |

*Faculty Affairs*

# 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.

*Administrative Council*

# 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](#_bookmark172) [D](#_bookmark172).

## UNC SUPPORT FOR FACULTY SCHOLARSHIP

The University supports faculty research in a variety of ways through the UNC Office of Research and Sponsored Programs. Information about faculty research support can be found at [unco.edu/research/office-of-sponsored-programs/.](https://www.unco.edu/research/office-of-sponsored-programs/)

## 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 awards the funding. The recipients are announced at the last spring faculty meeting.

### MCB Instructional and Program Improvement Grants

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 deposited into the faculty’s professional development fund.

### MCB Summer Research Grants

These grants support faculty summer research efforts, and awards are made up to $6,000. Funds may be divided at the discretion of the committee.

### Research Awards

These awards incentivize research efforts by making funds available for future research based on published articles and research presentations. These awards range from $1,800 - $2,500.

### 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 the recipients and the award winners are designated as banner bearers at UNC graduations and Fall Convocation. A record of all awarded faculty in each category is kept in perpetuity in the Dean’s Office.

### 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 Commencement.

#### 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.

### 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 Fall 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 E.](#_bookmark189)

### 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.

Sabbatic 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. 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 sabbatic leave. Sabbatic leave will be taken in the seventh or subsequent year. Sabbatic leave may be granted for one semester at full salary or one academic year at 60% of the academic year instructional base salary or as UNC policy dictates

### 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) [unco.edu/trustees/policy\_manual.pdf.](http://www.unco.edu/trustees/policy_manual.pdf)

### Business Excellence Award

*Faculty Affairs Committee & Administrative Council*

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.

*Administrative Council*

# PROCESS MANAGEMENT AND REVIEW

## MCB MISSION STATEMENT, VISION, AND VALUES

Periodically (at least once in a AACSB Continuous Improvement Review cycle), 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 student body representatives
  + The Dean’s Leadership Council
  + External constituents including employers, alumni and friends
  + Program Advisory Boards

## NEW FACULTY ORIENTATION PROGRAM

New full-time (participating) Monfort College of Business faculty are expected to complete the UNC orientation program. Part-time (supporting) faculty are included for components that tie to their job performance areas. The departments is responsible to acquaint its 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 provides a forum for discussion and information about the College and is designed to supplement other orientation activities provided by the University.

### 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 faculty roles in teaching, research, and service.

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.

*Administrative Council*

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.

*Dean*

# MISSION-DRIVEN CONTINUOUS IMPROVEMENT PROCESS

## MCB OVERALL STUDENT LEARNING OBJECTIVES

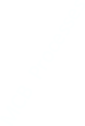
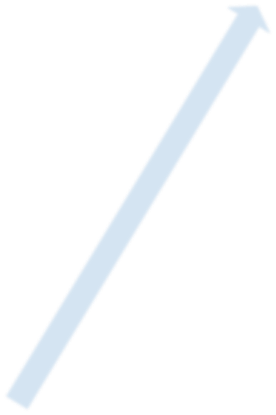
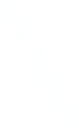
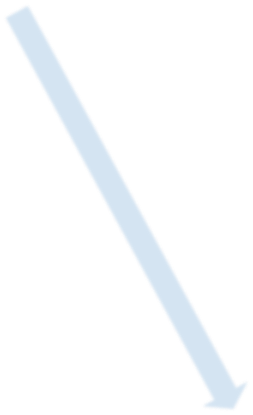
Undergraduate and graduate learning objectives are detailed in [Appendix B](#_bookmark165).

## 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



Assess

Students

Alumni

Curriculum

Technology

Faculty

Support

Staff

Employers

MCB Processes

Recruits

Improve

Figure 1. Continuous Improvement Model

## KEY PERFORMANCE INDICATORS



Analyze

The College uses a set of Key Performance Indicators (KPIs) to assess success in critical areas. The College selects indicators to provide the information needed to ensure that the College’s mission is being met. Performance on the KPI is measured by a set of assessment instruments. Some of these instruments are externally-based while others are internally managed. The KPIs are updated by the Admin Council as needed and status is maintained by the Associate Dean.

*Assurance of Learning Committee*

## CURRICULUM EMPHASIS OBJECTIVES AND ASSESSMENT

This section presents the program objectives, assessments measures for each of MCB’s five undergraduate emphases areas and two graduate programs. Each program is reviewed on an annual basis by its respective program faculty. During this review each assessment area will be reviewed and changes will be made when necessary. Below are the learning objectives for each of the undergraduate emphasis areas and the two graduate programs.

*Note: The individual program objectives and goals have been sent to the programs for review. These will be sent to the UCAM Committee as they are completed by the programs.*

### Accounting Program

Table 9. MCB Accounting Undergraduate Learning Goals and Objectives

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MCB Accounting Learning Goals** | **MCB Accounting Learning Objectives** | **Quantified Goal** | **Assessment Instrument** | **Where Assessed** |
| Demonstrate knowledge of key concepts in major business disciplines | Students will demonstrate competence on each section of the ETS Major Field Test. | Average score  > 75% | ETS Major Field Exam | BAMG 456 |
| Demonstrate effective communication skills | Students will demonstrate competency in preparing and delivering professional quality presentations on various accounting topics. | 75% of students are Acceptable or better | Oral Comm. Rubric | BAAC 424 outside reviewer |
| Students will demonstrate competency in preparing professional accounting documents. | 75% of students are Acceptable or better | Written Comm.  Rubric | BAAC 424  outside reviewer |
| Demonstrate conceptual and analytical skills | 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. | 75% of students are Acceptable or better | Critical Thinking Rubric | BAAC 424  outside reviewer |
| Demonstrate technology skills | Students will demonstrate competence on the BACS 101 assessment of technological proficiency in the following business software packages: Microsoft Word, PowerPoint, and Excel. | Average score  > 75% | Test Questions | BACS 101 |
| Students will demonstrate competence in business software packages to solve accounting problems. | 75% of students are Acceptable or better | Business Software Rubrics  (Excel and Access) | BAAC 323 BAAC  328 |
| Students will demonstrate competency in the use of professional accounting software such as ACS, ACL, RIA's Checkpoint and a general ledger package. | Average score  > 75% | Test Questions | BAAC 321  BAAC 323  BAAC 425 |
| Demonstrate knowledge of accounting ethics concepts | Students will demonstrate competence on course-embedded ethics and social responsibility assessments. | Average score  > 75% | Ethics Test | BAMK 360 |
| 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. | 75% of students are Acceptable or better | Ethics Rubric | BAAC 424  outside reviewer |
| Demonstrate knowledge of key accounting concepts | Students will demonstrate competence on test questions specifically tied to individual course objectives (as outlined on course syllabi). | Average score  > 75% | Test Questions | All Major Required Classes |

*Accounting Program*

### Computer Information Systems Program

The assessment plan for these objectives is currently under development. (Currently Table 10)

Table 10. MCB CIS Learning Goals and Objectives

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Goal** | **Learning Objective** | **Measurement** | **Criteria** | **Assessment Schedule** |
| Demonstrate knowledge of key CIS concepts | Students will demonstrate their CIS knowledge through their score on the Information Systems portion of the ETS  Major Field Exam | ETS Major Field Exam |  | Annual |
| Demonstrate the skills needed to model CIS systems. | Students will develop and analyze models to document a CIS system architecture. | TBD |  |  |
| 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. | TBD |  |  |
| Demonstrate the skills needed to design database systems. | Students will apply the steps needed to design and implement a database using modern techniques. | TBD |  |  |
| Demonstrate the skills needed to design data communication networks. | Students will design a secure, functional networking environment for data communications. | TBD |  |  |

*CIS Program*

### Finance Program

Table 11. Finance Learning Goals and Assessment Measures

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Learning Goal** | **Learning Objective** | **Measurement** | | **Criteria** | **Assessment Schedule** |
| **ETS** | **Discipline specific exam** |
| Demonstrate an understanding of time value of money concepts | Apply various TVM concepts |  | 12,13 | 70% | Every other year |
| Demonstrate an understanding of firm, project, and security valuation, including short-term and long-term assets and liabilities | Demonstrate knowledge of net working capital management. | CB | None |  |  |
| Demonstrate comprehension of the capital budgeting process | CB | 9, 11 | 70% | Every other year |
| Understand the firm valuation process. |  | None |  |  |
| Demonstrate comprehension of stock valuation. |  | 14 | 70% | Every other year |
| Demonstrate comprehension of bond valuation. | VALUATION CONCEPTS | 2 | 70% | Every other year |
| Demonstrate an understanding of risk and return and its role in financial markets and the environment. | Demonstrate an understanding of various risk measurements and when to apply each. | RISK / RETURN | 8, 5 | 70% | Every other year |
| Demonstrate knowledge of various techniques to control risk | INTL | 1 |  |  |
| Understand multinational / international risk management | FIN MKTS | 15 |  |  |
| Understand the interplay of risk/return issues in financial markets and the environment | RISK / RETURN | 4 | 70% | Every other year |
| Demonstrate an understanding of financial statements and the effects of alternative financing options. | Calculate and utilize a firm’s weighted average cost of capital |  | 6 | 70% | Every other year |
| Apply capital structure theory to analyze historical and future financial decisions |  | 7 | 70% | Every other year |
| Demonstrate an understanding of financial statement analysis | FIN STMTS | 3, 10 | 70% | Every other year |

*Finance Program*

### General Business Program

Table 12. General Business Learning Goals and Objectives

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Goal** | **Learning Objective** | **Measurement** | **Criteria** | **Assessment Schedule** |
| Develop an understanding of business practices | Students will demonstrate knowledge of and ability to apply basic concepts in management, accounting, finance, marketing, and operations management. | Integrative case analyses | 70% | Every other year |
| Demonstrate an understanding of the issues and challenges related to working in a diverse workforce. | Students will recognize the effect of context and culture on organizations and/or individuals. | EBI data | 5 out of 7 or better | Every other year |
| Students will be able to evaluate managerial practices pertaining to employment discrimination |
| Demonstrate an understanding of the role of leadership in organizations both at the micro level (individual, teams) and at the macro level of organizations | Students will demonstrate understanding of the major role and impact of leadership | Case analyses in BAMG 454 Leadership in Organizations | 70% | Every other year |
| Demonstrate skills in analytical thinking and creative problem solving | 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. | Case analyses in BAMG 456 Strategic Management | C average | Every other year |
| Demonstrate an understanding of human resource management concepts and their application. | Students will demonstrate understanding of the basic concepts in human resources | Comprehensive assessment in BAMG 353 Human Resource Management | 70% | Every other year |

*Management Program*

### Management Program

Table 13. Management Program Learning Goals and Objectives

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

*Management Program*

### Marketing Program

Table 14. Marketing Program Learning Goals and Objectives

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Goal** | **Learning Objective** | **Marketing Objective** | **Assessment/Measurement** | **Criteria** |
| Be knowledgeable of key concepts in core business curriculum | Students will demonstrate a firm understanding of core business concepts. | Students will demonstrate a firm understanding of core marketing concepts. | ETS Major Field Exam in BAMG 456 | Average score  > 75% |
| Be effective communicators | Students will prepare and deliver professional quality presentations on a business topic. | Students will prepare and deliver professional quality presentations on a marketing topic. | Project in BAMK 490  Marketing Problems | Average score  > 75% |
| Students will prepare professional quality business documents. | Students will prepare professional quality marketing documents. | Project in BAMK 490  Marketing Problems | Average score  > 75%. |
| Demonstrate conceptual and analytical skills | Students will analyze data & information to identify key problems, generate and evaluate appropriate alternatives, and propose a feasible alternative. | Students will analyze marketing data & information to identify key marketing problems, to generate and evaluate appropriate alternatives. | Project in BAMK 368  Marketing Analysis & Research. | Average score  > 70% |
| Be proficient with technology | Students will demonstrate proficiency in common business software packages. | Students will demonstrate proficiency in common marketing software packages, apps or tools. | Exam in BAMK 368  Marketing Analysis & Research | Average score  > 70% |
| Demonstrate ethical awareness | Students will be knowledgeable about ethics and social responsibility. | Students will be knowledgeable about ethics and social responsibility in marketing. | Ethics test in BAMK 360  Marketing | Average score  > 75% |
| Students will correctly identify the ethical issue or problem, analyze the consequences for various stakeholders, and develop an acceptable resolution. |  |  |  |
| Be proficient with discipline-specific knowledge | Students will demonstrate a firm understanding of discipline-specific knowledge within their emphasis. | Students will demonstrate a firm understanding of marketing-specific knowledge within their emphasis. | Overall course performance in BAMK 490  Marketing Problems | Average score  > 75% |
| Students will demonstrate competency with advanced topics within their emphasis. | Students will demonstrate competency with advanced topics within their marketing emphasis. | Overall course performance in BAMK 361/368/464 | Average score  > 75% |

*Marketing Program*

Table 15. MAcc Learning Objectives

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Goal** | **Learning Objective** | **Measurement** | **Criteria** | **Assessment Schedule** |
| Demonstrate conceptual and analytical skills | Students will analyze accounting data/ information to identify key accounting issues, generate and evaluate appropriate alternatives, and propose feasible accounting alternatives at a proficient level. | Rubric for case write-up | 75% | Fall 2019 |
| Plan and conduct practice-oriented research to answer/solve accounting issues | Students will demonstrate proficiency in conducting practice-oriented research | Rubric for research project | 75% | Spring 2020 |
| Communicate complex accounting issues orally and in writing | Students will demonstrate proficiency in preparing and delivering professional quality presentations on various accounting topics | Rubric for research presentation | 75% | Spring 2020 |
| Students will demonstrate proficiency in preparing professional accounting documents | Rubric for case write-up | 75% | Fall 2019 |
| Appropriately use technology to gain knowledge of complex accounting information and apply that knowledge to new contexts and situations | Students will appropriately use the correct technology to solve complex accounting issues | Rubric for research project | 75% | Summer 2020 |
| Recognize and analyze ethical issues in accounting and business practice, and develop a defensible solution based on applicable codes of conduct | Students will proficiently identify the ethical issues or problems in an accounting case based on codes of professional conduct, analyze the consequences for various stakeholders and develop a justifiable resolution | Rubric for case write-up | 75% | Fall 2019 |

*Accounting Program*

Table 16. MBA Learning Objectives

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Goal** | **Learning Objective** | **Measurement** | **Criteria** | **Assessment Schedule** |
| Demonstrate proficiency with key business knowledge | Students will be able to integrate knowledge from all business disciplines applying current and emerging business knowledge and technology to make decisions in complex environments, alternatives, and propose feasible alternatives at a proficient level. | ETS Major Field Exam for MBA | Overall Score in the 80th percentile or greater | Annual Fall 1 |
| Demonstrate ethical awareness | Students will demonstrate ethical awareness by employing an ethical framework to identify possible ethical issues or problems and analyze the consequences for various stakeholders. | MCB Case with Rubric on a 1- 3 scale | Overall score of 2.4 or higher | Annual Rotating |
| Demonstrate conceptual and analytical skills | Students will analyze data and information to identify key problems, generate and evaluate appropriate alternatives to make effective decisions. | ETS Major Field Exam for MBA | Critical Thinking Score in the 80th percentile or greater | Annual Fall 1 |
| Demonstrate effective communication skills | Students will prepare and deliver professional quality oral presentations on a business topic. | MCB Rubric on a 1-3 scale | Overall score of 2.4 or higher | Annual Rotating |
| Students will prepare professional quality business documents. | MCB Rubric on a 1-3 scale | Overall score of 2.4 or higher | Annual Rotating |
| Demonstrate knowledge of how businesses operate in a global environment | Students will demonstrate awareness and understanding of the international challenges that encompass cultural, financial, legal and other international situations. | MCB Case with Rubric on a 1-3 scale | Overall score of 2.4 or higher | Annual Rotating |

*Graduate Programs Committee*

## MCB TRANSITIONAL APPOINTMENT PROCESS

Transitional appointments are defined in the UNC Board Policy Manual, pp 141-143. [unco.edu/trustees/Policy\_Manual.pdf](http://www.unco.edu/trustees/Policy_Manual.pdf)

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.

#### 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.

#### 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.

#### 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.

#### 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.

#### Tenure status.

A faculty member on a transitional appointment retains tenure until the conclusion of the transitional appointment.

#### 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).

#### 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.

#### 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.

*Administrative Council*

# MCB STUDENT ORGANIZATIONS

The Monfort College of Business actively supports student organizations that foster the mission of the College. All student organizations must seek recognition by the Monfort College of Business, the Student Representative Council and the University.

## GUIDELINES FOR RECOGNITION

The MCB Student Affairs Committee is responsible for reviewing and making recommendations to the Dean on matters related to student organizations. A petitioning organization is required to submit to the Student Affairs Committee the following information for consideration, when applicable:

* 1. The purpose and objectives of the student organization
  2. A brief history of the organization
  3. Location of the home office and location of other campus chapters
  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
  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. Use of College facilities must be cleared through the Dean’s Office.

### 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 Affairs Committee*

# 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.

*Administrative Council*

# APPENDIX B. MCB ASSURANCE OF LEARNING GOALS AND OBJECTIVES

## UNDERGRADUATE ASSURANCE OF LEARNING GOALS AND OBJECTIVES.

Table B1. Undergraduate Assurance of Learning Goals and Objectives

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Learning Goal** | **Learning Objective** | **Measurement Instrument** | **Criterion** | **Spring Assessment** | **Biennial** |
| **Be knowledgeable of key concepts in core business curriculum** | Students will demonstrate a firm understanding of core business concepts. | ETS Major Field Exam | Score at the 80th percentile or higher on the  ETS Major Field Test | BAMG 456 |  |
| **Be effective communicators** | Students will prepare and deliver quality presentations on a business topic. | MCB Rubric | Overall score of 2.4 or better on a 1 to 3 scale | BAMG 456 |  |
| Students will prepare quality business documents. | MCB Case / MCB Rubric | Overall score of 2.4 or better on a 1 to 3 scale | BAMG 456 |  |
| **Demonstrate conceptual and analytical skills** | Students will analyze data & information to identify key problems, generate and evaluate appropriate alternatives, and propose a feasible alternative. | MCB Case / MCB Rubric | Overall score of 2.4 or better on a 1 to 3 scale | BAMG 456 |  |
| **Be proficient with technology** | Students will demonstrate proficiency in common business software packages. | Embedded course testing | Combined overall score of at least 70% and  no individual score below 70% |  | BACS 101 |
| **Demonstrate ethic awareness** | Students will identify the ethical issue or problem, analyze the consequences for various stakeholders, and develop an acceptable resolution. | MCB Case / MCB Rubric | Overall score of 2.4 or better on a 1 to 3 scale | BAMG 456 |  |
| **Demonstrate global awareness** | Students will demonstrate an understanding of global business concepts. | ETS Major Field Exam | Average mean correct will be 70th percentile or higher for the  global questions of the ETS Major Field Test | BAMG 456 |  |
| **Be proficient with discipline-specific knowledge** | Students will demonstrate a firm understanding of discipline-specific knowledge within their emphasis. | ETS Major Field Exam | Average mean correct of 80th percentile or higher for students on the discipline-specific ETS questions in their emphasis | BAMG 456 |  |
| Students will demonstrate competency with advanced topics within their emphasis. | MCB Emphasis Examinations | Overall score of 70% or higher for each emphasis within MCB | Capstone Courses |  |

Notes:

* Oral assessment will not be performed for online classes; however, all other assessments will be performed according to this schedule.
* A single assignment will be given in BAMG 456 that assess the written, analytical, and ethics case components. This assignment is given every spring.
* No assessment is performed during the short interim semesters between fall and spring semesters.
* The ETS MFT is administered in the spring only.
* This schedule is strictly for the undergraduate business program. The MBA and MAcc have independent schedules.

## GRADUATE ASSURANCE OF LEARNING GOALS AND OBJECTIVES

Table B2. MBA Assurance of Learning Goals and Objectives

|  |  |  |
| --- | --- | --- |
| **Learning Goal** | **Learning Objective** | **Course Coverage** |
| **Demonstrate proficiency with key business knowledge** | Students will be able to integrate knowledge from all business disciplines applying current and emerging business knowledge and technology to make decisions in complex environments, alternatives, and propose feasible alternatives at a proficient level. | MBA 656 |
| **Demonstrate ethical awareness** | Students will demonstrate ethical awareness by employing an ethical framework to identify possible ethical issues or problems and analyze the consequences for various stakeholders. | MBA 654 |
| **Demonstrate conceptual and analytical skills** | Students will analyze data and information to identify key problems, generate and evaluate appropriate alternatives to make effective decisions. | MBA 656 |
| **Demonstrate effective communication skills** | Students will prepare and deliver professional quality oral presentations on a business topic. | MBA 656 |
| Students will prepare professional quality business documents. | MBA 656 |
| **Demonstrate knowledge of how businesses operate in a global environment** | Students will demonstrate awareness and understanding of the international challenges that encompass cultural, financial, legal and other international situations. | MBA 658 |

Table B3. MAcc Assurance of Learning Goals and Objectives

|  |  |  |
| --- | --- | --- |
| **Learning Goal** | **Learning Objective** | **Course Coverage** |
| **Demonstrate conceptual and analytical skills** | Students will analyze accounting data/ information to identify key accounting issues, generate and evaluate appropriate alternatives, and propose feasible accounting alternatives at a proficient level. | BAAC 521 |
| **Plan and conduct practice-oriented research to answer/solve accounting issues** | Students will demonstrate proficiency in conducting practice-oriented research | BAAC 529 |
| **Communicate complex accounting issues orally and in writing** | Students will demonstrate proficiency in preparing  and delivering professional quality presentations on various accounting topics | BAAC 525 |
| Students will demonstrate proficiency in preparing professional accounting documents | BAAC 521 |
| **Appropriately use technology to gain knowledge of complex accounting information and apply that knowledge to new contexts and situations** | Students will appropriately use the correct technology to solve complex accounting issues | BAAC 528 |
| **Recognize and analyze ethical issues in accounting and business practice, and develop a defensible solution based on applicable codes of conduct** | Students will proficiently identify the ethical issues or problems in an accounting case based on codes of professional conduct, analyze the consequences for various stakeholders and develop a justifiable resolution | BAAC 521 |

# APPENDIX C. MCB STANDARD STATEMENTS

### Assessment Statement

Please review at [mcb.unco.edu/pdf/Standard-Statements.pdf](http://mcb.unco.edu/pdf/Standard-Statements.pdf).

### Computer Utilization

Please review at [mcb.unco.edu/pdf/Standard-Statements.pdf](http://mcb.unco.edu/pdf/Standard-Statements.pdf).

### Library Utilization

Please review at [mcb.unco.edu/pdf/Standard-Statements.pdf](http://mcb.unco.edu/pdf/Standard-Statements.pdf). The business reference librarian, Nicole Webber, holds regular Kepner office hours. Find her contact information at [unco.edu/library/about\_us/directory/webber-nicole.aspx](http://www.unco.edu/library/about_us/directory/webber-nicole.aspx).

### Global Dimension Coverage

Please review at [mcb.unco.edu/pdf/Standard-Statements.pdf](http://mcb.unco.edu/pdf/Standard-Statements.pdf).

### Ethical Dimension Coverage

Please review at [mcb.unco.edu/pdf/Standard-Statements.pdf](http://mcb.unco.edu/pdf/Standard-Statements.pdf).

### Students with Disabilities

Please review at [mcb.unco.edu/pdf/Standard-Statements.pdf](http://mcb.unco.edu/pdf/Standard-Statements.pdf).

### Classroom Technology Guidelines

Please review at [mcb.unco.edu/pdf/Standard-Statements.pdf](http://mcb.unco.edu/pdf/Standard-Statements.pdf).

### Kenneth W. Monfort College of Business Statement

Please review at [mcb.unco.edu/pdf/Standard-Statements.pdf](http://mcb.unco.edu/pdf/Standard-Statements.pdf).

### Monfort College of Business Student Code of Professional Conduct

Please review at [mcb.unco.edu/pdf/Standard-Statements.pdf](http://mcb.unco.edu/pdf/Standard-Statements.pdf).

### UNC'S Policies

UNC's policies and recommendations for academic misconduct will be followed. For additional information, please see the [Student Code of Conduct](http://www.unco.edu/dos/Conduct/codeofconduct.html).

# APPENDIX D. MCB GRANTS AND AWARDS

## 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.

*Faculty Affairs Committee*

## 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.

## MCB PROFESSIONAL DEVELOPMENT GRANTS/AWARDS

*Faculty Affairs Committee*

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: Profession 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

#### Research Grants

These grants are incentives to support active and publishing business college scholars. The purpose is to incentivize quality research; this is consistent with the recommendations of the AACSB Team Visit Report. They are made at various levels from $250 up to $2,500. Payment is made to the lead author from UNC unless otherwise requested. Under no circumstances will grants be provided for journals that are identified as “predatory” journals. Predatory journals as those which are fraudulent, deceptive, or pseudo-journals which lack transparency and whose primary goal is profit.

The following types of publications qualify faculty for a Research Grant.

*High Impact QJA.*

A payment of $1,800 will be made for publication in a journal listed as A\* or A in the Australian Business Deans Council (ABDC) Journal List. [abdc.edu.au/master-journal-list.php](http://www.abdc.edu.au/master-journal-list.php)

*QJA.*

The journal articles are considered QJA and will qualify the author for a grant by meeting one of the following three criteria:

* The journal is on a limited list of pedagogical and/or practitioner journals (no greater than 2 per discipline) that have been identified by their department to be at the highest level in the discipline. ($1,200)
  + Accounting
    - *The CPA Journal*
    - *Practical Tax Strategies*
  + Computer Information Systems
    - *IEEE Computer*
    - *IEEE Transactions on Software Engineering*
  + Finance
    - *Journal of Financial Education*
    - *Financial Services Review*
  + Management
    - *Graziadio Business Review*
    - *Managing Global Transitions*
  + Marketing
    - *Journal of Marketing Education*
    - *Marketing Education Review*
* The journal is listed as *B* in ABDC Journal list. ($1200)
* The journal is listed as *C* in ABDC Journal list. ($900)
* The journal is a double-blind, referred journal with a 40% (or less) acceptance rate as listed in Cabell’s Directory in a business discipline. ($600)

*Equivalent ABDC Journals*

* Value Examiner – equivalent to a “C” journal ($900)

*OIC.*

Journals listed in Cabell’s but having a acceptance rate greater than 40% , not listed in Cabell’s Directory or not on the ABDC Journal List in a business discipline must be reviewed and approved by the faculty member’s program peers, Program Chair, and Dean ideally prior to submission. These articles qualify for a grant of $300.

*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.

*Annual first qualified article bonus*

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

*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.

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 approve 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.

#### 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.

### 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.

*Faculty Administrative Council*

Table D1. Summary of Awards and Process

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Scholar** | **Service** | **Teaching** |
| **Purpose** | 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 *exceptional* academic scholarship. | 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 *exceptional* service. | 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 *exceptional teaching* performance. |
| **Nomination Process** | 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. | | |
| **Eligibility - Faculty Status** | Full-time tenured, tenure-track, term faculty, as well as executive professors are eligible. | Full-time tenured, tenure-track, and term faculty, as well as executive professors are eligible. | Full-time tenured, tenure-track, as well as executive professors, are eligible. |
| **Honorarium** | Annually, the Dean determines the honorarium for this award ($5,000 in past years). | Annually, the Dean determines the honorarium for this award ($2,000 in past years). | Annually, the Dean determines the honorarium for this award ($5,000 in past years). |
| **Other** | 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). | 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. | The name of recent recipients is noted on a MCB Teacher of the Year plaque located in Kepner Hall. |
| **Other** | One award is made annually. In the event FAC does not receive an application that demonstrates *exceptional* performance, no award will be given. | One award is made annually. In the event FAC does not receive an application that demonstrates *exceptional* performance, no award will be given. | One award is made annually. In the event FAC does not receive an application that demonstrates *exceptional* performance, no award will be given. |

## PROGRAM AND COLLEGE PROFESSORS OF THE YEAR SELECTION PROCESS (STUDENT AWARDS)

These awards are decided upon by the students.

### 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.

### Voting Process for Program Professors of the Year

MCB will coordinate online voting with the MCB Director of Technology. The MCB 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.

### 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.

### 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.

*Faculty Affairs Committee*

Table D3. MCB Program Professor of the Year

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Accounting** | **CIS** | **Finance** | **Management** | **Marketing** | **General Business** |
| **2018/19** | Gabe Dickey | Mehrgan Mostowfi | Christine McClatchey | Abe Harraf | Vish Iyer |  |
| **2017/18** | Gabe Dickey | Matt Swaffer | Cris de la Torre | Milan Larson | Daniel Brannon |  |
| **2016/17** | Gabe Dickey | Dan Rush | Tim Jares | Milan Larson | Vish Iyer |  |
| **2015/16** | Ryan Cahalan | Chris Vegter | Tim Jares | Keiko Krahnke | Vish Iyer | - |
| **2014/15** | Ryan Cahalan | Chris Vegter | Christine McClatchey | Keiko Krahnke | Vish Iyer | Bob Lynch |
| **2013/14** | William Wilcox | Jay Lightfoot | Cris de la Torre | Keiko Krahnke | Vish Iyer | Deborah Lacey |
| **2012/13** | William Wilcox | Chris Vegter | Cris de la Torre | David Thomas | Vish Iyer | Bob Lynch |
| **2011/12** | Christina Ritsema | Chris Vegter | Cris de la Torre | Milan Larson | Vish Iyer | - |
| **2010/11** | Christina Ritsema | Vegter & Lightfoot | Cris de la Torre | Milan Larson | Dallas Everhart | - |
| **2009/10** | Lorie Milan | Jay Lightfoot | Christine McClatchey | Milan Larson | Vish Iyer | Michael Martin |
| **2008/09** | Karen Turner | Chris Vegter | Christine McClatchey | David Thomas | James Reardon | Sharon Clinebell |
| **2007/08** | Lorie Milan | Chris Vegter | Christine McClatchey | Milan Larson | James Reardon | Keiko Krahnke |
| **2006/07** | Ronald Reed | Rick Turley | John Clinebell | David Thomas | Vish Iyer | David Thomas |
| **2005/06** | Allen McConnell | Rick Turley | Cris de la Torre | David Thomas | Iyer & Reardon | Garth Allen |
| **2004/05** | Terri Gutierrez | Rick Turley | John Clinebell | Keiko Krahnke | Janice Payan | - |
| **2003/04** | Ronald Reed | Jay Lightfoot | Tim Jares | Lynn Hoffman | Vish Iyer | Garth Allen |
| **2002/03** | Ronald Reed | Doug White | John Clinebell | Lynn Hoffman | James Reardon | Tim Jares |
| **2001/02** | Allen McConnell | Doug White | Ken Moon | Gerald Shadwick | Linda Ferrell | Keiko Krahnke |
| **2000/01** | Ann Murphy | Doug White | Garth Allen | Lynn Hoffman | Robert Harris | Keiko Krahnke |
| **1999/00** | Allen McConnell | Doug White | Christine McClatchey | Lynn Hoffman | Linda Ferrell | Martinez / Krahnke |
| **1998/99** | Ronald Reed | Charmayne Cullom | Christine McClatchey | Gerald Shadwick | Robert Harris | John Bromley |
| **1997/98** | Ronald Reed | R. John Freese | Christine McClatchey | Lynn Hoffman | Robert Harris | R. Cullom / Allen |
| **1996/97** | Ronald Reed | R. John Freese | Garth Allen | Gerald Shadwick | Joe Alexander | Lynn Hoffman |
| **1995/96** | Paul Bohrer | R. John Freese | Garth Allen | Gerald Shadwick | Joe Alexander | - |
| **1994/95** | Paul Bohrer | R. John Freese | Eileen St. Pierre | Karen Fowler | Robert Harris | Freese / Karowsky |
| **1993/94** | Ronald Reed | R. John Freese | Junis Peake | Lynn Hoffman | Robert Harris | Garth Allen |
| **1992/93** | John Elsea | R. John Freese | Garth Allen | Walter Gray | Walter Gray | - |
| **1991/92** | Allen McConnell | R. John Freese | David Johnson | Karen Fowler | Joe Alexander | - |
| **1990/91** | Paul Bohrer | R. John Freese | John Clinebell | Karen Fowler | Joe Alexander | - |
| **1989/90** | John Elsea | Steve Teglovic | John Clinebell | Lynn Hoffman | Denny McCorkle | - |
| **1988/89** | Paul Bohrer | John Gibson | Lynn Karowsky | Sharon Clinebell | John Bennett | - |
| **1987/88** | Paul Bohrer | Dave Stamper | John Clinebell | David James | John Bennett | - |
| **1986/87** | John Elsea | Steve Teglovic | Caroll Dierks | Lynn Hoffman | Linda Miller | - |
| **1985/86** | Paul Bohrer | \* | Garth Allen | John Gibson | John Bennett | - |

\* CIS and Management were one department.

*Dean’s Executive Assistant*

Table D4. MCB College Scholar of the Year

|  |  |
| --- | --- |
| **2021/22**  **2020/21**  **2019/20**  **2018/19** | Joe French  Daniel Brannon  Yazan Alnsour  Daniel Brannon |
| **2017/18** | Joe French |
| **2016/17** | James Reardon |
| **2015/16** | Janice Payan |
| **2014/15** | Joe French |
| **2013/14** | James Reardon |
| **2012/13** | Michael Martin |
| **2011/12** | Isaac Wanasika |
| **2010/11** | Joe French |
| **2009/10** | Janice Payan\* |
| **2008/09** | Joe French |
| **2007/08** | James Reardon |
| **2006/07** | Janice Payan |
| **2005/06** | James Reardon\* |
| **2004/05** | Janice Payan |
| **2003/04** | Daniel Rowley\* |
| **2002/03** | James Reardon |
| **2001/02** | Terri Gutierrez |
| **2000/01** | James Reardon |
| **1999/00** | Jay Lightfoot |
| **1998/99** | James Reardon |
| **1997/98** | Tod Sedbrook |
| **1996/97** | Lynn Hoffman |
| **1995/96** | John Clinebell |
| **1994/95** | Sharon Clinebell |
| **1993/94** | Jay Lightfoot |
| **1992/93** | Denny McCorkle |
| **1991/92** | Karen Fowler |
| **1990/91** | Lynn Hoffman |
| **1989/90** | Walt Kendall |
| **1988/89** | Ron Reed |
| **1987/88** | John Elsea |
| **1986/87** | Robert Lynch |
| **1985/86** | Steve Teglovic |

\* Individual subsequently recognized as university distinguished scholar

Table D5. MCB College Service Award

|  |  |
| --- | --- |
| **2021/22** | Christine McClatchey |
| **2020/21** | Michael Martin |
| **2019/20** | Michael Martin |
| **2018/19** | James Reardon |
| **2017/18** | Karen Turner |
| **2016/17** | Tim Jares |
| **2015/16** | Christine McClatchey |
| **2014/15** | Tim Jares |
| **2013/14** | Allen McConnell |
| **2012/13** | Karen Turner |
| **2011/12** | Vish Iyer |
| **2010/11** | Ronald Reed |
| **2009/10** | Karen Turner |
| **2008/09** | Karen Turner |
| **2007/08** | Keiko Krahnke |
| **2006/07** | Vish Iyer |
| **2005/06** | Cris de la Torre |
| **2004/05** | Christine McClatchey |
| **2003/04** | Cris de la Torre |

# APPENDIX E. GUIDELINES FOR OTHER PROFESSIONAL DEVELOPMENT SUPPORT

## MCB SABBATIC LEAVE POLICY

### Preconditions for Approval of Sabbatic 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 sabbatic.
* Typically, not more than one person from a program and three from the college will be approved to take a sabbatic leave in any one semester.
* he 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 Sabbatic Leave Activities

1. Scholarship
   1. Self-directed scholarship—Sabbatic 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 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 sabbatic to do self-directed research should have demonstrated their ability to do researchprior to application.
   2. Participation in a program of scholarship—Sabbatic 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 sabbatic 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 Sabbatic 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 sabbatic 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 Sabbatic Leave

1. Dean’s office provides the Provost, UNC Human Resources (HR) and the Program Chairs with a list faculty eligible to apply for Sabbatic Leave. This list is confirmed by HR.
2. Applicant shall submit an application for Sabbatic Leave to the appropriate Program Chair. Application is found on the Provost’s [website](https://www.unco.edu/provost/faculty_resources/forms.aspx).
3. The Request for Sabbatic 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. 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.

### 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.

The BOT Policy Manual: [unco.edu/trustees/Policy\_Manual.pdf](http://www.unco.edu/trustees/Policy_Manual.pdf) UNC Regulations: [unco.edu/trustees/University\_Regulations.pdf](http://www.unco.edu/trustees/University_Regulations.pdf)

*Administrative Council /UNC Policy*

## MCB FACULTY CONSULTING AND PROFESSIONAL ACTIVITY POLICY

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](https://www.unco.edu/human-resources/pdf/hrs-forms/leave-request-faculty.pdf)).
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. An academic semester begins with the first student registration day and ends on the last day of finals' week.
2. A campus teaching day is a day on which the faculty person is scheduled to teach one or more classes.
3. 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* [unco.edu/trustees/University\_Regulations.pdf](http://www.unco.edu/trustees/University_Regulations.pdf). The Board of Trustees Board Policy Manual can be found at [unco.edu/trustees/Policy\_Manual.pdf.](http://www.unco.edu/trustees/Policy_Manual.pdf)

*Administrative Council/AUNC Policy*

# 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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| 1 | 2 | 3 | 4 | 5 |

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 email, 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 |

1. This class included ethical dimensions of the course material.
2. This class included global aspects of the course material.
3. This class included computer/technology usage.
4. Student group work/teamwork was required in this class.
5. The team experiences in this class were of value.
6. Oral presentations were required in this class.
7. Written assignments were required in this class.
8. 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 |

1. There were a number of students cheating in the class.
2. Plagiarism occurred in this class.

### 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.**

What is the greatest strength of this class? What improvements can be made in this class? Other comments?