

The University of Texas
Rio Grande Valley™

.....
*Robert C. Vackar College of
Business & Entrepreneurship*

Annual Faculty Performance Evaluation

**[NOTE: This form may be
completed in Adobe Acrobat
using the Fill and Sign tool.]**

The University of Texas Rio Grande Valley

.....
Robert C. Vackar College of
Business & Entrepreneurship

Annual Faculty Performance Evaluation For Academic Year ____ - ____

Name: _____

Date of Evaluation: _____

Position/Rank: _____

Time in Current Position: _____

Purpose and Method

The purpose of the performance evaluation system is to allow faculty to have a clear understanding of current performance and to clarify the criteria necessary for faculty to progress in their careers. The evaluation will guide faculty toward performing in furtherance of the missions, strategic objectives and goals of UTRGV, VCoBE and its departments and schools. The process that includes self-reporting, completing the evaluation form, review by peers, and meetings for feedback provides faculty with meaningful information and recognition of strengths, weaknesses, and recommendations for improvements as required by the UTRGV *Handbook of Operating Procedures*, [ADM 06-502 \(Annual Faculty Evaluation\)](#). The system serves as a tool for decision-making by departments/schools and the college in the areas of promotion, tenure, post-tenure, annual reviews, and when available, merit salary raises. The instrument, along with the faculty sufficiency and qualifications standards and forms, also serves to document specific input for VCoBE's Tenure and Promotion Criteria and performance for SACSCOC and AACSB accreditation. (NOTE: See **Appendix A** for merit pool calculation mathematical expressions.)

Documentation

This self-reporting, scoring document is to be appended to the Faculty Review Dossier required for all full-time UTRGV faculty. The dossier will provide the material and narrative to support the review and evaluation process. The dossier requirements and timeline pathways are found in the [Faculty Resources](#) provided by the Provost.

Outcomes

Each review level in the Annual Faculty Evaluation process requires ranking of the faculty member in one of the following four (4) categories: “4” – Exceeds expectations; “3” – Meets expectations; “2” – Does not meet expectations; or “1” – Unsatisfactory. The definitions are proscribed in [ADM 06-502](#) C. as follows:

C. Definitions

4. *Exceeds expectations* - Reflects a clear and significant level of accomplishment beyond what is normal for the UTRGV, discipline, unit, faculty rank, or any contractual expectations as defined by the unit.

3. *Meets expectations* - Reflects accomplishments commensurate with what is normal for UTRGV, discipline, unit, faculty rank, or any contractual expectations as defined by the unit.

2. *Does not meet expectations* - Indicates a failure as defined by the unit beyond what can be considered the normal range of year-to-year variation in performance, but of a character that appears to be subject to correction.

1. *Unsatisfactory* - Failing to meet expectations for the faculty member’s unit, rank, or contractual obligations in a manner that reflects disregard of previous advice or other efforts to provide remediation or assistance, or involves *prima facie* professional misconduct, dereliction of duty, or incompetence. The same units that specify the standards for exceeding, meeting, and failing to meet expectations should also specify the criteria for performance that is unsatisfactory.

The categories for each faculty member is determined by applying the Grand Total Score from the Evaluation Score Summary found below to the following table of ranges:

<u>Exceeds Expectations</u>	<u>Meets Expectations</u>	<u>Does Not Meet Expectations</u>	<u>Unsatisfactory</u>
≥ 25	$=10 < 25$	$5 < 10$	< 5

Description and Instructions

The evaluation is comprised of three **SECTIONS** covering performance for **TEACHING, RESEARCH / PROFESSIONAL ENGAGEMENT** and **SERVICE**. The evaluation is designed as a self-evaluation report with faculty providing supporting evidence justifying self-reported *Scores*. Items reported in each **SECTION** must be demonstrated and documented in order to receive credit. Faculty members will choose within designated ranges the relative *Weights* among the three **SECTIONS** to be applied to *Scores* for the immediate past academic year (based on current faculty qualifications *Classification*). **Faculty members may include a one-page narrative substantiating reported points if deemed necessary for presenting performance in a light most favorable for the faculty member. Or, the faculty member may provide additional support in the narrative space following each SECTION. With regard to RESEARCH, (i) if a journal does not appear in the ABDC Journal Quality List or is ranked lower than deserved, faculty may make a case based on criteria such as impact factor or**

inclusion in another established journal quality list and (ii) for the purpose of annual reviews, the a three-year rolling average of scores based on dates of publication acceptance is used. Please remember that points are earned only from activities in the corresponding academic year reported in this instrument.

Steps for completing the Faculty Performance Evaluation:

1) Determine current faculty *Classification* by completing either the **Form for Classifying Academic (SA or PA) Faculty Qualifications** or **Classifying Practitioner (SP or IP) Faculty Qualifications**. See **Appendices B and C**.

2) Enter current faculty *Classification* and select *Weight* percentages within the appropriate **Weight Ranges** for each **SECTION** and *Classification* from the table below.

Classification: _____

Weight Ranges

<i>SECTION/Classification</i>	<i>Scholarly Academic</i>	<i>Scholarly Practitioner¹</i>	<i>Practice Academic</i>	<i>Instructional Practitioner¹</i>	<i>Administrator</i>
TEACHING	35-45%	55-65%	40-50%	70-80%	15-25%
RESEARCH / PROFESSIONAL ENGAGEMENT¹	45-55%	15-25%	30-40%	10-20%	25-35%
SERVICE	5 - 15%	15-25%	15-25%	5-15%	5-15%
ADMINISTRATION [add to SERVICE]					35-45%

¹ NOTE: For Scholarly Practitioners and Instructional Practitioners, Research ranges are equivalent to ranges for Professional Engagement.

3) In the **Evaluation Score Summary** below, enter selected *Weight* for each **SECTION** based on your *Classification* (sum of *Weights* = 100%), determine **SECTION Scores** by completing the performance evaluations appearing later in this instrument, enter the *Scores*, calculate the *Weighted Score* for each **SECTION**, then add the *Weighted Scores* for a *Grand Total*.

Evaluation Score Summary

<i>SECTION</i>	<i>Weight</i>	<i>Score</i>	<i>Weighted Score</i> [W X S=WS]
TEACHING			
RESEARCH / PROFESSIONAL ENGAGEMENT			
SERVICE			
<i>Grand Total</i>	100%		

TEACHING PERFORMANCE:

TEACHING is evaluated using the sum of the assessments in two areas: **Teaching Effectiveness** and **Teaching Innovation and Accomplishments**.

1. **Teaching Effectiveness** (from Student Evaluations) – Enter each *Course Number & Section* taught in the evaluation year and the sum of percentages of students that *Agree* plus *Strongly Agree* from the Mandated Question Results line of the Course Evaluation Report found in the Course Evals Application accessed from the [MyUTRGV portal page](#). Calculate the *Average Percentage*, then multiply the *Average Percentage* by 10 to obtain the **Teaching Effectiveness** Points.

	<i>Course Number & Section</i>	<i>Agree% + Strongly Agree%</i>
Course 1		
Course 2		
Course 3		
Course 4		
Course 5		
Course 6		
Course 7		
Course 8		
Course 9		
Course 10		
Course 11		
Course 12		
	<i>Average %</i>	
Teaching Effectiveness Points: Multiply <i>Average %</i> by 10 [0.xx X 10=?]		

2. **Teaching Innovation and Accomplishments** – Points accrued are the result of four descending point value categories corresponding to the degree of difficulty. A number of examples are provided that define the point category. After reviewing your **Teaching Innovation and Accomplishments** for the past academic year, list each one in the blanks provided under the appropriate point value category. You are not limited to the examples listed.

Four points: [Examples: chair of dissertation committee (no course release), major teaching awards/honors at University level or higher].

Three points: (Examples: new course development; exam-based certifications widely recognized in field of study; manages university-designated, course-based service learning project; member of dissertation committee; chair of thesis committee; chair of doctoral scholarship seminar).

Two Points: [Examples: course certification by external organization (ex. QM); department level teaching award; innovation in teaching (ex. SAP, ITV, flipped classroom); significantly revises previously-taught courses); engages in non-compensated additional teaching activities (ex. tutoring, independent studies, or review classes); incorporates course-based sustainability, ethical and/or social responsibility considerations; incorporates course-based experiential learning]

One Point: [Examples: effectively teaches a large number of students (50+ in any one **SECTION**); external certification/completion of faculty development course (ex. SAP, SHRM, Logistics); member of thesis committee; teaching overload; utilizes guest speakers; participates in student learning outcomes and learning goals assessments; participation in doctoral scholarship seminar; attending seminars for teaching improvement; organizing students to attend research activities]

Total of **Teaching Innovation and Accomplishments** Points: _____

TEACHING Performance Score: _____

(Sum of points for Teaching Effectiveness and Teaching Innovation and Accomplishments)

Enter the **TEACHING Performance Score** in the *Score* column and **TEACHING** row of the **Evaluation Score Summary**.

3. Peer Observations of Teaching - [ADM 06-502 \(Annual Faculty Evaluation\)](#) requires “*Peer evaluations of teaching as per the department or college and University guidelines.*” [ADM 06-505 \(Faculty Tenure and Promotion\)](#) requires that “*Effective teaching is assessed by multiple indicators including, but not limited to, performance on student evaluations, **peer observation of teaching**, and pedagogical preparations.*” The Provost provides [Guidelines for Faculty Peer Observation of Teaching](#).

Indicate the date on which peer observations took place:

Tenure-track faculty (at least once per academic year): _____

Tenured faculty (at least once every three years): _____

Contingent faculty (at least once per academic year): _____

Senior contingent faculty (at least once every three years): _____

RESEARCH PERFORMANCE: (to be used by *Scholarly Academics* and *Practice Academics* only)

RESEARCH is evaluated using the sum of the assessments in five areas: **Journal Publications, Academic Conferences, Scholarly Book Publications, Research Grant Funding** and **Other Scholarly Activities and Outcomes**.

On a separate sheet, list information based upon acceptance dates for each research event and obtain the sum of points assigned to each event for the **RESEARCH Score**.

1. Journal Publications:

<u>Journal Category</u> ¹	<u>Points</u>
Elite (A*)	50
High Quality (A)	25
Quality (B)	10
Peer-reviewed (C)	2

(¹as rated in the target journal list approved by VCoBE, currently the ABDC list)

2. Academic Conferences:

Best paper - major conference	4
Paper accepted (refereed) - major conference	2
Abstract accepted in major conference	2
Best paper – regional conference	2
Paper accepted - regional conferences	1
Abstract accepted in regional conference	1

3. Scholarly Book Publications (does not include textbooks):

Scholarly book publication	10
Peer-reviewed scholarly book chapter in an edited book	4
Book chapter in an edited book (without peer-review)	1

4. Research Grant Funding:

Successfully obtaining an external grant above \$100,000	10
Successfully obtaining an external grant \$50,001 – \$100,000	4
Successfully obtaining an external grant \$10,001-\$50,000	3
Completing a grant-funded public research report at least \$5,000	2
Application to a major (e.g. NSF) national research grant agency	2
Successfully obtaining an internal (University FRC) research grant	1

5. Other Scholarly Activities & Outcomes:

Reported research impacting the local region	2
Publishing an instructional field media contribution	1

RESEARCH Performance Score: _____

NOTE: For the purpose of annual reviews, the **RESEARCH Performance Score** to be entered in the *Score* column and **RESEARCH** row of the Evaluation Score Summary is calculated using a three-year rolling average of scores based on dates of publication acceptance.

Enter the **RESEARCH Performance Score** earned from each applicable year, then calculate the average score:

Review Year - 1	
Prior Year - 2	
Prior Year - 3	
Average Score	

PROFESSIONAL ENGAGEMENT: *(to be used by Scholarly Practitioners and Instructional Practitioners only)*

Professional Engagement is evaluated using the sum of the assessments in four areas: **Professional Activities and Outcomes, Journal Publications, Professional Conferences, Reported Research and Activity Impacting the Local Region.** On a separate sheet, list information for each professional engagement event and obtain the sum of points assigned to each event for the **PROFESSIONAL ENGAGEMENT Score.**

1. Professional Activities and Outcomes:

(Claim one point for each instance of activity listed below)

Maintain continuing education units for professional license/certification (JD and CPA)	___
Serve as officer of local, regional, state, or national professional organization	___
Serve on committee of local, regional, state, or national professional organization	___
Discipline relevant consulting	___
Serve on organization board of directors	___
Sustained professional work supporting qualified status	___
Invited participation in appropriate business associations	___
Client-based research	___
Executive or professional education course creation	___
Serving on an advisory or editorial board related to the teaching field	___
Conducting seminars (related to the teaching field) for business organizations	___
Managing projects in industry that are based on teaching field	___
Complete test based certification	___
Other activities that contribute to the faculty remaining current in the field	___

2. Journal Publications:

<u>Journal Category</u> ¹	<u>Points</u>
Elite (A*)	50
High Quality (A)	25
Quality (B)	10
Peer-reviewed (C)	2

⁽¹⁾According to the target journal list approved by CoBE, currently the ABDC list.)

3. Professional Conferences:

Best paper - major conference	4
Paper accepted (refereed) – major conference	2
Abstract accepted - major conference	2
Best paper – regional conference	2
Paper accepted - regional conference	1
Abstract accepted - regional conference	1

4. Other Scholarly Activities & Outcomes:

Reported research impacting the local region	2
Publishing an instructional field media contribution	1
Completing a grant-funded public research report at least \$5,000	2

PROFESSIONAL ENGAGEMENT Score: _____

Enter the **PROFESSIONAL ENGAGEMENT Score** in the *Score* column and **PROFESSIONAL ENGAGEMENT** row of the **Evaluation Score Summary.**

SERVICE PERFORMANCE:

SERVICE is evaluated using the sum of assessments in four descending point value categories corresponding to the degree of difficulty. A number of examples are provided that define the point category. After reviewing your **SERVICE** achievements for the past academic year, list each in the blanks provided under the appropriate point value category. You are not limited to the examples listed.

Four points: (Examples: Faculty Senate chair; A*- or A-rated journal editor; new program development).

Three points: [Examples: national conference track chair; study abroad leader; conference program chair; A*- or A-rated journal editorial board member; student organization advisor; major discipline assessment coordinator (SACs or AACSB); provide training to faculty; revise degree plan; department/college/university committee chair; leadership role in community organizations]

Two Points: (Examples: Faculty Senate member; fund raising for the department/college/university; mentor students for externally sponsored academic competitions; regional conference track-chair; revise curriculum; active department/college/university committee member; serve as officer of local, regional, state, or national professional organization; serve as an *ad hoc* reviewer for A*- or A-rated journal; managing CoBE’s VITA program participation;)

One Point: [Examples: *ad hoc* manuscript/conference/grant reviewer, conference session chair or discussant, department Brown Bag coordinator, executive or professional education course creation, external consulting (non-compensated)].

SERVICE Performance Score: _____

Enter the **SERVICE Performance Score** in the *Score* column and **SERVICE** row of the **Evaluation Score Summary**.

APPENDIX A

The method for determining awards from a merit pool available to VCoBE faculty for merit salary raises will use the following formulaic steps to determine each faculty member's proportionate share of the merit pool. Information inserted into the formula will be obtained from this document and in the future from prior years' results.

1. Calculate the sums of all faculty salaries in the latest full academic year for appointment statuses (i) tenured/tenure track, combined, [TT] and (ii) non-tenure track [NT].
2. Calculate the percentage shares of each faculty appointment status group [(i) tenured/tenure-track and (ii) non-tenure-track] of the total of all faculty salaries.
3. Multiply the percentages of each faculty appointment status group by the merit pool amount allocated to CoBE to determine the proportionate pool amount available for each faculty appointment status group.
4. Determine the academic year last used for calculating merit pool salary raises (AY_0), (initially, for UTRGV, $AY_0 = 2014-2015$).
5. For each faculty member, calculate the sum of Grand Total Weighted Scores from the Evaluation Score Summary tables for academic years between AY_0 and the current academic year (AY_C), both non-inclusive.
6. Add the sums of Grand Total Weighted Scores for all faculty members in each faculty appointment status group to obtain the Total Group Scores.
7. Divide the proportionate merit pool amount by the sum of faculty appointment status group scores of Grand Total Weighted Scores to determine the proportionate merit pool value of a weighted score point for each faculty appointment status group.
8. Multiply the sum of each faculty member's Grand Total Weighted Scores by the value of a weighted score point for the faculty member's appointment status group to obtain each faculty member's share of the merit pool.

See the Merit Pool Formulae in the following pages.

APPENDIX A

Merit Pool Formulae

1. Calculate the sums of all faculty salaries in the latest full academic year for appointment statuses (i) tenured/tenure track, combined, [TT] and (ii) non-tenure track [NT].

AY = an academic year;

AY_0 = the academic year last used for calculating merit pool salary raises

AY_1 = the first academic year in which the last merit raise was paid

AY_2 = the second academic year in which the last merit raise was paid

AY_L = the latest full academic year in which the last merit raise was paid

S_{TT} or S_{NT} = the faculty salary for an individual, whether tenured/tenure-track or non-tenure track in AY_L

F_{TT} = the sum of faculty salaries for tenured/tenure track faculty appointment status group paid during AY_L

$$\sum S_{TT} = F_{TT}$$

F_{NT} = the sum of faculty salaries for non-tenure track faculty appointment status group paid during AY_L

$$\sum S_{NT} = F_{NT}$$

2. Calculate the percentage shares of each faculty appointment status group [(i) tenured/tenure-track and (ii) non-tenure-track] of the total of all faculty salaries.

F = the sum of all faculty salaries paid during AY_L

$$F_{TT} + F_{NT} = F$$

$$F_{TT}/F = TT\% \text{ and } F_{NT}/F = NT\%$$

3. Multiply the percentages of each faculty appointment status group by the merit pool amount allocated to CoBE to determine the proportionate pool amount available for each faculty appointment status group.

M = merit raise pool amount available to CoBE

M_{TT} = merit raise pool amount available to tenured/tenure track faculty

M_{NT} = merit raise pool amount available to non-tenure track faculty

$$M * TT\% = M_{TT}$$

$$M * NT\% = M_{NT}$$

4. Determine the academic year last used for calculating merit pool salary raises (AY_0), (initially, for UTRGV, $AY_0 = 2014-2015$).

APPENDIX A

Merit Pool Formulae (cont.)

- For each faculty member, calculate the sum of Grand Total Weighted Scores from the Evaluation Score Summary tables for academic years between AY_0 and the current academic year (AY_C), both non-inclusive.

G_i = Grand Total Weighted Score [GTWS] earned by an individual in an academic year (AY) following the most recent (and last) merit raise year.

G_{i1} = GTWS earned in AY_1 ; G_{i2} = GTWS earned in AY_2 ; etc.

$$G_{i1} + G_{i2} + \dots + G_{iL} = T_i$$

T_i = Sum of GTWS for an individual between merit raise years

- Add the sums of Grand Total Weighted Scores for all faculty members in each faculty appointment status group to obtain the Total Group Scores.

T_{ITT} or T_{INT} = the sum of GTWS for an individual, whether tenured/tenure-track or non-tenure track from AY_1 through AY_L

T_{TT} = the sum of GTWS for tenured/tenure track faculty appointment status group earned from AY_1 through AY_L

$$\sum T_{ITT} = T_{TT}$$

T_{NT} = the sum of GTWS for non-tenure track faculty appointment status group earned from AY_1 through AY_L

$$\sum T_{INT} = T_{NT}$$

- Divide the proportionate merit pool amount by the sum of faculty appointment status group scores of Grand Total Weighted Scores to determine the proportionate merit pool value of a weighted score point for each faculty appointment status group.

A = the Group Merit Pool Amount, either M_{TT} or M_{NT}

A_i = an individual's share of the merit raise pool

V = the value of each GTWS score point by Group, either V_{TT} or V_{NT}

T = the Total Group Scores, either T_{TT} or T_{NT}

$$V = \frac{A}{T} = \frac{\text{Group Merit Pool Amount}}{\text{Total Group Scores}}$$

- Multiply the sum of each faculty member's Grand Total Weighted Scores by the value of a weighted score point for the faculty member's appointment status group to obtain each faculty member's share of the merit pool.

$$A_i = T_i * V$$

APPENDIX B

Form for Classifying *Academic (SA or PA) Faculty Qualifications*

Faculty Name: _____ **Department:** _____ **Date:** _____

Current status: Tenured Tenure Track In Practice Lecturer Adjunct TA

AACSB standards require that all faculty be classified according to their credentials as Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP) Instructional Practitioners (IP). AACSB standards state that SA faculty ‘sustain currency and relevance through scholarship and related activities’, PAs ‘through professional engagement, interaction, and relevant activities’, SPs ‘through professional experience, engagement or interaction and scholarship related to their professional background and experience’, and IPs ‘sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience.’ A faculty member not meeting the criteria for any of these categories is considered “Other.” Upon hire, faculty must meet the appropriate academic preparation but then must maintain credentials through intellectual and other activities depending on the classification. (See CoBE’s *Standards for Faculty Sufficiency & Faculty Qualifications* document for further details.)

Please complete this form to determine your AACSB classification. *The AACSB faculty classification itself will **NOT** be used for merit, tenure or promotion or any other personnel decisions. It is only used to provide statistics for AACSB accreditation. The AACSB reviewing team may interview you to verify the activities you have indicated. Activities documented in this classification form may be reported and used elsewhere for review and evaluation purposes.*

Part A. Check the following that best describes your initial academic preparation:

- _____ 1. A doctoral degree in the field in which the individual teaches. This includes a Juris Doctor (J.D.) degree for teaching business law courses.
- _____ 2. A doctoral degree in a business or non-business field that is outside of the individual’s primary field of teaching. However, the less related the faculty members’ doctoral degree is to their field of teaching, the higher the level of sustained and substantive academic or professional engagement must be to support their currency and relevance in their teaching field.
- _____ 3. A specialized graduate degree in taxation. Individuals with a graduate degree in taxation or a combination of graduate degrees in law and accounting will be considered academically qualified to teach taxation.
- _____ 4. Substantial specialized graduate coursework in the field of primary teaching responsibilities, but no research doctoral degree. Most commonly, this would cover individuals currently pursuing a business degree in the area of instructional responsibilities, while they are at the ABD stage. This condition would justify initial academically qualified status for no more than three years following the completion of doctoral comprehensive examinations.

Part B. Scholarly Academic (SA) Maintenance Criteria – A faculty member who meets the initial academic preparation for being SA qualified will maintain the designated qualified status if, over the most recent five-year period, (s)he has completed at least five (5) maintenance activities, of which (i) at least three (3) are articles published in refereed journals on approved department target lists, or (ii) one (1) is an article published in an “A” or better-rated refereed journal on the CoBE target list.

(Please place the number of items in the blank before the following activity as appropriate.)

- | # of items | Activity |
|------------|--|
| _____ | 1. A published article in a refereed journal, as determined by the department/school. |
| _____ | 2. A published proceeding from a top scholarly meeting, as determined by the department/school. |
| _____ | 3. Publishing the second or higher, edition of a textbook (or evidence that the first edition has been widely accepted by other schools). |
| _____ | 4. Publishing a peer-reviewed scholarly book or edited volume. |
| _____ | 5. Publishing a chapter in a peer-reviewed scholarly book. |
| _____ | 6. Presentation of research at a top academic conference meeting, as determined by the department/school. |
| _____ | 7. Completion of a publicly available research report from a funded grant (minimum of \$10,000). |
| _____ | 8. Relevant, active editorship with academic journals or other business publications. |
| _____ | 9. Service on editorial boards or committees. |
| _____ | 10. Validation of SA status through leadership positions, participating in recognized societies and associations, research awards, academic fellow status and invited presentations. |

_____ Total number of academic activities

- I meet the SA criteria stated above because I received a doctoral degree within the last 5 years or I am ABD and passed the last comprehensive exam in the past three years. Skip to Part D and sign.
- I meet the SA criteria stated above. Skip to Part D and sign.
- I did not meet the SA criteria stated above. Thus I am "Other."

Part C. Practice Academic (PA) Maintenance Criteria - A faculty member who meets the initial academic preparation for being PA qualified will maintain the designated qualified status if, over the most recent five-year period, (s)he has completed at least three (3) professional maintenance activities of significance. You are not limited to the following list of activities, but must justify any others.

(Please place the number of items in the blank before the following activity as appropriate.)

- | # of items | Activity |
|------------|---|
| _____ | 1. Obtain a new professional certificate that is relevant to the faculty member's instructional field. |
| _____ | 2. Publish an article in the faculty member's instructional field in any of the following: <ul style="list-style-type: none">a. a peer and/or editorial reviewed journal.b. a peer reviewed proceeding at a conference.c. a practitioner journal,d. practitioner oriented media. |
| _____ | 3. Presentation of research at an academic conference. |
| _____ | 4. Completion of a publicly available research report funded by a grant (minimum of \$5,000). |
| _____ | 5. Attend seminars or graduate level courses that expand the faculty member's knowledge base. |
| _____ | 6. Serve as an officer in national, regional or local associations. |
| _____ | 7. Service on editorial boards or committees. |
| _____ | 8. Other: (justify) |
- _____.

_____ Total number of academic activities

- I meet the PA criteria stated above. Skip to Part D and sign.
- I do not meet the PA criteria stated above so I am considered "Other". Skip to Part D.

PART D. Indicate appropriate AACSB faculty qualification status and sign.

SA PA Other approved by _____
(Faculty Member signature)

SA PA Other approved by _____
(Department/School Chair/Director signature)

APPENDIX C
Form for Classifying *Scholarly Practitioner (SP or IP) Faculty Qualifications*

Faculty Name: _____ **Department:** _____ **Date:** _____

Current status: Tenured Tenure Track In Practice Lecturer Adjunct TA

AACSB standards require that all faculty be classified according to their credentials as Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP) Instructional Practitioners (IP). AACSB standards state that SA faculty ‘sustain currency and relevance through scholarship and related activities’, PAs ‘through professional engagement, interaction, and relevant activities’, SPs ‘through professional experience, engagement or interaction and scholarship related to their professional background and experience’, and IPs ‘sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience.’ A faculty member not meeting the criteria for any of these categories is considered “Other.” Upon hire, faculty must meet the appropriate academic preparation but then must maintain credentials through intellectual and other activities depending on the classification. (See CoBE’s *Standards for Faculty Sufficiency & Faculty Qualifications* document for further details.)

Please complete this form to determine your AACSB classification. *The AACSB faculty classification itself will **NOT** be used for merit, tenure or promotion or any other personnel decisions. It is only used to provide statistics for AACSB accreditation. The AACSB reviewing team may interview you to verify the activities you have indicated. Activities documented in this classification form may be reported and used elsewhere for review and evaluation purposes.*

Part A. Check the following that best describes your initial academic and professional preparation:

- _____ 1. I possess a master’s degree in my instructional field or in related field and have a minimum of 18 hours of course work in that instructional field; and,
- _____ 2. I have, at the time of hire, within the previous seven (7) years at least four (4) years of professional experience in a middle-level (or higher) position related to my instructional field.

Part B. Scholarly Practitioner (SP) Maintenance Criteria – To maintain SP status, you must, over the *most recent five-year period*, have completed at least three (3) of the following maintenance activities in any combination. Exception: If your most recent full-time work experience is within the past seven years, PA qualifications are met.

(Please place the number of items in the blank before the following activity as appropriate.)

- | # of items | Activity |
|-------------------|---|
| _____ 1. | Significant participation in business professional associations. |
| _____ 2. | Relevant, active service on boards of directors. |
| _____ 3. | Intellectual contributions. |
| _____ 4. | Consulting activities that are material in terms of time and substance. |
| _____ 5. | Faculty internships. |
| _____ 6. | Development and presentation of executive education programs. |
| _____ 7. | Sustained professional work supporting qualified status. |
| _____ 8. | Documented continuing professional education experiences. |
| _____ 9. | Participation in professional events that focus on the practice of business, management, and related issues. |
| _____ 10. | Participation in other activities that place faculty in direct contact with business or other organizational leaders. |
| _____ 11. | Professional certification that is relevant to the faculty member’s instructional field. |

_____ **Total number of activities**

I meet the SP criteria because my most recent full-time work experience is within the past seven years.
Skip to Part D and sign.

I meet the SP criteria stated above. Skip to Part D and sign.

I did not meet the SP criteria stated above. Skip to Part C.

Part C. Instructional Practitioner (IP) Maintenance Criteria - To maintain IP status, you must, over the *most recent five-year period*, have completed at least two (2) distinct professional maintenance activities of significance in any combination. You are not limited to the following list of activities, but must justify any others.

(Please place the number of items in the blank before the following activity as appropriate.)

# of items	Activity
_____ 1.	Obtain a new professional credential.
_____ 2.	Significant participation in business professional associations.
_____ 3.	Consulting activities that are material in terms of time and substance.
_____ 4.	Sustained professional work supporting qualified status.
_____ 5.	Documented continuing professional education experience.
_____ 6.	Participation in professional events that focus on the practice of business, management, and related issues.
_____ 7.	Participation in other activities that place faculty in direct contact with business and other organizational leaders.
_____ 8.	Other: (justify) _____.
_____	Total number of activities

I meet the IP criteria stated above. Skip to Part D and sign.

I did not meet the IP criteria stated above and I am considered “Other”. Skip to Part D and sign.

PART D. Indicate appropriate AACSB faculty qualification status and sign.

PA IP Other approved by Type text here
(Faculty Member signature)

PA IP Other approved by _____
(Department/School Chair/Director signature)