College of Business

Academic Policies and Procedures Manual for Faculty
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Preface

Overview

Purpose

This manual documents the policies and procedures to be used in operating the College of Business at Florida International University.

The purpose of this manual:

- To communicate the college’s policies and procedures clearly to its faculty.
- To support the efficient and effective application of our efforts in support of the mission of the college and the accomplishment of our goals and objectives.

Update Policy

This is a living document, and will be revised annually or when there is a need for the following:

- Implementation of new policies
- Improvement of the operations of the college

Update Procedure

Proposed changes to the Policies and Procedures Manual may be submitted to the Dean at any time.

Proposed changes must be submitted in writing, with a written explanation of the reason(s) for the proposed change(s).

The Dean’s Office will make decisions on proposed changes over which it has authority. Changes which require approval by the faculty will be forwarded to the Faculty Council for further action.

Guidelines

Where forms are specified, and/or policies mandated, they are specified and/or mandated in response to mandates from one of the following:

- The university administration,
- The State Board of Education,
- The Board of Trustees,
- The accrediting agencies for the college and/or university.
Mission of the College

Overview

Introduction

The mission and vision are the foundation for the college. All of our efforts are directed towards achieving this mission and vision.

The mission defines our reason for existence as a unique college within the university. It describes who we are, what we do, and whom we serve.

The vision describes what we would like to become as a group of professionals working together in a collegial environment. The vision includes program priorities and growth projections.

The strategic plan is derived from the mission and vision. The strategic plan is the plan of action for accomplishing the mission and vision.

Mission and Vision (amended October 2012)

Our mission is… to serve our diverse student and alumni population, our multicultural business community, and the global community of scholars by advancing business knowledge and sharing expertise:

- We prepare our students to succeed as responsible global citizens in a dynamic, technology-driven business climate -- creating a growing legacy for our alumni.

- We serve the business community through professional education, collaboration, and research -- strengthening regional and local industries while providing qualified graduates who can tackle the demands of today's complex business environment.

- We conduct innovative research -- nurturing our faculty's intellectual growth and developing the talents of future scholars.

Our vision is… to be an internationally recognized leader in global business education, scholarly excellence, and collaborative community engagement.
Mission and Vision continued

Our Competitive Niche
To achieve this vision, we will continue to position the college as having specialized research and teaching expertise in the business arenas linking South Florida, Latin America, and the world economy.

While still meeting the educational needs of traditional and non-traditional students in the South Florida community, we will continue to expand our educational service delivery to international students and enterprises, particularly to those in The Americas.

While maintaining our enrollment in our undergraduate degree program, our college will continue to place greater emphasis on developing a high-caliber portfolio of graduate, professional, and executive education programs – especially those which reinforce our international business emphasis in teaching and research.

We will continue to enhance our investments in sophisticated information technology to provide leading-edge instruction and research. We will expand our reputation for curricular innovation related to information technology.

Our college will be recognized as a leader in forming strategic partnerships and teaching and research alliances with alumni and with members of both the business and academic communities.

Program Emphasis
1. Graduate programs
2. Ph.D. Program
3. Undergraduate programs

Growth
Growth in graduate programs will be in response to market demand. Undergraduate enrollment will be in alignment with the University’s strategic enrollment plan.

Enrollment Growth
The College of Business will set annual enrollment targets for undergraduate (lower and upper division), and graduate programs.

Updating the Mission and Vision

Policy
The Mission and Vision of the College shall be reviewed every five years, starting in fall 2001, in accordance with AACSB accreditation standards.

Responsibility
The Dean or the Dean’s designated alternate shall be responsible for updating the mission, vision, priorities, and program emphases.
Below is the procedure for reviewing the College's mission in the third year.

<table>
<thead>
<tr>
<th>When</th>
<th>What Needs to Happen</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>The Dean shall appoint a Strategic Planning Committee composed of faculty, administrators and external constituencies to review the mission statement.</td>
</tr>
<tr>
<td>Fall</td>
<td>The Committee shall present any proposed changes to the mission statement to the faculty in Departmental meetings. Faculty shall be invited to contribute their input to the revised mission.</td>
</tr>
<tr>
<td>Spring</td>
<td>The Dean shall present the proposed revised mission statement to the faculty to be adopted by majority vote.</td>
</tr>
<tr>
<td>Upon Approval</td>
<td>The approved revised mission shall be posted on the college’s web site and disseminated through other media as appropriate.</td>
</tr>
</tbody>
</table>

Below is the procedure for reviewing the college’s vision.

<table>
<thead>
<tr>
<th>When</th>
<th>What Needs to Happen</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>The Strategic Planning Committee reviews the vision.</td>
</tr>
<tr>
<td>Fall</td>
<td>The Committee shall present the draft of any revisions to the vision to the Dean. Faculty shall be invited to contribute their input into the revised vision. The Dean will be responsible for developing the updated vision.</td>
</tr>
<tr>
<td>Upon Approval</td>
<td>The updated vision shall be posted on the College’s Web Site and disseminated through other media as appropriate</td>
</tr>
</tbody>
</table>

### Developing the Five-Year Strategic Plan

**Policy**

The College’s five-year Strategic Plan contains the strategic objectives or goals to be accomplished over the next five years. In accordance with AACSB accreditation standards, the college must review and, if necessary, revise the Strategic Plan every five years, beginning in the Fall 2001.

**Responsibility**

The Dean, the Dean’s administrative team, and the Strategic Planning Committee are responsible for updating the five-year Strategic Plan every five years.

**Procedure**

Below is the procedure and timetable for updating the five-year Strategic Plan every third year.

<table>
<thead>
<tr>
<th>When</th>
<th>What Needs to Happen</th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>The Strategic Planning Committee will develop the</td>
</tr>
</tbody>
</table>
## Annual Goal Setting

### Policy
In accordance with AACSB accreditation standards, the college must identify a set of annual goals and outcome measures which support the achievement of the strategic objectives or goals identified in the five-year Strategic Plan.

### Responsibility
The Dean, the Dean’s administrative team, and faculty members are responsible for identifying and recommending annual goals for the upcoming academic year.

### Process
Below is the procedure for setting annual goals. This planning cycle is in alignment with the university’s annual planning cycle.

<table>
<thead>
<tr>
<th>When</th>
<th>What Needs to Happen</th>
</tr>
</thead>
<tbody>
<tr>
<td>January/February</td>
<td>A full-day faculty conference is held to develop potential college-wide annual goals for the upcoming (next) academic year. These proposed annual goals must support achievement of the longer-term goals set forth in the five-year Strategic Plan.</td>
</tr>
<tr>
<td>March-April</td>
<td>Center Directors, Program Directors, and Department Chairs, working with their respective faculty, develop a set of annual goals for the upcoming academic year. These goals must support achievement of the longer-term goals set forth in the five-year Strategic Plan.</td>
</tr>
<tr>
<td>April-June</td>
<td>The Dean's Administrative Council reviews the annual goals developed by the faculty during the goal-setting conference, and by Departments, Centers, and programs. Based on this review, this group will develop a set of preliminary college-wide annual goals for the upcoming academic year. These preliminary goals will be submitted to the Dean for review.</td>
</tr>
<tr>
<td>July-August</td>
<td>The Dean meets with the Administrative Council to finalize the annual goals. The annual goals are submitted to the Provost.</td>
</tr>
<tr>
<td>September/October</td>
<td>The Dean announces the annual goals for the academic year at the fall Faculty Meeting.</td>
</tr>
</tbody>
</table>
Assessing the Accomplishment of Annual Goals

Policy

At the end of each academic year, the college shall perform an assessment of how well it achieved the annual goals set for that academic year using predefined outcome measures.

Responsibility

Responsibility for this assessment is shared by three groups: the Dean’s Office, the Provost, and the Faculty Council.

Procedure

Below is the procedure for performing an annual assessment of goal attainment.

<table>
<thead>
<tr>
<th>When</th>
<th>What Needs to Happen</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>The Dean’s Office performs a self-assessment of how well the college accomplished its annual goals for the academic year just-ended. These goals will be assessed using predefined outcome measures.</td>
</tr>
<tr>
<td>August</td>
<td>The Academic Provost conducts a separate assessment of how well the college has achieved its submitted annual goals for the academic year just-ended.</td>
</tr>
<tr>
<td>August</td>
<td>The Faculty Council conducts an assessment of how well the college has achieved its annual goals for the academic year just-ended.</td>
</tr>
<tr>
<td>August</td>
<td>These assessments of annual goal achievement provide input into the refinement of current goals as well as the setting of new annual goals for the college, a procedure that begins in February of the next calendar year.</td>
</tr>
<tr>
<td>September</td>
<td>The assessments are shared with the faculty at the fall Faculty Meeting.</td>
</tr>
</tbody>
</table>
Internal Operations

Organization of the College

**Organization**

The College is organized into the **Dean’s** office, the Chapman Graduate School of Business, the School of Accounting, the Tibor and Sheila Hollo School of Real Estate, academic departments, Centers, and programs.

Generally, **Departments** are organized around academic disciplines. Each faculty member is assigned to a Department.

**Centers** are focused on specific topics, such as supply chain systems or banking.

**Programs** are sequences of courses which lead to a degree or certificate.
College of Business Organizational Chart
Dean’s Office

Overview

The Dean is responsible for the orderly running of the college. The Dean’s office is composed of the following:

Anezka Martinez Rios
Administrative Assistant
CBC 301
305-348-2754
martinam@fiu.edu

Christos Koulamas
Senior Associate Dean
CBC 301
305-348-2830
christos.koulamas@fiu.edu

Jerry Haar
Associate Dean, International Programs
CBC 200
305-348-3894
jerry.haar@fiu.edu

Gloria Deckard
Associate Dean, R. Kirk Landon Undergraduate School
CBC 212
305-348-3274
glora.deckard@fiu.edu

Annabelle Rojas
Assistant Dean, College Relations
CBC 303A
305-348-6843
annabelle.rojas@fiu.edu

Deanne Butchey
Associate Dean, Accreditation
RB 352A
305-348-7238
deanne.butchey@fiu.edu

Charlene Blevens
Director, Finance and Administration
CBC 304C
305-348-2719
Charlene.blevens@fiu.edu
The following are position responsibilities for the Dean and each of the Dean’s direct reports:

<table>
<thead>
<tr>
<th>Title</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| Dean                           | • Ensuring academic excellence and compliance with SACS and AACSB accreditation standards  
• The fiscal health of the college  
• The college’s physical plant  
• The orderly functioning of the college’s departments, centers, degree and non-degree programs in support of its mission  
• The meeting of enrollment targets  
• The hiring, development, and retention of faculty and administrative staff  
• The college’s alliances and partnerships  
• The college’s IT and administrative infrastructure  
• The college’s relationships with key external constituents  
• Resolution of undergraduate student issues (e.g., academic honesty)  
• Resolution of faculty personnel issues  
• Faculty tenure and promotion recommendations  
• Resolution of faculty concerns/complaints (e.g., sexual harassment)  
• Course/instructor evaluation process  
• AACSB undergraduate and graduate program management, including Assurance of Learning and assessment (EBI surveys)  
• SACS program review  
• Various university and college committees  
• Adherence of college faculty and staff to university and college policies |
## Title Responsibilities

### Senior Associate Dean

**Responsibilities**

- Assist the Dean by directing the following activities:
  - The day-to-day operation of the College, including the orderly functioning of the college’s departments, centers, degree and non-degree programs in support of its mission
  - The recruitment, hiring, development, and retention of all faculty
  - Supervision of Department Chairs and Director, School of Accounting
  - Supervision of Center Directors
  - Supervision of Associate Dean, Accreditation
  - Resolution of faculty personnel issues
  - Resolution of faculty concerns/complaints (e.g., sexual harassment)
  - Course/instructor evaluation process
  - Various university and college committees
  - Review and maintenance of academic policy and procedures
  - Supervision of Associate Dean, R. Kirk Landon Undergraduate School

Oversees the Graduate School including the following:

- Oversees the content maintenance for all web pages related to graduate programs and students
- Prepares, with Chairpersons, graduate class scheduling
- Manages Assignment of Master level scholarships
- Oversees Executive Faculty Director, MBA Program
- Manages program managers and Executive Director, Executive and Professional MBA Programs
- Ensures that regularly-scheduled program reviews of graduate programs are conducted

### Associate Dean, International Programs

**Responsibilities**

- Responsible for managing graduate and undergraduate education alliances with business schools around the world
- Responsible for graduate study abroad programs
- Responsible for meeting enrollment targets for Dual Degree Program
- Responsible for establishing undergraduate dual degree programs
- Lead the development of a strategic plan for international offsite program development
- Serve as Dean’s representative at international conferences and meetings
- Interact with media and professional organizations on international business issues
- Assist in fundraising for the College, particularly for international program activities
- Lead the development of international executive education programs via short courses in specialized areas
- Serve as a resource to the COB centers and institutes vis-à-vis the international dimension of their programs
- Participate in corporate visits, as asked, for purposes of fundraising, career
services, EPE and general corporate relations events

- Works closely with other units of COB and other schools and colleges at FIU to promote international affairs activities. Work closely with FIU’s Chief International Officer to implement programs

<table>
<thead>
<tr>
<th>Title</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>Associate Dean, R. Kirk Landon Undergraduate Business School</td>
<td>Oversees the Undergraduate School including the following:</td>
</tr>
<tr>
<td></td>
<td>• Manages the following staff of 5:</td>
</tr>
<tr>
<td></td>
<td>o Administrative Assistant</td>
</tr>
<tr>
<td></td>
<td>o Director, Undergraduate Advising</td>
</tr>
<tr>
<td></td>
<td>o Manager, Ernest and Young Student Learning Lab</td>
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<tr>
<td></td>
<td>o Manager, Professional BBA</td>
</tr>
<tr>
<td></td>
<td>o Coordinator, Student Study Abroad and Exchange Programs</td>
</tr>
<tr>
<td></td>
<td>• Handles all undergraduate faculty and student issues related to complaints and grievances</td>
</tr>
<tr>
<td></td>
<td>• Provides leadership and oversight for the undergraduate BBA curriculum and business core, ensuring that undergraduate curriculum meets all accreditation standards and incorporate leading-edge thinking on undergraduate management education; works with faculty and chairs in providing this leadership</td>
</tr>
<tr>
<td></td>
<td>• Is responsible for the undergraduate advising function</td>
</tr>
<tr>
<td></td>
<td>• Represents the Landon Undergraduate Business School at the university level and regularly attends the Council of Associate/Assistant Deans meetings</td>
</tr>
<tr>
<td></td>
<td>• Oversees and coordinates with Chairs/Directors, as appropriate, all undergraduate case competitions</td>
</tr>
<tr>
<td></td>
<td>• Oversees the content maintenance for all web pages related to undergraduate programs and students</td>
</tr>
<tr>
<td></td>
<td>• Manages the awarding of undergraduate scholarships</td>
</tr>
<tr>
<td></td>
<td>• Updates the university catalog as it relates to the Landon Undergraduate Business School</td>
</tr>
<tr>
<td></td>
<td>• Participates as a member of the college’s leadership team</td>
</tr>
<tr>
<td></td>
<td>• Oversees and collaborate with the Deans and the Department Chairs/School Director to schedule all undergraduate courses and faculty assignments in accordance to the program and the School’s best interests.</td>
</tr>
<tr>
<td></td>
<td>• Functions as the faculty director for the BBA Professional program, the Undergraduate Dual Degree program, and Online BBA.</td>
</tr>
<tr>
<td></td>
<td>• Manages the BizMinor.</td>
</tr>
<tr>
<td></td>
<td>• Is responsible for programs to recognize and develop high performing undergraduate students from freshmen to senior year (BizStars).</td>
</tr>
<tr>
<td></td>
<td>• Plus any other responsibilities that arises relating to the Landon Undergraduate Business School.</td>
</tr>
<tr>
<td></td>
<td>• Oversees and coordinate, with Institutional Effectiveness, to assure all undergraduate courses receive online evaluations.</td>
</tr>
<tr>
<td></td>
<td>• Oversees and manage the Landon Fellowship Program.</td>
</tr>
</tbody>
</table>
Title: Associate Dean, Accreditation

**Responsibilities**

- Represent the College in various committees at the university level including the Office of Global Learning, Quality Enhancement Plan (QEP) Implementation Committee, Engagement Task Force, Academic Planning and Accountability’s University Assessment Committee
- Assist in the University/College program review processes as required
- Responsible for the timely submission of all internal and external surveys including the EBI surveys for all graduating students as well as media surveys that contribute to the rankings of the College
- Ensure the accuracy and timely submission of Graduate and Undergraduate catalogs
- Ensure the College is in compliance with AACSB’s Strategic Management by assisting in orchestrating the College’s Annual Goals process to ensure alignment with the Strategic Plan including organizing the Faculty’s Annual Goal Conference, assessment of previous year’s Goals and the College’s scorecard, and reporting on the proposed annual goals and appropriate metrics for the following academic year
- Ensure the College is in compliance with AACSB’s Participant standards for faculty including AQ/PQ and Participating/Supporting standards
- Ensure the College is in compliance with SACS and AACSB’s Assurance of Learning (AoL) Standards by:
  - Leading quality initiative plans at the R. Kirk Landon Undergraduate School of Business both in the area of curricula changes and within courses as a member of the College’s Undergraduate Curriculum (UCC) and the Undergraduate Learning Outcomes Committees (ULOC)
  - Leading and actively participating in creating undergraduate & graduate student learning outcomes and program assessment plans, including Continuous Improvement Plans as required by SACS & AACSB to help close the gap between what the students are expected to know and what they demonstrate they know based on AoL assessment data
  - Responsible for all operational aspects of implementing, administering, and collating the results of the (AoL) undergraduate assessment and documenting these results
  - Reviewing and commenting on revised Undergraduate exit exams, learning objectives and learning experiences formulated by (UCC), (ULOC) committees, or Chairs, and, as required, assist in their implementation
  - Reviewing and commenting on revisions to AoL assessment and continuous improvement plans for the Chapman Graduate School
  - Annually assessing the efficacy of continuous improvement plans at the Undergraduate and Graduate levels and making recommendations for continuous improvements in student learning
- Maintaining the College’s process and data for demonstrating equivalency of online, hybrid and onsite courses
  - Ensuring that assessment results are provided to appropriate committees, Chairs and University’s Academic Planning and Accountability department consistent with annual cycle timelines
  - Maintaining AoL web pages on the College’s Faculty and Student
**FIU College of Business Policies and Procedures Manual**

<table>
<thead>
<tr>
<th>Title</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| Executive Director, Executive and Professional MBA Programs | Marketing and recruiting for EMBA and PMBA (Pines, Downtown and FLEX)  
Manage program managers for EMBA, PMBA, CMBA, and Evening MBA  
Oversee operational aspects for EMBA/PMBA, CMBA, and Evening MBA |
| Executive Director, Marketing and Communications | Develops and administers marketing strategies and plans for the college and graduate programs, e.g. branding, advertising campaigns, pricing, e-marketing initiatives, etc. in conjunction with other senior college and university administrators  
Supports programmatic marketing by producing print collateral and advertisements, web content, counseling about and executing print and broadcast media buys, marketing materials, etc.  
Develops and administers recruiting strategies and plans for graduate programs in conjunction with the programs directors/managers  
Organizes and participates in corporate events to promote our programs  
Promotes our programs beyond traditional markets in Southern Florida to include both national and international markets  
Champion for CRM (Intelliworks)  
Develops and administers communication strategies and plans for and with the college’s internal constituents (faculty, staff, students) e.g., BizNews portal, newsletters for faculty and staff and students, etc.  
Develops and administers communication strategies and plans for and with the college’s external constituents (FIU community and governing bodies, alumni, business and academic communities, media, legislature, general public) e.g., BizNews portal, website newsletters, social media sites, college magazines, Dean’s Annual Report, press releases and advertising campaigns.  
Oversees the production of all college print publications and advertisements and provides information about the college to interested constituents; and rights/produces college and program profiles for various directories  
Supervises the College Web Master, and freelance writing and design  
Manages College’s relationship/works with external vendors, including media ad reps, printers, writers, and design, advertising and PR agencies, etc.  
Recruits, develops, and manages all Marketing, Communications, and Recruiting staff members responsible for the execution of these programs  
Supervises the completion of all ranking surveys |

Intranet  
- Responsible for ensuring the College meets quality standards for accreditation by SACS and AACSB while supporting federal and state requirements.
<table>
<thead>
<tr>
<th>Title</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director, Technology Center</td>
<td>• Manages the department’s annual budget</td>
</tr>
<tr>
<td></td>
<td>• Provides technical support to the faculty and administrative staff of the College of Business in projects involving the use of information technology</td>
</tr>
<tr>
<td></td>
<td>• Directs the planning, operation, and coordination of all activities related to information technology, with the exception of online learning</td>
</tr>
<tr>
<td></td>
<td>• Evaluates promising I/T opportunities; facilitates prototypes instigated by others</td>
</tr>
<tr>
<td></td>
<td>• Engages the right participants in evaluating opportunities and ensure that participants have what they need to make sound decisions rapidly</td>
</tr>
<tr>
<td></td>
<td>• Ensure that implementation strategies established for approved opportunities are aligned with overall college and I/T goals</td>
</tr>
<tr>
<td></td>
<td>• Initiates and coordinates college process re-design and improvement activities. Identify and incorporate “best practice” approaches to I/T exploration</td>
</tr>
<tr>
<td></td>
<td>• Identifies I/T staffing requirements. Promote effective teamwork; coach team leaders and members; ensure effective collaboration with other I/T and business teams</td>
</tr>
<tr>
<td></td>
<td>• Develops and maintains close relationships with principal academic, research, and business clients. Maintain current information about client needs, concerns, plans, and satisfaction with I/T. Communicate I/T/ projects’ process purpose, status and plans to I/T staff and clients and to key people in FIU’s academic, research, and business communities</td>
</tr>
<tr>
<td></td>
<td>• Advises and consults with department heads, faculty, staff, and students on matters relating to the policies, procedures, and services provided, as well as on their strategic plans for information technology. Work with faculty and staff to develop I/T projects</td>
</tr>
<tr>
<td></td>
<td>• Directs faculty and staff training in I/T</td>
</tr>
<tr>
<td></td>
<td>• Participates in coordinating allocation, direction, and use of FIU’s I/T resources. Prepare short and long-range plans and budgets; monitor and control expenses</td>
</tr>
<tr>
<td></td>
<td>• Develops and maintains close relationships with vendors who provide hardware, software, and services in support of the college’s information technology environment</td>
</tr>
<tr>
<td></td>
<td>• Participates in outside professional activities, representing the college with professional associations and with other universities and organizations</td>
</tr>
<tr>
<td></td>
<td>• Develops software in accordance with I/T survival plan</td>
</tr>
<tr>
<td>Assistant Dean, College Relations</td>
<td>• Implements and executes strategies for cultivating, soliciting and stewarding donors and prospects (individuals, corporations, and foundations) for annual giving, sponsorships, and gifts-in-kind (GIK) to the College of Business</td>
</tr>
<tr>
<td></td>
<td>• Coordinates cultivations and solicitations with the Dean, other COB Administrators, and volunteers</td>
</tr>
<tr>
<td></td>
<td>• Works closely with the Dean’s Council members to develop and manage</td>
</tr>
</tbody>
</table>
key relationships with them, as well as the people they introduce/refer to FIU
- Manages relationships with key external constituents of the college, especially those who contribute annually to the COB
- Monitors the progress of all outstanding annual giving proposals and ensure proper follow-up and conclusion
- Helps establish and manage a number of Advisory Boards for School-wide programs and nurtures these relationships for their contribution to the program’s quality, employment, and internship opportunities for our students and for the development of executive programs
- Guides and presents mid-year budget reviews as requested
- Conducts an end-of-year financial analysis and reports of fundraising to the Dean
- Manages all assigned staff
- Implements processes, standards and policies to be used by assigned staff, reviewing and revising whenever necessary to make the staff more effective and efficient
- Oversees Dean’s Council and Alumni Circle
- Oversees all web content related to College Relations
- Oversees all alumni initiatives and programs for the College (over 40K)
- Oversees all student non-academic initiatives (graduate and undergraduate)
- Oversees all college events, including conferences and alumni events, corporate events, student events, community events, donor events and all dean events

<table>
<thead>
<tr>
<th>Title</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| Executive Director, Career Management Services | - Counsels and trains students on interviewing skills, resume writing and job searching techniques  
- Organizes workshops, publications, and/or Web pages in order to disseminate all necessary information to students, employers and pertinent faculty and staff, thus serving as the Chapman School’s resources person in matters relating to careers and employment market trends  
- Develops and maintains excellent working relationships with national and international employers, including the companies represented in our various Program Advisory Boards  
- Completes employers surveys and related reports, such as those needed for the AACSB evaluation processes and for the many publications that conduct rankings of business schools  
- Collaborates closely with the School’s offices responsible for marketing, corporate relations and alumni services in presenting a coherent and integrated approach to external relations  
- Supervises and trains the office staff, including external resources, to provide excellent service to our internal and external constituents and clients  
- Develops student, alumni, and employer outreach  
- Creates and coordinates the activities of a Student Advisory Board  
- Participates or directs others involved in various corporate events, national and international career fairs and conferences |
Title
Director, Finance and Administration

Responsibilities
• Directs and manages the College of Business (COB) in the administration of all fiscal and business operations, including internal accounting, procurement, logistic and contractual processes necessary for the effective and efficient functioning of all programs. Assures compliance with accounting principles and internal controls
• Develops procedures and appropriate internal controls to accomplish the intent of policies, including documentation to assist in the proper accounting for all programs and activities
• Works closely with the heads of units and programs in budget preparation and review for all programs and units. Meets with the managers to determine the accounting needs of each unit and establish specific operating fiscal procedures
• Directs the Accounting Office and staff who are responsible for the procurement process, business travel, ProCard transactions, and the reimbursement process, overall accounts reconciliation to ensure appropriate audit compliance, the collection of program fees, and the reconciliation of university ledgers to Peachtree Accounting System
• Manages the set-up of accounts for each program or unit, and prepares financial reports to track and financial activities
• Recommends, implements and interprets policies related to fiscal activities. Applies University, departmental and other approved policy and procedures to area of responsibility
• Supervises the Administrative Services Coordinator who controls the contract system, tracks faculty compensation, manages the director system for faculty, and manages the summer run for faculty salaries
• Maintains daily interaction with departmental staff. Works closely with Controller’s Office, Purchasing and internal auditors
• Controls the preparation and monitoring of the annual operating budget, Auxiliary and E&G accounts
• Directs the completion of I & R forms. Works closely with Institutional Research to streamline and automatic the process
• Supervises the COB Facilities Manager who is responsible for building renovation, remodeling and case room projects, and coordinates with University planners and engineers
• Oversees and manages the completion of the Annual AACSB Business School Questionnaire, AACSB Salary Survey and AACSB Accounting Programs Questionnaire
• Directs the COB Scheduling Office and staff who control the COB Scheduling System, the scheduling of courses, room allocation, faculty workloads, and all other day-to-day scheduling operations
• Identifies and investigates any/all sizable variances, non-related expenses, possible misuse of funds and any other questionable transactions
Title Responsibilities

- Develops marketing strategy for each program. Identifies market potential for future programs. Initiates the sales process; closes sales; expands sales in existing programs. Develops sales strategies, techniques, and tactics based on customer feedback and the market environment
- Develops, promotes, and delivers all non-degree educational programs within the College of Business
- Builds corporate and organizational relationships that will contribute to the advancement of the various programs

Departments/ Department Chairs/ School Director

Departments

The following Departments and Schools comprise the College of Business. They generally define the undergraduate majors offered by the College.

<table>
<thead>
<tr>
<th>School / Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Accounting</td>
</tr>
<tr>
<td>Decision Sciences &amp; Information Systems Department</td>
</tr>
<tr>
<td>Finance Department</td>
</tr>
<tr>
<td>Management &amp; International Business Department</td>
</tr>
<tr>
<td>Marketing Department</td>
</tr>
<tr>
<td>Tibor and Sheila Hollo School of Real Estate</td>
</tr>
</tbody>
</table>

Centers/ Center Directors

Centers

<table>
<thead>
<tr>
<th>Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Ann Von Glinow, Director</td>
</tr>
<tr>
<td><em>CIBER</em></td>
</tr>
<tr>
<td>Bill Hardin, Director</td>
</tr>
<tr>
<td><em>Jerome Bain Real Estate Institute</em></td>
</tr>
<tr>
<td>Vacant</td>
</tr>
<tr>
<td><em>Knight Ridder Center for Excellence in Management</em></td>
</tr>
<tr>
<td>Walfried Lassar</td>
</tr>
<tr>
<td><em>Ryder Center for Supply Chain Management</em></td>
</tr>
<tr>
<td>Jerry Haar, Director</td>
</tr>
<tr>
<td><em>Eugenio Pino and Family Global Entrepreneurship Center</em></td>
</tr>
<tr>
<td>Modesto Maidique, Executive Director</td>
</tr>
<tr>
<td><em>Center for Leadership</em></td>
</tr>
</tbody>
</table>
## Centers’ Operational Policies

<table>
<thead>
<tr>
<th><strong>Mission</strong></th>
<th>Each Center must have a written mission. Centers must directly support the university’s mission, goals and academic themes as well as the college’s mission, vision, and goals. The activities of the center must support its mission.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self Sufficiency</strong></td>
<td>Since resources are limited, all centers are expected to generate external support from grants, contracts, and other activities. Every center which is not supported directly by E&amp;G funds must have self-sufficiency as a long-term goal.</td>
</tr>
<tr>
<td><strong>Goals and Assessment</strong></td>
<td>All centers must develop a set of annual goals in March for the upcoming year. At the end of each academic year, all centers must perform an assessment of how well they accomplished the goals set at the beginning of the academic year.</td>
</tr>
<tr>
<td><strong>Planning</strong></td>
<td>Each center shall have a budget for the following academic year approved by the Dean no later than July 31 or as appropriate for external funding sources. The budget shall itemize all anticipated programs, expenses, and income projections for the following year, by month. Each Center’s budget shall itemize the Center’s anticipated contribution to the college as a separate item.</td>
</tr>
<tr>
<td><strong>Tracking</strong></td>
<td>Each Center Director is responsible for tracking his/her budget as an on-going activity. Center budgets may be reviewed at the Dean’s Administrative Council meetings. Centers must submit a quarterly report to the Dean comparing budget to actual expenses.</td>
</tr>
<tr>
<td><strong>P &amp;A Report</strong></td>
<td>All Centers are required to submit a Planning &amp; Accountability Report to the Dean and the Provost by the required date each year.</td>
</tr>
<tr>
<td><strong>Success Indicators</strong></td>
<td>Centers shall be evaluated on the following indicators:</td>
</tr>
<tr>
<td></td>
<td>- <strong>Research / Scholarships / Creativity</strong>: Publications and other media are produced, or faculty productions give credit to the Center for its support</td>
</tr>
<tr>
<td></td>
<td>- <strong>Faculty Integration / Collaboration / Support</strong>: Academic faculty are an integral part of the unit. The Center provides forums for the presentation of faculty research and supports faculty teaching.</td>
</tr>
<tr>
<td></td>
<td>- <strong>Graduate Student Support</strong>: Provides graduate student employment</td>
</tr>
</tbody>
</table>
to enrolled COB graduate students

- **Education and Training:** Sponsorship of FTE-generating courses, supporting continuing education activities, training contact hours, conferences, certificate programs, etc.

- **University, College and Public Service:** Contributions of expertise and technical skills to address the needs of the university, the college, professional organizations, business community or greater society

- **Public Recognition:** Positive public attention is drawn to the university and the college by the activities of the center through newspapers, television, and other forms of public media

- **Self Sufficiency:** Generates external support from grants, contracts, and other activities

- **Quality Assurance:** Employs systematic methods of continuously improving the effective and efficient provision of its programs and services

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**Academic Programs**

**Degree Programs**

<table>
<thead>
<tr>
<th><strong>Graduate Programs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D. (Accounting, Finance, Management Information Systems, Management &amp; International Business)</td>
</tr>
<tr>
<td>MBA</td>
</tr>
<tr>
<td>- Executive</td>
</tr>
<tr>
<td>- Professional (Pines, Downtown (Cohort and FLEX), Corporate, Healthcare)</td>
</tr>
<tr>
<td>- International</td>
</tr>
<tr>
<td>- Global (Jamaica, Dominican Republic, Panama)</td>
</tr>
<tr>
<td>Master of International Business (regular and online)</td>
</tr>
<tr>
<td>MS in Management Information System</td>
</tr>
<tr>
<td>MS in Healthcare Informatics &amp; Management Systems</td>
</tr>
<tr>
<td>Master of Accounting</td>
</tr>
<tr>
<td>MS in Human Resources Management (regular and online)</td>
</tr>
<tr>
<td>MS in International Real Estate (regular and online)</td>
</tr>
<tr>
<td>MS in Finance</td>
</tr>
<tr>
<td>Executive MS in Taxation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Undergraduate Programs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>BBA</td>
</tr>
<tr>
<td>Professional BBA</td>
</tr>
<tr>
<td>International Business Honors</td>
</tr>
<tr>
<td>Bachelor of Accounting</td>
</tr>
</tbody>
</table>

**Program Details**  Program details are found in the college website: [www.business.fiu.edu](http://www.business.fiu.edu).
Non-Degree Programs

Non-degree programs are provided through the Executive and Professional Education Department.

Dean’s Administrative Council

Overview
The Dean’s Administrative Council provides direct support and counsel to the Dean.

Function
The Administrative Council provides reports and administrative support to the Dean.

The Administrative Council is responsible for implementing the policies and procedures outlined in this Manual.

Members
The Dean’s Administrative Council is composed of the following:

- Dean
- Associate and Assistant Deans
- Department Chairs
- Executive Director, Executive and Professional MBA Programs
- Director, School of Accounting
- Director, Tibor and Sheila Hollo School of Real Estate
- Director, Finance and Administration
- Director, Executive and Professional Education
- Executive Director, Career Management Services
- Executive Director, Marketing, and Communications
- Director, FIU On Line
- Director, Technology Center
- Director, Advising

Selection of Department Chairs/Directors

Timetable
The Dean sets the timetable for the selection of an internal candidate for Department/ School Chairperson/ Director subject to the following rules:

(1) The nomination period will last at least two weeks
(2) The Department/ School faculty will be given at least two weeks after the end of the nomination period to schedule and conduct the vote

At a minimum, the timetable will specify the nomination period and the date around which the Dean will make a final decision. Preferably, the selection procedure will occur during either the fall or spring terms.
Prior to the start of the selection process, the timetable will be distributed to all faculty within the Department, to the Faculty Council, to Associate and Assistant Deans, and to the Chairpersons/Directors of other Departments in the College of Business. The Dean also may distribute a note listing the skills and responsibilities of a Chairperson.

Nominations  
Any tenured, full-time, College of Business faculty member may nominate him or herself by providing the Faculty Council with written notification.

Faculty Voting System  
Only faculty and instructors with full-time departmental appointments in the department or school for which the Chairperson/Director is being selected may vote on the nominees. The vote will be conducted by secret ballot. The vote will be supervised, collected, and counted by one or more members – excluding the representative of the Department/School for which the Chair/Director is being sought – of the Faculty Council.

Ballot  
For each nominated candidate, the Department/School faculty will vote “yes” or “no” on the following question: Is this candidate acceptable as Chairperson/Director?

Faculty approved list  
A candidate will be deemed acceptable if a majority of the voting Department/School faculty vote “yes” for that candidate. The faculty-approved list consists of all acceptable candidates. The faculty-approved list, along with the numerical summary of the votes for those “acceptable” candidates, will be forwarded to the Dean by the Faculty Council. The numerical summaries will not be distributed to the faculty. The Dean and the Faculty Council representatives conducting the vote will maintain the confidentiality of the numerical summary.

Dean’s Authority  
The faculty recognizes the final legal authority of the Dean for the appointment of Chairpersons and Director and recognizes that, in exceptional circumstances, it may be necessary to set aside the faculty-approved list.

Faculty Composition, Qualifications, and Status

Overview

Introduction  
The faculty serves as the vehicle for accomplishing the mission of the College. The faculty’s composition and qualifications are essential to creating and delivering high quality academic programs.
Faculty Composition

Overview
FIU has been designated as a Research University (high research activity). A Research University (high research activity) has a research mission as well as an undergraduate and graduate teaching mission.

Ideal Composition
The College has the following goals with respect to academic qualifications:

- 100% of its professors who teach in its Ph.D. programs are academically qualified
- 75% of its professors who teach in its Masters’ programs are academically qualified
- 50% of its professors who teach in its Undergraduate programs are academically qualified
- Overall, 70% of its professors are academically qualified

Faculty Qualifications & AQ/PQ Policy

Overview
According to AACSB Standard #10, the faculty must possess and maintain intellectual qualifications and current expertise to accomplish the mission of the College, and to ensure that this occurs, the school must have a clearly defined process to evaluate an individual faculty member’s contributions to the school’s mission.

The process by which the College determines the academic qualifications of its non tenure-track faculty uses a point system. The point system consists of a set of intellectual contributions, divided by type of scholarship, with points associated with each intellectual contribution within a type. The point system is explained below.

The process by which the College determines the professional qualifications of its faculty is also given below.

The Journal List for the Point System
Each discipline develops a list of journals, grouped into three categories: Premier, High Quality, and Quality. Different points are assigned to refereed journal articles according to their category:

- **Premier** consists of no more than thirteen internationally-recognized academic, peer-reviewed journals in each business discipline
- **High Quality** consist of academic peer-reviewed journals internationally recognized as being of very high quality
Quality consists of all other refereed journals

The procedure used to develop the list of premier, quality, and other journals is detailed in this manual.

Journals are listed on the College’s website.

Departments should review their journal lists formally early each academic year. To institute changes to the list, they should follow the following procedure:

### Journal Lists

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Faculty submits premier, high quality, and quality journal nominations to Department Chairs. <em>Each nomination must be accompanied by external verification</em></td>
</tr>
<tr>
<td>2</td>
<td>The Department Chair is responsible for developing a plan for external validation that is approved by the Dean’s Office</td>
</tr>
<tr>
<td>3</td>
<td>After the external validation plan is approved, the Department Chair is responsible for conducting the external validation plan</td>
</tr>
<tr>
<td>4</td>
<td>The Department Chair forwards the nominated journal list along with the external validations, to the Dean’s Office</td>
</tr>
<tr>
<td>5</td>
<td>The Dean approved the Journal Lists for each business discipline</td>
</tr>
<tr>
<td>6</td>
<td>The Journal Lists for each business discipline are posted in COB NET, the College’s internal website</td>
</tr>
</tbody>
</table>

### Updating Journal Lists

Departments should review their Journal Lists formally early each academic year. To institute changes to the list, they should follow the Procedure outlined above. Departments should complete the above steps 1-3 no later than October 31 of each academic year. The Dean will complete steps 5 and 6 no later than November 30 of each academic year. All changes must be approved by December 31 in order to be in effect for the year in which the changes were approved.

### Journal Ranking Process

In determining the classification of Journals as Premier, High Quality, and Quality, the following rules are to be used:

If 4 external ratings or date points were provided, the following rules are to be applied:

1. If 3 or more ratings are the same, go with that rating.
i. If less than 3 ratings are the same, go with the average (no rounding up)

2. If 3 external ratings or data points are provided, the following rules are to be applied
   i. If 2 or more ratings are the same, go with that rating
   ii. If less than 2 ratings are the same, go with the average (no rounding up)

3. If 2 external ratings or data points are provided, the following rules are to be applied
   i. Go with the average (no rounding up)

4. If none or only one external rating or data point is provided, the rating is automatically Q
   i. This rating can be changed if data points are provided

Journal Publication Support

Submission

The College will provide each faculty member up to $500 per year, contingent upon fees the availability of funds, when needed for paying article submission fees to those premier journals that require them.

Further financial support for resubmission fees may be awarded contingent upon the availability of funds.

The Point System

<table>
<thead>
<tr>
<th>Discipline-Based Scholarship: The creation of New Knowledge</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publication in top premier refereed journals</td>
<td>250</td>
</tr>
<tr>
<td>Publication in high-quality refereed journals</td>
<td>100</td>
</tr>
<tr>
<td>Publication in quality refereed journals</td>
<td>50</td>
</tr>
<tr>
<td>Research monographs</td>
<td>50</td>
</tr>
<tr>
<td>Book – author</td>
<td>150</td>
</tr>
<tr>
<td>Book – auditor</td>
<td>50</td>
</tr>
<tr>
<td>Book – chapter</td>
<td>50</td>
</tr>
<tr>
<td>Published book review</td>
<td>25</td>
</tr>
<tr>
<td>Published book chapter review</td>
<td>25</td>
</tr>
<tr>
<td>Publication in non-refereed journals</td>
<td>25</td>
</tr>
<tr>
<td>Best paper in refereed proceedings from National/International academic meeting</td>
<td>75</td>
</tr>
<tr>
<td>Paper in refereed proceedings from National/International academic meeting</td>
<td>50</td>
</tr>
<tr>
<td>Paper in proceedings from other academic meeting</td>
<td>30</td>
</tr>
<tr>
<td>Invited Presentation at Academic Meeting</td>
<td>30</td>
</tr>
</tbody>
</table>
**Contribution to Practice:** The application, transfer, and interpretation of knowledge to improve management practice and teaching

<table>
<thead>
<tr>
<th>Contribution to Practice</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publication in refereed high-quality journals</td>
<td>100</td>
</tr>
<tr>
<td>Publication in refereed quality journals</td>
<td>50</td>
</tr>
<tr>
<td>Publication in non-refereed journals</td>
<td>25</td>
</tr>
<tr>
<td>Publication in magazine, newsletter, or newspaper</td>
<td>25</td>
</tr>
<tr>
<td>Book – author</td>
<td>100</td>
</tr>
<tr>
<td>Book – editor</td>
<td>50</td>
</tr>
<tr>
<td>Book – chapter</td>
<td>50</td>
</tr>
<tr>
<td>Publication in proceedings – practitioner-oriented/professional association conference</td>
<td>25</td>
</tr>
<tr>
<td>Published book review or software review</td>
<td>25</td>
</tr>
<tr>
<td>Published book chapter review</td>
<td>25</td>
</tr>
<tr>
<td>Publicly available technical report on research project</td>
<td>25</td>
</tr>
<tr>
<td>Invited presentation at practitioner-oriented conference/meeting/association</td>
<td>25</td>
</tr>
<tr>
<td>Poster presentation in practitioner-based conference</td>
<td>25</td>
</tr>
<tr>
<td>Paper presented at faculty research seminar</td>
<td>25</td>
</tr>
<tr>
<td>Report describing consulting work</td>
<td>25</td>
</tr>
<tr>
<td>Creation and delivery of 4-day or more executive or professional education course</td>
<td>100</td>
</tr>
<tr>
<td>Creation and delivery of 3-day or less executive or professional education course</td>
<td>50</td>
</tr>
<tr>
<td>Publication in non-refereed contribution-to-practice journal</td>
<td>25</td>
</tr>
</tbody>
</table>

**Learning and Pedagogical Research:** The enhancement of the educational value of instructional efforts of the institution or discipline

<table>
<thead>
<tr>
<th>Learning and Pedagogical Research</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbook, 1st edition</td>
<td>100</td>
</tr>
<tr>
<td>Textbook – subsequent edition</td>
<td>25</td>
</tr>
<tr>
<td>Book – author</td>
<td>100</td>
</tr>
<tr>
<td>Book – editor</td>
<td>50</td>
</tr>
<tr>
<td>Book – chapter</td>
<td>50</td>
</tr>
<tr>
<td>Published book review or software review</td>
<td>25</td>
</tr>
<tr>
<td>Published book chapter review</td>
<td>25</td>
</tr>
<tr>
<td>Publication in refereed premier pedagogical journals</td>
<td>250</td>
</tr>
<tr>
<td>Publication in refereed high-quality pedagogical journals</td>
<td>100</td>
</tr>
<tr>
<td>Publication in refereed quality pedagogical journals</td>
<td>50</td>
</tr>
<tr>
<td>Publication in non-refereed pedagogical journals</td>
<td>25</td>
</tr>
<tr>
<td>Publication in proceedings from conference focused on pedagogy</td>
<td>25</td>
</tr>
<tr>
<td>Publicly available technical report on research project</td>
<td>25</td>
</tr>
<tr>
<td>Written case with instructional materials</td>
<td>25</td>
</tr>
<tr>
<td>Instructional software product</td>
<td>25</td>
</tr>
<tr>
<td>Publicly available document describing the design and implementation of new courses</td>
<td>25</td>
</tr>
<tr>
<td>Production of online or hybrid course material</td>
<td>50</td>
</tr>
<tr>
<td>New course development approved by COB or Department</td>
<td>50</td>
</tr>
<tr>
<td>Instructor’s manual</td>
<td>25</td>
</tr>
<tr>
<td>Invited Presentation at conference/meeting focused on pedagogy</td>
<td>25</td>
</tr>
<tr>
<td>Paper presented at faculty research seminar</td>
<td>25</td>
</tr>
<tr>
<td>Development of handbook for teaching online/hybrid courses or other new pedagogical methods</td>
<td>25</td>
</tr>
</tbody>
</table>

**Notes for** 1. The points listed in the Intellectual Contribution Tables apply for joint-
calculating points authored papers up to 3 authors. With 4 authors, points are accumulated at 75%; at 5 or more, points are accumulated at 50%.

2. For a single-authored item (in any category) a 25% bonus will be added.

3. Each contribution can count only once in each category.

4. Other intellectual contributions may be introduced later.

5. Articles can be counted as soon as they are accepted. To qualify as “accepted”, a faculty member must have a signed letter from the editor of the journal (on letterhead, not simply e-mail message) saying that the article has been through the final review and editing processes and will be published in a specific issue. A copy of the letter must be submitted to the Chair/Director.

AQ/PQ Requirements

An article cannot be double-counted. If counted when “accepted” as per the policy above, the article cannot again be counted when it is actually published. It is the faculty member’s responsibility to ensure that a refereed journal article is counted only once.

AQ Requirements for Tenured Faculty

Each tenured faculty member on a research track (a 2-2 teaching load) maintains AQ status by publishing (1) at least three refereed articles in high-quality or premier discipline-based journals over the last five years or (2) one article in a premier discipline-based journal plus one additional article in a high-quality discipline-based journal over the last five years.

More output is expected if there are more than 3 authors on one or more of these papers.

For faculty on a 2-3 teaching load, two referred articles from high-quality journals are required; for those on a 3-3 teaching load, two referred articles from quality journals are required.

Any tenured faculty who does not have at least two referred journal articles in the last five years is not academically qualified. Teaching load for non-AQ faculty is 4-4.

AQ Requirements for Tenure-track Faculty

Each tenure-track faculty member maintains AQ status for five years after receiving his/her terminal degree. After five years, the AQ standard for a tenure-track faculty member is the same as for a tenured faculty member.
Each non-tenure-track faculty member or tenured faculty member in DROP maintains AQ status for five years after receiving his/her terminal degree. After five years, each non-tenure-track faculty member maintains AQ status through the accumulation of at least 100 points related to publications, pedagogical contributions, or presentations over the last three years in any of the Intellectual Contributions Categories. It is expected that the majority of the intellectual contributions will be in areas of learning and pedagogy and contributions to practice.

To qualify for PQ status, each non-tenured faculty member without a terminal degree must first have professional experience at the time of hiring that is significant in duration and level of responsibility and consistent with teaching responsibilities. In addition, the faculty member must demonstrate continuous development activities that demonstrate the maintenance of intellectual capital (or currency in the teaching field) consistent with the teaching responsibilities. The following requirements have been set in terms of professional experience at the time of hiring:

For core courses in the undergraduate program, faculty members must have the following:

1. At least three years of work experience
2. Achieved the level of professional analyst, manager, or director within an organization or be the owner of their own business

For major courses in the undergraduate program, faculty members must have the following:

1. At least five years of work experience
2. Achieved professional analyst, manager, or director within an organization or be the owner of their own business

For graduate programs, faculty members must have the following:

1. At least eight years of work experience
2. Achieved senior analyst, director, or vice-president within an organization or be the owner of their own business

In addition, all PQ faculty members are expected to demonstrate continuous development activities through one of the following:

1. Maintain professional certification in his/her respective field.
2. Complete a professional development seminar course in his/her respective field within the past two years.
3. Perform professional consulting within the past year.
4. Actively participate in a professional society meeting (local, regional, state, or national) or practitioner’s conference within the past two years.
5. Maintain membership and active participation in local professional organization within the past year.
6. Complete a for-credit course within the past year.
7. Complete a non-credit certificate program within the past year.
8. Complete any publication, pedagogical contribution, or presentation within the last five years.
9. Be a member of a Board of Directors.

**AQ or PQ Requirements for Chairs, Assistant and Associate Deans, and Dean**

Each academic leader is required to maintain either AQ or PQ status. AQ status is maintained through the accumulation of at least 100 points related to publications, pedagogical contributions, or presentations over the last five years in any of the Intellectual Contributions Categories. Administrators may be classified as PQ.

**AQ or PQ Requirements for Part-Time Faculty**

All part-time faculty members must either be AQ or PQ. If the part-time faculty member has a terminal degree and has accumulated more than 100 points in intellectual contributions over the past three years, the part-time faculty will be classified as AQ. If the part-time faculty member does not have a terminal degree or has not accumulated 100 intellectual points over the last three years, then the part-time faculty member must meet the same requirements to be PQ as those listed above for full-time non-tenure-track faculty without a terminal degree.

**Participating Status for Part-time Faculty**

**Requirements**

All participating part-time faculty are considered active members of the College. It is expected that participating part-time faculty members will attend departmental as well as College faculty meetings and will participate in departmental and/or College committees. Participating part-time faculty members are encouraged to get involved through participation in other activities, such as the sponsorship of student organizations.

**Compensation**

In recognition of the added value to the College beyond the status of Adjunct Professor, participating part-time faculty members will be compensated for teaching at a higher rate and the College will provide them with more formal instructional scheduling.
Faculty Recruitment and Selection

**Procedure**

Normally, the following schedule shall be followed for determining the faculty recruitment plan for the upcoming academic year:

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>February</strong></td>
<td>Department Chairs/Director and Program Directors develop a one-year forecast of teaching needs based on student demand and program development priorities</td>
</tr>
<tr>
<td><strong>March</strong></td>
<td>Department Chairs/Director, Dean, and Associate Deans meet to identify areas/discipline to be included in request to the Provost</td>
</tr>
<tr>
<td><strong>May</strong></td>
<td>Dean requests approval from Provost Office for replacements and new, incremental faculty lines</td>
</tr>
<tr>
<td><strong>June</strong></td>
<td>College given approval for replacement positions and number of new faculty positions authorized. Recruiting is authorized to begin in August to recruit faculty for the following academic year</td>
</tr>
</tbody>
</table>

**Recruiting**

As early as July of the upcoming year, recruiting begins:

- A Search and Screen Committee is appointed in each department that is recruiting
- The Search and Screen Committee develops ads, requests applications, screens candidates and schedules interviews
- The Search and Screen Committee will make recommendation to the appropriate Department Chair/Director
- The Department Chair/Director will make recommendations to the Dean
- The Search and Screen Committee will follow established University procedures

**Faculty Third Year Review**

**Three-Year Review Policy**

The Third Year Review is a comprehensive review of each candidate in a department, to be conducted and filed by the departmental chair/director. The report is to be submitted to the Dean. The Dean’s recommendation is submitted to the Provost.

- The review will be conducted at the end of the third tenure-earning year for each tenure-earning faculty member
- A committee of tenured professors in the department make a recommendation as does the Chairs/Director
- The Dean will make a recommendation to the Provost. This recommendation can be any of the following:
  - Reappointment without reservations
Tenure and Promotion for Tenure-Track and Tenured Faculty

Tenure and Promotion Policy

The College follows the tenure and promotion guidelines and criteria specified in the University’s Tenure and Promotion manual.

Members of the college committee who vote on promotion and tenure cases are elected on staggered terms – full professors will be on three-year terms and associate professors will be on two-year terms.

The coordinator (chair of the College Faculty Development Committee (FDC)) is not eligible to vote on candidates from his or her department. To do so, the chair position would have to be turned over to another member, and participation would be limited to responding to questions and neither advocating for nor against any candidate from chair’s department.

Because the Collective Bargaining Agreement requires voting by secret ballot at the meeting after complete and thorough discussion, absentee ballots are not allowed.

The required contents of the Tenure and Promotion file are detailed in the University’s Promotion and Tenure manual. In addition to what is listed there, the College of Business faculty should meet the following additional requirements.
Additional College Requirements for Tenure and Promotion File

All material is due to the Faculty Development Committee by November 15. The tenure and/or promotion material should be organized in two parts:

Part A. Material for the Primary Binder

Guidelines in addition to the University’s Tenure and Promotion Manual are identified below:

Categorizing articles in the binder:

List articles from journals in the following categories, in the following order. Use subcategories for journals from a department list that is outside the department of the candidate (i.e. subsections “1” and “2”)

A. Premier journal articles (from a department list)
B. Financial Times journal articles that are not in the department premier list and journal articles shown by the candidate to be “equivalent to premier”
C. Department Specialty Premier journal articles (e.g. Premier Disciplinary and Premier Practitioner journals)
D. High-quality journal articles from department lists
E. Journal articles shown to be “equivalent to high-quality
F. Quality journal articles from department lists
G. Academic journal articles not on department lists
H. Business professional journal articles not on the department lists

Citation index information

For promotion to Full Professor, provide a section in the main binder where summary information on the Social Science Index (SSI) cites of your articles in other journals is presented. Citation information is requested in the new University requirements for all applicants, although the FDC believes it is more appropriate for those applying to full professor. (See the section below for the supplement binder for placing the full printout of this information).

Statements of Research, Teaching, and Service

These are required in the new University guidelines. They are typically about two pages each. The purpose of this section is to describe how your activities have contributed to the overall mission of the College and University. Hence you may want to begin with an overall summary of how you can contribute to the mission of the department, college, and university, especially if your activities do not clearly fall into the following statements or you wish to highlight your overall accomplishments.

The statement of research: should draw together various threads of research to demonstrate a defined, coherent program. Identify future directions you expect to take and why. Here you can explain publishing choices between books, articles,
invited chapters, etc.

The statement of teaching philosophy: teaching is an art for which there is no one best approach, but a statement can describe the candidate’s philosophy and approach to teaching at the undergraduate and graduate levels and to mentoring undergraduate and graduate students.

The statement regarding service: this statement should explain how you choose to focus on particular opportunities and to allocate time between University and professional service.

Teaching and Grades
Show the distribution of grades for at least two classes taught at FIU.

Part B. Material for the Supplemental Binder

Copies of articles
In the primary binder place the initial page of each article published, as specified in the University document concerning the application process. Place in a supplemental binder the complete and readable copies of all premier and high-quality articles published and accepted for publication. (Applications for full professor generally can only include publications since they were promoted to associate professor.) Place these articles in at least two sections of the binder (premier and high-quality articles). It would be helpful to arrange the articles such that the first few articles in the premier section are in the highest ranked journals in your field or in the order that the candidate believes reflects the best articles written by the candidate.

Citation index information
Promotion to Full Professor: Place in the supplementary binder the full printout from the SSI that was summarized in the primary binder.

Student Evaluations
In the supplemental binder summarize the scores by class for the important individual items on the evaluation form, e.g. “preparation”, “knowledge of field”, etc. (or printouts of the entire summary evaluation form per class). Provide this information for at least three undergraduate and three graduate classes for which the overall scores are provided in the primary binder. (This information should be available from the Technology Department in a form usable for the binder).

Syllabi and Other Class Materials
Provide samples of the syllabi for at least one undergraduate and one graduate course in the supplemental binder. Include evidence of the rigor of the course, such as exams or project instructions.

Questions regarding the FDC’s guidelines and suggestions should be submitted directly to that committee.
Hiring, Evaluation, and Promotion of Clinical Professors (Non-Tenured) ¹

Overview

The main mission of the College of Business is to prepare business professionals for the complexities of a demanding global business environment where information technology and entrepreneurial skills are critical. This requires sound instruction in the most advanced theories of business management as well as in the reality of professional practice in a multitude of industrial and cultural contexts, particularly within The Americas. A professional school needs to excel in addressing these two aspects of its mission in order to educate its students and serve the community in which they work. Consequently, we must expose our students to rigorous critical thinking from leading scholars in various business fields, and to the wisdom and experience of excellent practitioners or consultants who have “walked the talk.” Furthermore, it is imperative to integrate theory and practice in the classroom as well as in a multitude of assignments ranging from business simulations to consulting projects and in-company internships.

This commitment requires the development of a stable cadre of highly skilled practitioners and superb teachers who work side by side and in synergy with traditional business scholars at the College. Our hiring and promotion policies need to enable us to attract and retain highly-qualified and experienced professionals who are committed to excellence in teaching, in order to provide a consistently high level of practical wisdom, real-world experience and professional skill in our classrooms.

Therefore, the College of Business has established a set of standards that will guide the hiring, evaluation, and promotion of academically or professionally qualified faculty whose primary mission is to contribute to teaching excellence across all our degree programs and professional and executive education programs as well as to curricular development and management. These individuals will consist of non-tenure earning faculty, hired on renewable contracts of three to five years in length. They will be designated as “Clinical” Professors at one of two professorial ranks at the College: Associate Clinical Professor or Clinical Professor.

Teaching loads will be determined according to the College workload policies currently in effect. A full-time equivalent load of 8 courses will be the standard, as the principal orientation of these faculty members is to teach. Reductions from this load will be undertaken by mutual agreement in cases where the clinical faculty member assumes major program or administrative responsibilities in accordance with standard College practice. All Clinical Professors will be considered as Participating Faculty, as defined in the AACSB accreditation standards subject to the rights, privileges and obligations specified in the College Faculty Constitution.

Salaries and salary increases, including those associated with promotion decisions, will be established in a manner identical to that used for other faculty.
The new clinical ranks are not intended for current tenured or tenure-track faculty. Our intention in creating this new career track is to attract additional resources of the highest caliber and quality, but with a different orientation than traditional faculty.

Standards by Rank

The Dean of the College will determine the number and allocation of clinical-track positions to departments and/or the School of Accounting based on programmatic needs, financial considerations and, most importantly, our strategic mission. Following this process, the departments or the School of Accounting will be free to search for suitable candidates. It is understood, that many such appointments will be the result of targets of opportunity that present themselves randomly and unexpectedly. Nonetheless, it is the responsibility of the Dean to prepare and manage a long-term plan for such appointments.

Hiring decisions and the determination of an appropriate rank will be based on the mix of professional and academic credentials of each candidate, the length and quality of their professional experience, degrees earned, and teaching experience and performance. Academic credentials should include at least a relevant master’s degree with some university teaching experience preferred.

Continuing academic and professional achievements required to maintain academic or professional qualifications will be required of any clinical professor. Minimum expectations by rank are described below and should be considered in all hiring, renewal and promotion decisions.1

Assistant Clinical Professor of Management

Role

The major responsibilities of this position are to teach graduate courses, teach in non-credit

Description

Professional and executive programs, provide service to the school and the university through program and curriculum development and administration, including professional and executive non-credit programs, and participate actively in the relevant profession, particularly in national and international professional associations. These individuals are expected to provide students with a role model for professional practice and contribute vigorously to curriculum development and other program improvements and innovations within the College.

Qualifications

Appointment at this rank can be for practitioners or academics. For practitioners, the appointment signifies accomplishments worthy of status as a member of the faculty such as having occupied management or staff positions in private, public, or non-profit

Accepted by faculty at April 2011 faculty assembly.
organizations, or evidence of significant achievements in consulting and/or practical research. For academics, individuals who have pursued a professional rather than an academic career would be qualified.

Candidate must demonstrate a history of professional or academic activities.

Either a master's, doctorate degree, or terminal degree in a related field and a minimum of five years academic, professional, staff, or management experience will normally be required for appointment. Candidate must meet SACS criteria to be credentialed for the courses that the individual will teach.

**Teaching**

An Assistant Clinical Professor will normally teach graduate courses. An Assistant Clinical Professor is expected to show evidence of commitment and an ability to impart the highest professional standards in the classroom as determined by peer and student evaluations. As a member of the faculty, an assistant clinical professor should play a role in curriculum development. As such, they should demonstrate the ability to work with other colleagues to develop new courses, innovative teaching methods and techniques for measuring outcomes to assure the effective delivery of professional skills to our students. Assistant Clinical Professors will be expected to teach online courses if asked to do so.

**Professional and Academic Activity**

It is expected that these professors will conduct professional activities consistent with the mission of the College and collaborate with other colleagues in research and publication activities where they can bring a valuable professional perspective. Output in professional and business-oriented media, particularly those that strive to influence the quality of practice and academic instruction in the business field, are highly valued. It is also expected that these faculty will continue to perform activities that serve as models of superior performance in professional practice for our students, such as leading major industry or issue-based centers, organizing professional conferences, etc. Performance will be judged in terms of quality, frequency, quality of journal, professional impact, and relevance to the profession as per the norms established at the College. These professors must also meet either the PQ or AQ standards of the college.

Service activities to the College should comprise major roles in curriculum development that are to be evaluated with respect to quality, quantity, consistency over time, and relevance to the practice of business and management in the candidate's area of specialization. Service to the university consists of serving on school and university committees and task forces.

**Associate Clinical Professor of Management**

**Role**

The major responsibilities of this position are to teach graduate courses, teach in non-credit
FIU College of Business Policies and Procedures Manual

**Description**

Professional and executive programs, provide service to the school and the university through program and curriculum development and administration, including professional and executive non-credit programs, and participate actively in the relevant profession, particularly in national and international professional associations. These individuals are expected to provide students with a role model for professional practice and contribute vigorously to curriculum development and other program improvements and innovations within the College.

**Qualifications**

Appointment at this rank can be for practitioners or academics. For practitioners, the appointment signifies accomplishments worthy of status as a member of the senior faculty such as having occupied senior management or staff positions in private, public, or non-profit organizations, or evidence of significant achievements in consulting and/or practical research. For academics, individuals who held an Associate Professor position with tenure at another university would also be eligible.

Candidate must demonstrate a history of professional or academic activities that have resulted in organizational success and earned broad public or peer recognition. Some university teaching experience is preferred for non-academic candidates.

Either a master's or doctorate degree in a related field and a minimum of ten years academic, professional, staff, or management experience, some at a senior level, will normally be required for appointment. Candidate must be meet SACS criteria to be credentialed for the courses that the individual will teach.

**Teaching**

An Associate Clinical Professor will normally teach graduate courses. An Associate Clinical Professor is expected to show evidence of commitment and an ability to impart the highest professional standards in the classroom as determined by peer and student evaluations. As a senior member of the faculty, an associate clinical professor should play a role in curriculum development and program management, both in credit as well as non-credit programs. As such, they should demonstrate the ability to work with other colleagues to develop new courses, innovative teaching methods and techniques for measuring outcomes to assure the effective delivery of professional skills to our students. Associate Clinical Professors will be expected to teach online courses if asked to do so.

**Professional and Academic Activity**

It is expected that these professors will conduct professional activities consistent with the mission of the College and collaborate with other colleagues in research and publication activities where they can bring a valuable professional perspective. Output in professional and business-oriented media, particularly those that strive to influence the quality of practice and academic instruction in the business field, are highly valued. It is also expected that these faculty will continue to perform activities that serve as models of superior performance in professional practice for our students, such as leading major industry or issue-based centers, organizing professional conferences, etc. Performance will be judged in terms of quality, frequency, quality of journal, professional impact, and relevance to the profession as per the norms established at the College. These professors must also
FIU College of Business Policies and Procedures Manual

meet either the PQ or AQ standards of the college.

Service A substantial record of professional service to the local, university and professional communities and active participation in professional associations, especially in leadership roles, is expected. Service activities to the College should comprise major roles in program leadership and curriculum development that are to be evaluated with respect to quality, quantity, consistency over time, and relevance to the practice of business and management in the candidate's area of specialization. Service to the university consists of serving on school and university committees and task forces.

Clinical Professor of Management

Role The major responsibilities of this position are to teach graduate courses and non-credit

Description Executive programs, provide service to the school and the university by exercising major leadership in academic and professional programs and research centers, and play a major role in local, national and international professional associations. As members of the senior faculty, clinical professors are expected to provide students with a role model for superior professional practice. They are also expected to serve in leadership positions in research and professional centers at the College that have a strong industry or professional identity.

Qualifications Appointment at this rank signifies accomplishments worthy of status as a member of the senior faculty such as (1) having occupied executive management or staff positions in private, public, or non-profit organizations, or evidence of significant achievements in consulting and/or practical research or (2) held a position of full professor at another institution. Candidate must demonstrate a history of professional or academic activities that have resulted in organizational success and earned broad public or peer recognition. Some university teaching experience is preferred.

Either a master's, doctorate degree, or terminal degree in a related business field and a minimum of fifteen years professional, staff, management experience, with some at the executive level, or fifteen years of teaching experience will normally be required for appointment. Individuals who have been the founder of a business would also be eligible. Professors must meet SACS criteria.

Teaching Teaching advanced undergraduate and graduate courses, with strong evidence of both a commitment and an ability to impart the highest professional standards in the classroom as evidenced by peer and student evaluations of at least “very good” will be required. As a very senior member of the faculty, a clinical professor should exercise a substantial leadership role in curriculum development and program management, both in credit as well as non-credit programs, help nurture and develop the teaching skills of less experienced faculty, and bring the influence of wisdom and experience to curricular and policy decisions at the College. This individual will be expected to teach hybrid courses as part of their normal assignment.

Professional A record of substantial accomplishments in professional and/or academic activities that have
and Academic Activity

received local, national, and international recognition is expected of any person appointed to the rank of Clinical Professor. The areas of performance and the ways in which they may be measured are essentially the same as for the Associate Clinical Professor, but the quantity and quality of achievements should be substantially higher for appointment or promotion to the rank of professor.

At a minimum, it is expected that faculty appointed to or promoted to this rank will have a record of professional management and/or published or produced a quality of professional work that will stand as a role model for our students and colleagues. The impact of their activities on the academy or the profession is also expected to be substantially greater, in both geographic breadth and in depth of influence, than that of an associate professor. Active leadership in conferences and meetings of major scholarly or professional organizations is critical to this role. Professors must be either PQ or AQ.

Service

Again, the expectations on service to the local community, the College, the University and the profession for these individuals are similar to those specified for the rank of associate clinical professor except at a higher level of involvement and responsibility. They should include a substantial international dimension.

Appointments

Appointments to the Clinical professorial ranks at the College of Business, and the rank associated with such appointments, shall be made consistent with university policies and the Collective Bargaining Agreement. Decisions on appointment are made by the Dean of the College upon the recommendation of the appropriate departmental chair with input from a duly constituted search committee.

Terms of Appointment

Appointment to any of these ranks will be for a period of no less than three and no more than five years.

Contract Renewal and Non-renewal

Offers of renewal or notice of non-renewal of contract shall be made by the Dean, in consultation with the department chair, in keeping with all relevant provisions of university policies and the Collective Bargaining Agreement. A minimum of one year advanced notice should be established for cases of non-renewal of contracts.

Annual Reviews

All clinical professors will be subject to annual reviews of their performance by their respective departmental chair and the Dean of the College as is established in the College’s standard faculty procedures.

Promotions

Promotions require peer review and will be based on evidence of outstanding achievements in teaching, professional activities and service. Upon hiring, a plan will be developed that identifies the criteria for promotion, including, but not limited to, teaching performance; contributions to the college in terms of program development, program administration, and faculty governance; and maintenance of academic or professional qualifications. Assistant and Associate Clinical Professor who seeks promotion must make a formal application demonstrating that the faculty member meets the criteria for the next rank. Such application must be made at the time of the regular university promotion cycle. An Assistant/Associate Clinical Professor can apply for promotion after five years of service.
University policy, as set forth in the Tenure and Promotion Manual, allows only tenured Review faculty to vote on promotions, but requires local units to establish written policies specifying who may vote on particular types of promotion applications when the department has fewer than three tenured members who hold the position to which the candidate is applying. For promotion within clinical positions, whose ranks parallel those of traditional academic lines (e.g., Associate University Librarian, University Librarian), the Tenure and Promotion Manual requires each college/unit to develop appointment and promotion guidelines.

In interpreting these requirements, the College of Business will follow the lead established by the School of Journalism and Media Communications. In their policy for hiring and promoting “professional-practice” professors, they adopted a peer review policy which we will apply almost verbatim for the promotion of clinical faculty. They include the following procedures:

1. Peer reviews for the promotion of clinical faculty shall generally follow the format used for academic-track faculty with respect to obtaining outside letters, assembling an application portfolio, and a formal review by the appropriate departmental committee and chair.

2. Additionally, a school-wide Clinical Faculty Review Committee will conduct a formal review of each promotion application once the departmental process is completed.

3. This review committee will consist of five members: two tenured members of the College faculty, two clinical faculty members, and a chair selected from amongst the clinical faculty. If the school has sufficient numbers of clinical faculty who hold the rank of Clinical Professor, selection to the committee must be from those ranks. Otherwise, selection of members may be made from the entire faculty within each category. The chair will vote only in case of a tie.

4. Members will be selected by school-wide vote of the faculty, using a selection method established by the Faculty Council. The review committee will follow procedures for deliberation similar to those established for other College review committees.

5. The Clinical Faculty Review Committee will report its vote and explanation of that vote in writing to the chair of the candidate’s department and to the Dean of the College. Based on the departmental review and the school-wide review, the Dean will make a written recommendation to the Provost.
Annual Faculty Workload and Assignment

Introduction

Overview

Faculty members are expected to pursue high-quality teaching, to produce intellectual contributions, and to serve the College’s constituent communities.

The College has implemented a policy on faculty workload and assignment that considers these aspects of a faculty member’s contribution to the College.

Faculty Assessment System

The Faculty Assessment System (FAS) is used by faculty members to enter the following for each academic year:

- Research and service accomplishments
- Continuous improvement activities
- How their activities support the mission of the COB

The information entered into FAS is used to determine a faculty member’s workload and assignment.

In terms of referred journal publications, professors have the choice to enter the information about a publication either upon acceptance or the actual year of publication. The article will “count” for workload purposes based on the year entered.

Teaching Assignments

Initial teaching assignments for the upcoming year are made when the course schedule is prepared in the fall of the preceding academic year.

In determining the teaching assignments for the upcoming year, Chairs/Director consider the following:

- The needs of the different programs and activities of the College and the Chapman Graduate School
- Intellectual contributions over the past five academic years
- Other administrative assignments
- Previous performance evaluations
- The personal improvement plans agreed to in the “Faculty Continuous Improvement Plan”
- The faculty member’s preference

Final Assignments

Final faculty workload and teaching assignments are determined in July after faculty members have entered information on their activities for the preceding academic year.
Review
The teaching assignment for each faculty member is reviewed at the college level to ensure fairness in teaching load assignments across departments.

Minimum Teaching Requirements
Every faculty member will be required to have a minimum 1-1 teaching load, regardless of course releases earned or given. It is expected that faculty teach a course each semester. Exceptions to this expectation should be limited in occurrence. Given this minimum requirement, course releases may need to be spread out over several years. In some instances, course releases can be substituted for summer teaching.

Class Attendance Policy
For face-to-face classes, professors are expected to hold class for each scheduled time period and to schedule travel related to conferences and research activities so that it does not interfere with teaching schedule. A professor must get approval in advance from the Department Chair/Director and/or Faculty Director, if a graduate program, to miss a class. Such approvals will only be given in exceptional circumstances.

Class Make-up Policy
When a faculty member misses a class – either planned or unplanned – the class must either be made up or arrangements made to have another faculty member or instructor teach the class. The Department Chair/ Director or Faculty Director, if a graduate program, must approve how the class will be made up.

Workload Policy

Course Release Conditions
Every faculty member will be required to have a minimum 1-1 teaching load, regardless of course releases earned or given. See course releases below.

<table>
<thead>
<tr>
<th>Course Releases</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Director</td>
<td>1 CR</td>
</tr>
<tr>
<td>SMIF</td>
<td>2 CR</td>
</tr>
<tr>
<td>Behavioral Lab</td>
<td>1 CR</td>
</tr>
<tr>
<td>PhD Completion (2 completed dissertation)</td>
<td>1 CR</td>
</tr>
<tr>
<td>Ryder Center</td>
<td>1 CR</td>
</tr>
<tr>
<td>CIBER</td>
<td>1 CR</td>
</tr>
<tr>
<td>Chair/Director</td>
<td>2 CR</td>
</tr>
<tr>
<td>Grant Buyouts</td>
<td>Vary</td>
</tr>
<tr>
<td>Associate Dean</td>
<td>2 CR</td>
</tr>
</tbody>
</table>

Workload for Tenure Track and Tenured
Tenure-track faculty members are normally assigned a 2-2 teaching load. Eminent scholars are assigned a 2-1 teaching load as long as intellectual contribution qualify for a 2-2 teaching load. Otherwise, teaching load is determined as shown below.
Faculty

Other Requirements for Tenured Faculty

To qualify for a 2-2 teaching load, faculty who received tenure prior to 2012-2013, must have either at least three referred journal publications in HQ or Premier journals or one premier article and one high-quality article over the last 5 years. More output is required if articles have more than 3 authors.

Professors who received tenure 2012-2013 and beyond must have three HQ or Premier publications with at least one of these publications in a premier journal over the last 5 years.

To qualify for a 2-3 teaching load, faculty must have at least two refereed journal publications in HQ journals or one publication in a Premier journal and one in a Quality journal. More output is required if articles have more than 3 authors.

To qualify for a 3-3 teaching load, professor must have 2 publications in quality journals.

Any professor who does not have at least 2 publications in quality journals over the last five years is not Academically Qualified and is assigned a 4-4 teaching load.

Workload Policy for Non-Tenure track Faculty

Non-tenure track faculty holding a terminal degree (instructors, lecturers, and clinical faculty) are typically assigned a 4-4 teaching load. However, faculty assigned a 4-4 teaching load can earn the following:

One course release per year for each high-quality or premier article, with no more than 3 authors, over the last three years, to a maximum of two course releases per year

- One course release per year for two quality articles, with no more than 3 authors, over the last three years, to a maximum of two course releases per year
- There is a maximum of 2 course releases in any year

Appeal

A professor can appeal his/her assignment to the Faculty Assignment Committee

This committee is composed of the following:

- An Associate Dean
- The Department head for the faculty member whose assignment is being reviewed
- Another Department head to be selected by the Dean’s Office on a rotating basis
FIU College of Business Policies and Procedures Manual

- Two elected full-time faculty (any rank, tenured or untenured) with staggered two year terms
- Up to two additional appointments made by the Dean for the purpose of ensuring diversity on this Committee

A department can elect to have a different appeal procedure as long as that procedure has been approved the Dean.
Annual Evaluation of Faculty

Overview

Basis for Evaluation

The Faculty Assessment System (FAS) is used by faculty members to enter the following:

- Research and service accomplishments
- Continuous improvement activities
- How their activities support the mission of the COB

The information entered into FAS plus information on teaching performance for the preceding academic year provides the basis for the annual evaluation.

AQ or PQ status is required for an overall satisfactory evaluation.

Responsibility for Evaluation

Department Chairs/Directors are responsible for providing an evaluation of every faculty member in their perspective Departments/School and entering this evaluation into DataPro.

Areas of Evaluation

Evaluations are performed in the areas of teaching, intellectual contributions (research and instructional development contributions), service, and administration (as appropriate.)

The evaluation shall be in the form of “Outstanding”, “Very Good”, “Good”, or “Unsatisfactory” for each area of the faculty member’s assignment.

Review & Distribution

Department Chairs/Director should complete their faculty evaluations as close to June 30 as possible.

Chairs/Director will meet with the Dean during July to review faculty performance and determine teaching loads and other assignments.

Chairs/Director will meet with their faculty members as soon as possible after July 31, given the faculty member’s availability, to discuss their performance, review their achievement of the previous year’s continuous improvement plan, discuss their continuous improvement plan for the upcoming year, and discuss their assignment for the upcoming year.
Annual Teaching Evaluation

Criteria  The criteria to be used in evaluating teaching include consideration of the following:

- Effectiveness in imparting knowledge and skills
- Effectiveness in stimulating students' critical thinking and/or creative abilities
- Development or revision of curriculum and course structure
- Participation in assessment of program learning outcomes/program outcomes
- Adherence to accepted standards of professional behavior
- Adherence to college policies related to office hours, class presence, and student interaction
- Any relevant material submitted by employee

Evaluation  The annual teaching evaluation consists of the following:

Components  Student Evaluations

1. Peer Evaluations
2. Self-Evaluation
3. Continuous Improvement
4. Department Chair/Director Evaluation
5. Faculty Director Evaluation (as applicable)
6. Participation in Assurance of Learning activities (the required activities are detailed in the section “Annual Evaluation of Participation in Assurance of Learning Activities.”)
7. Adherence to Office Hour Policy: Faculty members are expected to maintain regularly scheduled office hours of at least one, non-overlapping, hour a week per class section taught. Large class sections that count as two for workload purposes will accordingly require two office hours per week. Your office hours should take place at the campus where the class is held. Office hour schedules must be stated on each course syllabus, and faculty must be reasonably accessible by the students. Office time may include regularly scheduled hours held online; however, some time should be scheduled on site. In addition, faculty should indicate on their syllabi that they are also available by appointment, which may include email communication or online chat.
8. For face-to-face classes, professors are expected to hold class for each scheduled time period and to schedule travel related to conferences and research activities so that it does not interfere with teaching schedule. A professor must get approval in advance from the Department Chair/Director and/or faculty director to
miss a class. Such approvals will only be given in exceptional circumstances.

9. For online classes, professors are expected to be available and to interact frequently with students. Feedback to emails should be provided within a 24 hour period.

10. You must conduct final exams for undergraduate courses during final exam week. Even if your class does not have a final exam, the scheduled final exam time must be used for a learning activity or learning outcome assessment. If you teach an online class which has a final, that final exam must be a classroom exam. Students that do not reside in South Florida must make arrangements to take the exam in a supervised environment. And, if your final exam is proctored, you are expected to be in town; plan holiday travel arrangements accordingly.

11. For all classes you teach, your syllabi must include course objectives that are directly related to program objectives. Student assignments must be commensurate with the specific course content and designed to demonstrate the degree of student achievement of the course and program objectives.

12. If you teach an online, hybrid, or web-assisted course, you should attend the online learning conference.

The evaluation of teaching should address all of the above.

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**Student Evaluations of Teaching**

**Student Evaluations**

Student evaluations of courses shall be based on the state-mandated form and college-designed form.

**Administration of Course Evaluations**

The Office of the Dean ensures that all course evaluations for regular programs are administered and submitted by the end of each semester.

Faculty directors are responsible for ensuring that all course evaluations for value-added programs are completed.

**Peer Evaluations of Teaching**

**Policy**

Each department peer review procedures must be approved by the Dean. Departmental peer review procedures must be approved by the Dean.
The Peer Evaluation should consider the following:

**Preparation**
- **Currency**: text, readings, lectures, cases
- **Content**: appropriate for course, follows course description in catalog
- **Syllabus**: well-defined course objectives, clear assignments, demanding workload of students, exposure of students to technology as tools, and equitable grading structures

**Delivery**
- **Technology**: use of technology as appropriate, especially innovative use
- **Visual aids and hand-outs**: helpful and appropriate
- **Tests and grading**: fair, relative to content, consistent with the course’s content and learning objectives
- **Adjustments**: made based on evaluation or prerequisite knowledge

**Interaction with students**
- **Student Workload**: appropriateness
- **Sensitivity to students**: awareness of students’ progress and concerns
- **Availability to students**: office hours, email, contact hours

**Feedback and corrections**
- Professor’s improvement over previous year
- Changed added by professor
- Substantiated efforts by professor to improve teaching

## Self-Evaluation of Teaching

The goal of self-evaluation is to provide feedback to the faculty member from the point of view of the students. This information is for the faculty member only, but he/she is required to provide evidence the self-evaluation took place. A faculty member may select one (or more if desired) of the following ways of conducting the self-evaluation or may use another means of self-evaluating:

- Conduct a self-directed peer review
- Formally request feedback from students during the semester
- Request a review by a representative of Academy for the Art of
Teaching

- Request that a videotape be made of lectures. The Audio-Visual Department videotapes the faculty member and makes the tape immediately available to him/her. The tape stays with the faculty member.

Self-Directed Peer Review

Around mid-term:

- A peer, chosen by the faculty member, administers the written feedback form to students when faculty member is not present.
- A week later, the peer leads an in-class discussion about the results of the written feedback when faculty member is not present.
- Peer summarizes the results and shares them with the faculty member. The results stay with the faculty member.
- The faculty member uses information to improve teaching.
- Peer substantiates to Chair/Director that self-evaluation was completed. Results stay with faculty member.

Continuous Improvement of Teaching

Objective

The goal of continuous improvement is to structure a system that will provide regular feedback to each faculty member in order to identify opportunities for professional growth.

Methods

Continuous improvement activities shall be accomplished according to plans developed by the faculty member in consultation with his/her Chair/Director and may include the following:

- Attending training courses provided by the Technology Center in the College of Business.
- Participating in individual consultation and/or seminars on teaching provided by the Academy for the Art of Teaching.
- Attending other seminars or training programs leading to improved professional skills.
- Attending conferences on teaching/curriculum issues in subject area.
- Incorporating changes based on feedback from previous year.
- Every faculty member must provide evidence, for Chair’s/Directors evaluation, documenting that continuous improvement activities were conducted.
Faculty Director’s Assessment of Teaching

**Objective** The faculty director for each value-added program for which a faculty member teaches, provides an independent assessment of the faculty member to the respective Associate Dean and Department Chair/Director.

This assessment is based on direct observation, student feedback, the faculty member’s participation in program faculty meetings, etc.

Evaluation of Teaching by Chairs/Directors

**Objective** The goal of the evaluation by the Chairs/Directors is twofold:

1. To document an accurate, verbal, and quantitative rating of teaching as part of each faculty member’s annual performance evaluation

To provide feedback to faculty members which they can use for improvement and growth.

2.

<table>
<thead>
<tr>
<th>Step</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chair/Director evaluates faculty members according to their assigned duties, number of courses taught, number of preps, number of students taught, class size, and other criteria, such as new preps, independent studies, doctoral dissertations, internships, self-evaluations, and continuous improvement.</td>
</tr>
<tr>
<td>2</td>
<td>Chair/Director may include other information pertinent to faculty members’ teaching responsibilities, such as teaching environment, technological support, and compliance with institutional policies.</td>
</tr>
<tr>
<td>3</td>
<td>Chair/Director produces Chair’s/Director’s Evaluation.</td>
</tr>
</tbody>
</table>
Determining the Overall Teaching Evaluation

Chair/Director Responsibility

The Chair/Director will document a rating in each of the five categories Departments can have a higher standard than that specified below.

Criteria for “Good” Teaching Evaluation

An overall “Good” evaluation in teaching normally requires the following:

- **Student Evaluation:** For tenure-earning and tenured faculty, an overall weighted average of 3.5 or above. For non-tenure track faculty, at least an overall weighted average of 3.75
- **Peer Evaluation:** Peer review reports “Good”:
  - Preparation
  - Delivery
  - Interaction with students
  - Feedback with students
- **Self-Evaluation:** Professor provides evidence that self-evaluation took place
- **Continuous Improvement:** Professor provides evidence that continuous improvement has taken place
- **Chair/Director’s Evaluation:** Chair/Director verifies that course syllabi are on the web; Chair/Director provides independent “Good” evaluation
- **Academic Faculty Director’s Assessment:** Academic Faculty Directors provide independent “Good” assessment
- Participation in Assurance of Learning Activities
- Adherence to office hour policy; class presence policy, and student interaction policy

Criteria for “Outstanding” Teaching Evaluation

An “Outstanding” evaluation in teaching normally requires all of the criteria for a “Good” rating with the following additions:

- Exceptional course evaluations (greater than or equal to 4.25) by students
- Demonstrated evidence of continued innovation in teaching
- Demonstrated evidence of either of the following:
  - The incorporation of new software or new software
Annual Evaluation of Participation in Assurance of Learning Activities

Activities that are part of participating faculty responsibilities for each course taught at the undergraduate level in the preceding academic year include:

1. Setting aside time for reviewing and reflecting student learning and program outcome data, including how the course contributes to the student learning outcomes of the major.
2. Being either a member of a Faculty Review Panel, course coordinator for a major/core course or participant in major/core course committee.
3. For each course taught during an academic year, “evidence” or “helping to close the loop” through the submissions in the FAS.

Activities that are part of faculty responsibilities for each course taught at the graduate level in the preceding academic year:

1. Setting aside time for reviewing and reflection of student learning and program outcome assessment data, including how the course contributes to the student learning outcomes of the program.
2. Being a member of a Program Faculty Review Panel or a member of a committee overseeing the learning outcomes of each course taught in the various programs.
3. For each course taught during an academic year, “evidence” of “closing the loop” through the submission in the FAS. This will be reflected in the service evaluation. For example, this evidence might include the creation and/or redesign of learning experiences directed toward course or program learning objectives.

Annual Evaluation of Service

**Expectations**  A “Good” evaluation in service requires that the faculty member demonstrate efforts in faculty governance/professional service outlined in the faculty assignment form

- It is expected that the faculty member will devote the number of hours to service that is appropriate for the percent of his/her
assignment to this area
- Mentoring assistant professors is considered to be a form of service to the College
- Faculty member also is expected to attend departmental and college-level faculty meetings and to contribute to departmental and college-level planning activities and AACSB and SACS accreditation activities
- Faculty member also is expected to attend the College’s Annual Goal-Setting Conference, at least one commencement, and one college/university event each year

Annual Evaluation of Intellectual Contributions

**AACSB Standard**
The school’s mission is appropriate to higher education for management and consonant with the mission of any institution of which the school is a part. The mission includes the production of intellectual contributions that advance the knowledge and practice of business and management.

**FIU COB Standard**
All full-time tenured, tenure-track and non-tenure-track faculty with terminal degrees are expected to make intellectual contributions annually. Failure to produce any intellectual contributions in a given year shall result in an “unsatisfactory” evaluation for intellectual contributions and an overall “unsatisfactory” evaluation. Failure to maintain AQ status would also result in an overall unsatisfactory evaluation.

**Evaluation Guidelines**
Provided below are guidelines to clarify performance expectations for each level of intellectual contributions performance (Outstanding, Very Good, Good) for each teaching workload assignment (2-2, 2-3, 3-3, 3-4) for tenured faculty. These performance guidelines apply to refereed journal articles either accepted or published in the academic year for which the evaluation is done. Faculty members can choose whether to count a refereed journal article when it is accepted or when it is published.

Such guidelines are necessary and important for a number of reasons
- Faculty will know what is expected for them to receive a particular evaluation.
- Chairs/Director will agree more consistently on the level of performance expected for each faculty evaluation category.
- Evaluation standards will be more consistent across Departments.
Faculty rewards (merit pay increases, market/salary equity increases) based on evaluated performance will be fairly distributed across the College and teaching workloads will be more fairly assigned.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Outstanding Evaluation</th>
<th>Very Good Evaluation</th>
<th>Good Evaluation</th>
<th>Unsatisfactory Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-2</td>
<td>1P pub or 2HQ pub + demonstrable sustained progress toward additional P and/or HQ journal articles</td>
<td>1HQ pub + progress toward publications required for a 2-2 workload</td>
<td>Demonstrated progress toward HQ pub (working paper, paper under review, acceptance) + progress toward publications consistent with a 2-2 workload</td>
<td>Fewer than 3 HQ/P journal publications over the last five years or fewer than 2 refereed journal articles during the last 5 years</td>
</tr>
<tr>
<td>2-3</td>
<td>1HQ pub + progress toward publications required for a 2-3 workload</td>
<td>1Q pub + progress toward a 2-3 workload</td>
<td>Demonstrated progress toward Q pub (working paper, paper under review, acceptance) + progress toward publications consistent with a 2-3 workload</td>
<td>Fewer than two refereed journal articles over the last five years</td>
</tr>
<tr>
<td>3-3</td>
<td>1Q publication</td>
<td>Progress toward publication required for a 3-3 workload</td>
<td>Demonstrated progress toward publications consistent with a 3-3 workload</td>
<td>Fewer than 2 Q publications over the last 5 years</td>
</tr>
<tr>
<td>3-4</td>
<td>1Q publications</td>
<td>Progress toward publications consistent with a 3-4 workload</td>
<td>Demonstrated progress toward publications consistent with a 3-4 workload</td>
<td>Fewer than 2 Q publications for 5 years</td>
</tr>
</tbody>
</table>

*Legend*

P = Premier Publication  
HQ = High Quality Publication  
Q = Quality Publication
Distribution of Merit Pay

Eligibility
To be eligible for merit pay for a specified academic year, a faculty member who possesses a terminal degree must be academically qualified during that specified academic year and a faculty member who possesses only a master’s degree must be professionally qualified during that specified academic year in accordance with COB policy.

In addition, to be eligible for merit pay, a faculty member must receive at least a Satisfactory rating in teaching, research and service.

General Policy
Merit pay allocated to the College of Business will be distributed to eligible faculty as follows for a specified academic year.

Note: Given that the university has not received merit pay for several years and it is uncertain when merit pay will return, this policy is being suspended indefinitely. Until merit pay returns on a normal schedule, the $1,000 referred to in this policy will be a one-time distribution to the faculty member’s Faculty Research Account.

- Fifteen percent (15%) of the merit pool will be distributed to faculty members who have made significant contributions, during the specified academic year, to the mission of the College and its goal in such areas as accreditation. This contribution must be above what would be expected as a normal service assignment and above what would be considered a departmental contribution. Department Chairs/Director will nominate faculty for consideration of a merit salary increase for their activities that contribute to the College mission and its goals. Dean makes decisions on how this pool is to be allocated.

- The remainder of the merit pay pool will be distributed to each School/Department according to a formula determined by the Dean. The allocation of this pool within a school/department will be determined according to procedures adopted by the school/department and approved by the Dean. The school/department merit pay plan should identify the specified academic year(s) over which the evaluation for merit pay is considered.
Faculty Outside Activities

Overview

Faculty members’ outside activities are governed by the University’s Faculty Handbook, Outside Employment and Financial Interest. See http://academic.fiu.edu/docs/2006-Faculty-Handbook.doc#outsideemploy for more information.

University Policy on Conflict of Interest

The University is required by the Florida Statutes and the University Code of Conduct to ensure that its employees follow a code of conduct which avoids any conflict of interest, or appearance of conflict of interest, between the performance of the employee’s public duties and any outside personal interests.


Definitions

Outside Activity- shall mean any private practice, private consulting, additional employment, teaching or research, or other activity, whether compensated or uncompensated, which is not part of the employee’s assigned duties and for which the University provides no compensation.

Conflict of Interest- shall mean any conflict between the private interests of the employee and the public interests of the University, the Board of Governors, or the State of Florida, or any activity which interferes with the performance of the employee’s professional or institutional responsibilities or obligations.

Policy

Conflicts of interest, including those arising from University or outside activities are prohibited. Employees are responsible for resolving such conflicts of interest, working in conjunction with their supervisors and other University officials.

Any University employee considering outside activity/interest is required to complete either of two forms:

- Report of Outside Activity and Conflict of Interest form – In Unit
- Report of Outside Activity and Conflict of Interest form – Out of Unit

These forms are to be submitted online.

The link, http://hr.fiu.edu/uploads/file/HRL/HR_Liaison_Meeting_2011_03_17.ppt will take you to a PowerPoint presentation with instructions on how to submit the forms.
The link to submit the forms is

http://hr.fiu.edu/index.php?name=conflict_of_interest

These must be completed PRIOR to engaging in such activity and the employee may not engage in such activity until the outside activity has been approved.

The Report of Outside Activity and Conflict of Interest forms (see instructions above above) must be completed on an annual basis and/or when an outside activity begins or substantially changes, or has not been previously reported. Faculty employees must make this report each year even if they are not engaged in an outside activity. The reporting provisions shall not apply to activities performed wholly during a period in which the faculty has no appointment with the University.

Employment at other educational institutions of higher education is generally defined as a conflict of interest. Therefore, barring special circumstances as outlined below, full-time faculty and administrators should not commit themselves to compensated employment at other colleges, universities or serve in any capacity on the Board of Trustees of any other colleges or universities.

Special circumstances for permitting employment at another educational institution may include the following:

- Emergency need at another institution caused by accident or illness
- Summer teaching, if not appointed by FIU
- A vocational instruction
- Unpaid leave of absence
- Acceptance into a faculty/administrator development program
- Approved faculty/administrator exchange with another institution
- Programs approved as part of an inter-institutional agreement
- Sabbatical leave when such employment is part of the approved of the sabbatical proposal
- Instruction of a course that is not offered at FIU and in a program that does not exist at FIU

**In-load Assignment Policy**

In-load assignments are made according to the priority list of programs given below. In most cases, graduate courses will be given priority over regular undergraduate courses in determining a professor’s regular in-load assignment. However, if a professor is asked and agrees to teach courses in addition to the in-load assignment given to the professor by his/her Department Chair/Director, courses will be assigned as overloads in order to maximize the overload compensation for the professor.

**Priority**

For the 2012-2013 Academic Year, the following programs are listed in the order of priority
Policy for in-load assignment:

1. Executive MBA
2. International MBA
3. Professional MBA
4. Downtown MBA
5. Healthcare MBA
6. Flex MBA
7. Corporate MBA
8. Master in International Business
9. Master of Science Programs
10. Bachelor in Business Administration or Bachelor of Accounting (Online or Hybrid)
11. Bachelor in Business Administration Plus Sunrise or Weekend
12. Evening MBA
13. Doctorate of Philosophy
14. Bachelor in Business Administration or Bachelor of Accounting (Regular)

The Department Chairs/Directors have the right to assign Master of Science Program courses as in-load at their discretion.

There will be no overloads during summer semester except when required for programmatic purposes.

Faculty Compensation and Support

Summer Teaching Policy

Funding No faculty member should expect to teach more than 1 course in the summer.

Any course taught in self-supporting, sponsored credit program, or market-rate tuition (e.g., Overseas Program, Corporate MBA) during the summer will be treated as part of the faculty member’s one-course summer assignment.

Faculty Overload Policy

Overview Faculty members are assigned a specific teaching load as described in the section, “Annual Faculty Workload and Assignment”. Regular workload assignments and overloads are determined according to the priorities specified in the In-load Assignment Policy. Occasionally, there may be more demand for instructors than there are faculty members
Criteria
No faculty member will be required to teach an overload.

Policy
A faculty member may participate in additional teaching activities as long as he/she is meeting his/her intellectual contributions responsibility, achieves a “Very Good” teaching evaluation, and is AQ/PQ (the faculty member has received at least a “Good” performance evaluation for intellectual contribution for the previous year).

Policy Limits
No faculty member in the College can teach more than four 3-credit courses as overloads per academic year, unless approved by the Dean. Online courses, where enrollment is limited to 55 students (or the established cap for a single section), count at½ overload. A regular section of CMBA counts as ½ overload. A “carousel” section of CMBA Counts as 1 overload.

Supervision/instruction of 30 independent study and/or internship students counts as one overload. It is the responsibility of the faculty member to provide documentation supporting the overload.

There will be no overloads in the summer except when approved by the Dean for programmatic reasons.

Faculty Overload Compensation

Overloads
Overload compensation is set each year. Overloads are paid on courses taught above a faculty member’s regular workload (i.e., the in-load assignment).

Overload compensation for some graduate programs consists of two parts: Overload Base + Overload Extra. Professors teaching an overload in these graduate programs are expected to perform at a high level in the classroom as evidence by an overall student course evaluation of 4.0 at a minimum, in order to earn the Overload Extra. Additional activities required to earn the Overload Extra in order of priority are:

1. Attendance at five-year program reviews.
2. Participation in program assessment (at least once every two years).
3. Attendance at annual program coordination meetings.
4. Participation in orientation activities of the program.
5. Participation in at least one information session each year for prospective students held by either the Chapman school or the specific program in which they teach.
6. Attendance at graduation lunch/dinner or graduation reception.
7. Participation in interviewing prospective students if asked.
The overload compensation policy for 2012-2013 is given below. The following overload rates apply to FIU faculty members. The rates for adjunct faculty are determined on a case by case basis.

1. Overload compensation for a regular, single-section, undergraduate course, Evening MBA, or Ph.D. course is $3,000.
2. Overload compensation for an undergraduate online course is paid according to the collective bargaining agreement.
3. Overload compensation for a Professional BBA course is $5,000.
4. Overload compensation for a Departmental MS programs is $14,000 ($12,000 base; $2,000 extra).
5. Overload compensation for Overseas programs is $14,000 (base, $12,000; extra $2,000). This rate includes compensation for travel expenses to/from the airport and/or for the expense of obtaining a tourist card in DR and in Panama. Consequently, we will not process TARs for the teaching faculty in the overseas programs except for insurance purpose (with zero balances). An exception to this rule is when a faculty member is asked to travel for other than teaching purposes (e.g., to attend an information session and/or a graduation ceremony). In that case, the faculty member will be compensated for his/her travel expenses.
6. Overload compensation for IMBA, MIB is $14,000 (base, $12,000; extra, $2,000).
7. Overload compensation for PMBA Pines, DT MBA. FLEX is $15,000. (base, $13,000; extra, $2,000).
8. Overload compensation for EMBA is $16,000 (base, $14,000; extra, $2,000).
9. Overload compensation for CMBA taught entirely as overload is $90 per student up to 150 students; $40 per student for the next 150; $60 per student for every student after that. A minimum of $7,000 is paid for any course.
10. For CMBA taught as in-load + overload, the first 50 students are considered in-load. Each student over 50 is considered overload and reimbursed at $60 per student as per the collective bargaining agreement.

Faculty Development Support

The College is committed to providing funding to support a faculty member’s research and teaching. Individual Faculty Development Accounts have been established to achieve this objective.
The types of contributions that can be made to faculty members’ personal development accounts are as follows:

- Summer research grants
- Professional development grants
- Teaching and Service Recognition grants
- Payment for premier publications

A Faculty Development Support chart is provided

1. Tenured or non-tenure track faculty who do not hold an Eminent Scholar Chair

A tenured or non-tenure track faculty member who publishes an article in a journal with the FIU College of Business affiliation that appears on the UTD TOP 100 BUSINESS SCHOOL RESEARCH RANKINGS™ is entitled to a summer research grant in the summer following the first listing of the article in the UTD TOP 100 BUSINESS SCHOOL RESEARCH RANKINGS™. A new ranking is published usually around March of each year. This policy goes into effect for the UTD TOP 100 BUSINESS SCHOOL RESEARCH RANKINGS that begin in March 2012.

The amount of the summer research grant is as follows:

- Each article appearing on the UTD TOP 100 BUSINESS SCHOOL RESEARCH RANKINGS™ receives one point.

- If the faculty member produces 1 point for the College, the faculty member is entitled to 22.5% of his/her 9 month salary the first summer and 1/2 of this amount for the second summer (11.25%) up to a limit of 33% of the faculty member’s 9-month salary in any given summer.

- If a faculty member produces less than 1 point but at least .25 points for the college, these percentages are multiplied by the points produced. For example, if a faculty member produces 1/2 point for the college, the faculty member is entitled to 11.25% of his/her 9-month salary the first summer and 5.625% up to a limit of 33% of the faculty member’s 9-month salary in any given summer.

This grant must be used for summer salary the summer immediately following the first listing of the article in the UTD TOP 100 BUSINESS SCHOOL RESEARCH RANKINGS™. If a professor has more than one article appearing for the first time on the UTD TOP 100 BUSINESS SCHOOL RESEARCH RANKINGS™, the summer research funding earned by all articles may be taken all at once up to the limit of 33% of the 9-month salary or summer research funding for one or more articles could be deferred to start the next summer. The faculty member must be employed in the College of Business the academic year following the summer in which the grant will be
paid in order to receive the grant.

2. Tenure-Track Faculty

Any tenure-track professor in their 4th year who has published at least one premier journal article with no more than two co-authors in the preceding three academic years will be entitled to a single $10,000 summer research grant in his/her 4th summer. In the event that this publication is in the UTD TOP 100 BUSINESS SCHOOL RESEARCH RANKINGSTM, the summer research grant in the 4th summer is the higher of the summer research grant for UTD publications for tenured faculty or $10,000. The summer research grant in the 5th year is the higher of the summer research grant for UTD publications or $5,000. Tenure-track faculty who have completed their 4th year are eligible for the same summer research grant as tenured faculty up to a limit of 33% of their 9 month salary in any one summer.

3. Eminent Scholar

Given that faculty who hold Eminent Scholar positions already receive summer research funding from the endowments associated with their positions and have a reduced teaching load, the rewards for publication in the UTD TOP 100 BUSINESS SCHOOL RESEARCH RANKINGSTM need to be different. As such, if an Eminent Scholar produces 1 point for the College, the Eminent Scholar is entitled to 11.25% of his/her 9month salary the first summer and 1/2 of this amount for the second summer (5.625%) up to a limit of 33% of their 9 month salary in any one summer.

If the Eminent Scholar produces less than 1 point but at least .25 points for the college, these percentages are multiplied by the points produced.

Exceptions

If one of the authors is a FIU College of Business doctoral student and the affiliation for the doctoral student is listed on the article as FIU, the doctoral student is credited with 0 points. For example, if a paper is published with 2 FIU business school professors and one or more FIU College of Business doctoral students, the FIU business school professors will be credited with 1/2 point each as if they were the only two authors on the paper.

Research Assistance

In order to support the research activities of the faculty, the college will provide the following: Each professor, who is not already assigned a doctoral/master student as a research assistant, is eligible to apply for a student assistant for 10 hours per week each term. All student assistants will be paid $12/hour for 2012-13. Please consult with your Chair/Director on the information to be included in your application for a student assistant. Chairs/Director will be responsible for approving the application. The professor is responsible for identifying, hiring, and managing the student assistant in accordance with the university’s human resources policies. Please check with the college’s human resources liaison before initiating any hiring. There is no spare office
space for any student assistant, so the faculty needs to make arrangements for his/her student assistant to use his/her office. Each professor who is assigned a student assistant under this policy must produce a report each year describing how this resource impacted one’s research in order to qualify for future support.

**Professional Development**

The following chart depicts the minimum amount of faculty professional development funding provided to a professor each year by the college.\(^2\)

The minimum amount of professional development funds paid to these faculty members is based on their evaluations. These funds are deposited into the professor’s Faculty Development Account. These funds must be used for professional development and cannot be taken as summer salary. Funds do not carry over.

<table>
<thead>
<tr>
<th>Performance Rating</th>
<th>Professional Development Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory in any area</td>
<td>Allocation dependent on submission of an acceptable professional development plan</td>
</tr>
<tr>
<td>At least Good in all areas</td>
<td>$1,000</td>
</tr>
<tr>
<td>Outstanding in research, teaching or service</td>
<td>$1,500</td>
</tr>
<tr>
<td>Outstanding in at least two areas and good in other</td>
<td>$2,000</td>
</tr>
</tbody>
</table>

* Performance ratings used are those in accordance with College policies

**Teaching/Research/Service**

Any monetary award for teaching, research, or service will be deposited into the respective Faculty Development Account. These funds can be used to supplement summer salary professional development activities, research activities,

**Recognition**

and/or teaching support. In order to be eligible to receive an award, the recipient must be an active Faculty Member/Participating Adjunct the year the award is presented. Funds can be carried over to a maximum of $5,000 total in Faculty Development Account.

**Fund Accounting**

Funds will accumulate into the Faculty Development Accounts during the academic year (July to June), and a detailed accounting will be provided to each faculty member each year.

**Fund Uses**

The funds will be paid into Faculty Development Accounts without any tax deductions, and will be subject to audit by the state auditors in order to insure that they are spent in

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\(^2\) Professors who are Eminent Scholars, Fellows (Knight-Ridder, Landon, Hollo) or who hold named Professorships are not eligible for these.
accordance to university policies. Among the possible uses for these funds are the following

- Purchase of computing or other related equipment to support faculty member’s teaching and research activities
- Travel to conferences or other academic venues or for research and professional development activities
- Hiring of research assistants for work on research projects of various kinds as well as teaching assistants
- Payments for the acquisition of databases or software, the development and mailing of surveys, for distribution and entering data from questionnaires, the costs of running and analyzing data from focused groups, or any other similar research activity

**Deductions**

Income and social security taxes and benefits will be charged to any disbursements made from these accounts that are compensation for the faculty member or for any graduate student employed by them. Payments for equipment, travel or research expenditures will not be subject to these taxes

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**Use of Earnings from Endowment, Professorships, Fellowships**

**Overview**

Through its endowed Eminent Scholar Chairs and Professorships and the Fellows Program, the College provides support for faculty professional development

**Purpose**

The purpose of providing additional funds to faculty is to support their research – both in terms of time and direct, out-of-pocket expenses for travel, databases, student assistants, etc. using these external funds in lieu of E&G or auxiliary dollars. Holders of these positions should use these funds before tapping into E&G or departmental auxiliary funds so that E&G and auxiliary funds can be used by faculty who do not have access to any other type of funding.

**Eminent Scholars**

Eminent Scholars can decide how they want to divide the earnings from their endowment between salary and out-of-pocket research expenses. However, Eminent Scholars cannot access departmental auxiliary funds for out-of-pocket research expenses until they have spent $5,000 of their endowment earnings for research and professional development expenses. Eminent Scholars can fund up to 33% of their nine-month salary for the summer if operating funds associated with the endowment are available.
FIU College of Business Policies and Procedures Manual

Fellows

The amount of funding for a Fellow will be set for each year. For 2012-2013, the amount will be $10,000. The funding is intended to support research and professional development expenses, but can also be used to supplement salary during the summer up 50% of the annual funding.

Funds can be carried forward up to a $5,000 total.

Endowed Professorships

Funds associated with professorships are intended to be used to support research and professional development expenses of the holder of the professorship. Up to 50% of the annual allocation can be used to supplement the salary of the professor holding a professorship during the summer. Annual available funding will be trued up to a minimum of either $10,000 or $20,000.

Faculty Development Assistance

<table>
<thead>
<tr>
<th>Amount</th>
<th>Carried Forward</th>
<th>Purpose</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer Research Assistance - Tenure Track Faculty for their 4th summer can choose between UTD Summer Research Grant or Premier Journal Article Grant</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UTD Summer Research Grant, Tenured or Non-Tenure Track Faculty (not an Eminent Scholar)</td>
<td>1 point = 22.5% of 9-month salary the 1st summer, and 11.25% of 9-month salary for the 2nd summer. Up to a limit of 33% of 9 month salary</td>
<td>No, but award date can be deferred. Tenure Track Faculty can defer to 4th year.</td>
<td>Summer salary for Tenured and Non-Tenure Track Faculty who do not hold an Eminent Scholar</td>
</tr>
<tr>
<td>Premier Journal Article Summer Research Grant, Tenure Track Faculty 4th summer</td>
<td>$10,000, single payment</td>
<td>No, but award date can be deferred</td>
<td>Summer salary for Tenure Track Faculty</td>
</tr>
<tr>
<td><strong>Eminent Scholar, UTD Summer Research Grant</strong></td>
<td>1 point = 11.25% of 9-month salary the 1st summer, and 6.12% of 9-month salary for the 2nd summer. Up to a limit of 33%</td>
<td>No, but award date can be deferred</td>
<td>Summer salary</td>
</tr>
<tr>
<td>produced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development, Awards, Research Assistance, and Summer Research Salary Grants</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>--------------------------------------------------------------------------------------------</td>
<td></td>
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<tr>
<td><strong>Research Assistance</strong></td>
<td></td>
<td></td>
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<tr>
<td>1 student assistant for 10 hours per week each term</td>
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<td></td>
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</tr>
<tr>
<td>No support the research activities of the faculty</td>
<td></td>
<td></td>
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<tr>
<td>Student Assistant Salary paid from Deans Office</td>
<td></td>
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<tr>
<td><strong>Profession Development for those not holding Eminent Scholar, Professorships or Fellowships</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Up to $2,000 based on performance rating of annual evaluation; Amount added to Faculty Development Account</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No² Professional development expenses such as travel, research assistants, purchase of computing or databases and other research related expenses. Not available for summer salary.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Professors who hold Eminent Scholarship, Research Fellowship, or a named Professorship are not eligible for these funds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teaching, Research, and Service Awards</strong></td>
<td></td>
<td></td>
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<tr>
<td>To be determiined (For faculty on 9-month appointments, amounts are added to Faculty Development Account; for faculty on 12-month appointments, amounts are paid as ESC.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes Supplement summer salary, professional development activities, research activities, and/or teaching support</td>
<td></td>
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</tr>
<tr>
<td><strong>Online Course Development</strong></td>
<td></td>
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<tr>
<td>Amounts vary; paid as ESC</td>
<td></td>
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<tr>
<td>No Can only be used to support the design development, and delivery of online courses</td>
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<tr>
<td>Request are made to respective Chair/Director/Program Director who approves.</td>
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</tr>
</tbody>
</table>
### Endowments, Professorships, or Fellowships

<table>
<thead>
<tr>
<th>Endowed Eminent Scholars</th>
<th>Annual amount varies based on size of endowment and payout authorized but true up to $30,000 guaranteed each year. Can fund up to 33% of 9-month summer salary if operating funds associated with the endowment are available.</th>
<th>Yes</th>
<th>Salary, out-of-pocket research expenses, professional development activities</th>
<th>$5,000 of funds from endowment spendable earnings must be spent annually prior to use of departmental auxiliary funds.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Endowed Research Fellowships</td>
<td>$10,000-$20,000 annual payment paid to Faculty Development Account subject to carry forward limit. Amount set each year.</td>
<td>Limited, not to exceed $5,000 total in account</td>
<td>Intended to support research and professional development expenses, but can be used to supplement summer salary up to 50% of annual funding.</td>
<td>$5,000 of funds from fellowship must be spent prior to use of departmental auxiliary funds.</td>
</tr>
<tr>
<td>Endowed Professorships</td>
<td>Annual amount varies based on size of endowment and payout authorized but true up to $10,000-$20,000 guaranteed each year.</td>
<td>Yes</td>
<td>Support research and professional development expenses. Up to 50% of annual funding may be used to supplement summer salary each year.</td>
<td>$5,000 of funds from endowment spendable earnings must be spent annually prior to use of departmental auxiliary funds.</td>
</tr>
</tbody>
</table>

1 Fellowships include Knight Ridder, Landon and Hollo
2 If faculty member has an identified trip in which there is a need to accumulate funds and funds are not available from other awards, a request may be made to Finance and Administration to carry over the funds for a specified time.
3 The COB provides $2,000 to every new faculty member for the first year. After that, it is earned based on performance.
Academic/Faculty Director Compensation Policy

Policy College-wide graduate programs will normally have a Faculty Director assigned to it. As part of their normal responsibilities, Department Chairs/Director assume the role of faculty director for their specialized masters programs.

Compensation for the Faculty Director is as follows:

- One course release (only available to faculty on a 2-1 or more teaching load)

Or

- A stipend corresponding to the level appropriate to that program

In special cases where the Faculty Director oversees multiple cohorts at different locations, extra compensation may be offered above these rates. Furthermore, certain senior faculty may perform the duties of Faculty Director as part of their service commitment to the College without receiving extra compensation

Ph.D. Coordinator/Director Course Release Policy

Ph.D. Coordinator

The area coordinator of the Ph.D. program within a department/school is considered a service assignment. The coordinator will work closely with the College Ph.D. Director and carry out the duties specified in the Ph.D. Program and Assessment Manual. Each area coordinator will receive credit for a course release after having served two complete years as a departmental Ph.D. coordinator (.5 courses release per year)

Course Release to Complete

A faculty member will receive a one-course release for every two completed dissertations (completed after 2004 that he/she chaired)

Dissertation Limits on Course Release

A faculty member can take only one course release per academic year for course releases earned for being the Ph.D. coordinator and for chairing completed dissertations. In some cases, the course release can be taken in lieu of a summer course
Faculty Buy-Out Policy

Policy
Faculty members are assigned a specific teaching load as described above
Subject to the approval of the Chair/Director and Dean, a faculty member may buy out of one or more courses if the faculty member has external funding.

Buy-out Rate
The price for buying out a course is 11% + benefits

Buy-out Limits
Faculty members normally can buy out of only 50% of their teaching load. In no casewill the faculty be allowed to buy out below a 1-1 teaching load.

Online Course Development

Professors will be paid for the development of an online course at the standard rate once it has been certified by FIU Online as meeting the standards in the Quality Matters rubric.

This ensures that (1) the course is fully developed before payment is made and (2) the course is developed well and according to Quality Matters standards.

Administrative Incremental Policy

Administrative increments (AI) are provided to individuals holding academic leadership positions in the College. These positions include assistant and associate deans and chairs of academic departments. AIs are provided as recognition for the additional responsibilities charge do individuals in these positions.

The administrative increments are as follows:

- $9K AI for Department Chairs/ School Directors
- $12K AI for Assistant Deans
- $15K AI for Associate Deans
- $18K AI for Senior Associate Deans

The conditions for appointment and retention of a portion of administrative increment by the academic leaders are as follows:
FIU College of Business Policies and Procedures Manual

- 4 year appointment renewable for second term contingent on excellent performance and faculty approval.
- Annual re-appointments based on performance assessed in annual evaluation by their unit and Dean.
- 50% of AI placed into the academic leader’s 12 month base salary after 4 years and the remaining 50% put into the 12 month base after 8 years served in position
- Guaranteed 1 semester research assignment upon completing 2 terms

Orientation of New Faculty

Overview  An orientation session for new faculty will be held in the fall during the first month of classes

Responsibility  The College’s Human Resources Coordinator is responsible for the orientation of new faculty

Coverage  The following areas will be discussed in the New Faculty Orientation

- Teaching responsibilities
- Research responsibilities
- Service responsibilities
- College resources
- Evaluation

Department Chair/Director  The Department Chair/Director will meet with new faculty members to ensure that they understand their responsibilities and to help make smooth transitions into the Department/School and the College
Guiding and Mentoring of Faculty

Policy

The College’s mentoring policy can be found at the following web link: http://ib.fiu.edu/COB/mentoring.

Reimbursement Policy for Non-Conference Related Travel

The reimbursement policy for travel involving the conduct of research studies and the collaboration with researchers who do not live in South Florida that exceed one week\(^3\) are given below:

1. If requesting travel reimbursement for travel involving the conduct of research studies and the collaboration with researchers who do not live in South Florida, the faculty member must document which days will be involved with business activity and describe the business activity to take place and which days will be involved with non-business activity.
2. If 25\% or more of the days are involved with non-business activity, then travel to and from the location is not reimbursable.
3. If the primary purpose of the trip is personal, then travel to and from the location is not reimbursable. (Trips to the same location where the family of a faculty member lives would be considered primarily personal since it would be difficult to establish that this was not a major consideration in planning the trip.)
4. The College will allow reimbursement of meals, lodging, and incidentals for up to 5 days of business activity.
5. The College will reimburse more than one FIU faculty member to travel together to the same destination only if the group of FIU faculty members submits a memo that details why it is necessary for more than one faculty member to travel to that location. What is it about the research project that requires all collaborators to be in one location at the same time?

Cell Phone Allowance

The College will only grant the cell phone allowance to administrators with the prior approval of the Dean.

Academic Policies

Academic Honesty Policy

In order to proactively promote academic honesty in the classroom, the college will implement four policies

\(^3\) Any travel to conferences are exempt from these reimbursement guidelines
1. The following University Student Code of Standards and Student Code of Academic Integrity, adopted by the Student Government Association on November 28, 2001 reflecting the values articulated in the university’s general Code of Standards, will be included in every College of Business course syllabus:

**Code of Standards**

A University is a learning community that follows a tradition of more than 1,000 years. Florida International University is such a community, dedicated to generating and transmitting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. As a member of this community:

I will respect the tradition of academic inquiry, the university’s rules of conduct, and its mission.

I will respect the opinions and differences of all members of the FIU community.

I will practice civility and avoid behavior that undermines the normal functioning of the university.

I will respect the rights and property of the university and its members.

I will be diligent and honest in my personal and academic endeavors.

**Code of Academic Integrity**

This Code of Academic Integrity was adopted by the Student Government Association on November 28, 2001 and reflects the values articulated in the Student Code of Standards. All students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University.
Individual Assignment Cover Page

Submitted to: 

Submitted by: 

Your Phone Number: 

Your e-mail: 

Date of Submission: 

Title of Assignment: 

Certification of Authorship: I certify that I am the author of this paper and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas or words; either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course.

Signature: 

Group Assignment Cover Page
Certification of Authorship: I certify that I am the author of this paper and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course.

Signature Member 1: ___________________  Signature Member 4: ___________________
Signature Member 2: ___________________  Signature Member 5: ___________________
Signature Member 3: ___________________  Signature Member 6: ___________________

Internship Policy

Overview  Alumni and employer exit surveys for AACSB accreditation indicate the importance of internships and the need to improve the internship experience and increase its
availability to all students who look for practical professional training. Internship opportunities need to be made available to both undergraduate and graduate students.

To this end, a faculty member from each department or program staff member from a graduate program may be assigned the responsibility to develop and supervise the departmental or graduate program student internship program.

The responsibilities of this faculty or staff member with respect to the internship experience are outlined below. A faculty member who is assigned their responsibility will receive, as compensation, release for one course for every 30 students whose internship experience he or she actively supervises.

The faculty member requesting such a release will be required to provide documentation supporting the accomplishment of the responsibilities listed below as well as the documentation detailing the supervision of the internship experience for 30 students. The frequency with which the internship course is offered during any given academic year is left up to the discretion of the Department Chair or graduate program Director.

### Responsibilities of the Faculty Member in Charge of Internship Program

The responsibilities of the faculty member in charge of the internship course will be to supervise the departmental student internship program. Specifically, he or she will develop meaningful employer internships and provide sponsorship and liaison between employers and students. He or she will visit employers to recruit internships and will match student skills with employer needs. In developing employer internships, the faculty member will work closely with the coordinator of the college’s Business Partners program in the Dean’s Office.

The size of the class is left to the discretion of the faculty member. At the end of the semester, the student will receive a grade that will be based upon his internship report and the employer’s evaluation. To ensure consistency in evaluations, employers will be provided with a standardized evaluation form that will rate student performance.

### Internship Eligibility and Grading

Each department and each graduate program can determine whether the grade to be assigned to an internship course should be a letter grade or a P/F grade. This information must be posted on the business website.

Eligibility for internships is to be determined by each Department and each graduate program. To be eligible for an internship, students may be required to have completed a minimum number of courses in their major (e.g., three courses) or have attained a certain level of education (i.e., senior year of studies). Also, they must be required to have a minimum GPA. Each department and graduate program must post its eligibility requirements for internships on the business website.

Foreign students also must secure prior approval and work permit from the Office of International Student Services.
FIU College of Business Policies and Procedures Manual

Course Requirements for Undergraduate Students
By the time classes end (in any given semester) students must meet the following requirements:

- Complete a minimum of 135 hours of work during the semester
- Submit a paper (e.g., 10 pages long, double-spaced) describing the functions performed during the internship. Alternatively he/she may submit a copy of a project he/she did during the internship period

Submit supervisor’s evaluation sealed in an envelope and signed on the flap. Alternatively, supervisor may mail or fax to the professor his evaluation of the student’s performance

Course Requirements for Graduate Students
Each Graduate program will post the course requirements for its internship course on the business website

Employer Requirements
Employers must allow for a work schedule that is flexible enough to accommodate students’ academic responsibilities. Also, they must ensure that student assignments are not primarily of a clerical nature. If the employer so chooses, the employer may compensate the student, or ask him/her to continue with the internship after the course requirements are met
Sample COB Intern Evaluation Form

Name of Intern __________________________  Name and Title of Supervisor __________________________

Address of Intern __________________________  Name of Organization __________________________

Telephone of Intern __________________________  Address of Organization __________________________

Telephone of Supervisor __________________________

Major Responsibilities, functions, skills

Please evaluate the intern’s performance, using a scale of 1 to 4:

1=Unsatisfactory  2=Acceptable  3= Above Average  4=Outstanding

<table>
<thead>
<tr>
<th>Technical Knowledge (Understands functional procedures, policies, and practices)</th>
<th>Attitude and Motivation (Assertiveness, creativity, resourcefulness, decisiveness, takes initiative, poise, maturity, flexibility, eager/enthusiastic, and cooperative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judgment, Analysis, and Accuracy (Able to define and analyze problems, reasons logically, reaches sound conclusions, attentive to detail, and thorough)</td>
<td>Interpersonal Skills (Able to meet with associates/customers successfully, creates confidence, respect, and sincerity)</td>
</tr>
<tr>
<td>Productivity (Organizational ability, gets things done, and meets commitments)</td>
<td>Communication Skills – Written/Verbal (Expresses thoughts accurately, clearly, completely, and concisely)</td>
</tr>
<tr>
<td>Dependability (Attendance, punctuality, and consistency)</td>
<td>Overall Performance (Able to deliver within established deadlines)</td>
</tr>
</tbody>
</table>

Supervisor’s Comments (Performance, potential, suggestions for development): _______________________

__________________________________________  ___________________________________________  __________________________
Supervisor Signature  Student Signature  Date

Completed form must be turned in sealed in an envelope and signed on the flap by supervisor
First-day Attendance Policy

It is the policy of the College of Business to allow faculty to require attendance on the first day of academic classes. Non-attending students may be dropped from the courses. This policy is to be implemented as follows:

1. School or Departments identify sections with mandatory first day attendance policies when Department/School schedules are given to the Dean’s Office for input. Students will be dropped for mission the first day only from sections so identified.

2. Courses/sections are identified in the registration booklet and on the interactive registration web site as “Students Absent From First Day of Class Will Be Dropped”

3. Dean’s Office drops cap to zero after first class to prevent other from registering

4. Immediately after first class, professor gives names and student numbers of students to be dropped to Departmental/School secretary. Students will not be dropped after the first week of class

5. Departmental/School secretary drops and notifies students. Dean’s Office will assist in getting phone numbers/email addresses to notify them

Prerequisites Policy

Prerequisite course requirements for entry into upper-level college courses will be strictly enforced. Students will be administratively dropped from courses when they lack the required prerequisite course or courses. The list of course prerequisites established by each Department/School will be available to all students via the college’s website.

The Undergraduate Advising Office, throughout the registration period, will administratively drop all students who do not meet the set requirements. Students who are dropped are notified through their FIU e-mail accounts immediately. In addition, they will receive a full tuition refund for the course from which they are so dropped.

Students may activate their e-mail accounts by visiting http://webmail.fiu.edu. It is the responsibility of each student to ensure that his/her name is on the official class roll. Faculty should not allow non-enrolled students to remain in class.

If students have questions, they should contact the Undergraduate Advising Office to ensure their courses satisfy the stated prerequisites.

The FIU Registrar’s Office will not permit retroactive enrollment beyond the third week of classes.
Ph.D. Program Policies and Procedures

These policies and procedures are effective for the academic year 2009-2010

Ph.D. Stipends

If a student receives the Presidential Fellowship, he/she will receive $25,000 per year for two years. After the two years, COB picks up the tab.

If a student receives the Presidential Enhancement Fellowship, he/she will receive $15,000 from UGS and $10,000 from COB for two years.

If a student is on a McKnight Fellowship, he/she received $25,000 from the McKnight Foundation for four years.

If the student receives the COB Assistantship, he/she receives $20,000 from COB for four years. The 4th year is contingent on satisfactory progress in the 3rd year.

Ph.D. students receiving stipends will have an annual review of performance by their supervising professor.

Ph.D. students receiving stipends must maintain a course load as approved by their supervisor that is consistent with the student completing his or her dissertation in 4 years.

Each Ph.D. student receiving stipends will be expected to work 20 hours each week (fall, spring, and summer) on either a research or teaching (or a mix of both) assignment in exchange for their annual stipend.

Students are not expected to start teaching until the second semester of studies, at which point they are expected to do one of the following: (1) teach one course per semester/summer and serve ten hours per week as an RA/TA or (2) teach two courses.

Office Space for Ph.D. Students

Due to space limitations, the College of Business cannot guarantee office space to graduate students.

Funding Ph.D Student Travel to Conferences to Present Research Paper

The purpose of this policy is to support and encourage our Ph.D. students to produce and present academic research at high level academic conferences. In order to become eligible for this support, a student must have passed their comprehensive exam and either be admitted to candidacy or be in the stage of preparation of their proposal defense.

- Departments should allocate a sum of $500 per Ph.D. student per academic year for travel to conferences and/or to present
research papers. These funds must be exhausted prior to applying for any additional funding

- Application for additional funds must be made through the departmental Ph.D. coordinator to the Chair of the Department

- Funds might be available on the following basis
  - If a paper is accepted for presentation at a conference, and a faculty member is a co-author on the paper, the faculty member is expected to contribute proportionally to his/her authorship to the expenses associated with the Ph.D. student’s travel and expenses relative to attendance at the conference. The balance might be made available from Chapman, College and Departmental funds to a maximum of $1,000 of additional funding per student per academic year
  - If the student is a single author (or the paper is written in collaboration with another student) funding may become available from Chapman, College and Departmental funds to a maximum of $1,000 of additional funding per student per year
  - In either case, only one student per paper will be supported from these funds

- Final decision on additional funding will be made by the Department Chair and the departmental Ph.D. coordinator, and approved by the Dean of the Chapman School

- Funding will be dependent on availability of funds and may be limited
Emeritus Professor Status

1. The faculty member wishing to be a professor emeritus must send a letter of intention with a copy of the current resume to his/her school/department director/chairperson within six months of his/her retirement. The faculty member is encouraged to notify his/her intention six months before the retirement. No other document except the letter of intention and a copy of the resume is required.

2. The department/school head will then request the department/school’s faculty council representative to conduct a vote of approval. The representative will, through secret ballot, seek the approval of the faculty members of the department/school to vote either yes or no on the faculty member’s request.

3. The department/schools faculty member vote on the request will be sent to the department/school’s head for his/her approval. The department/school head will send his/her recommendation to the faculty Development Committee (FDC) for its approval. If the department/school head is himself/herself an applicant for the professor emeritus status, the result will be directly sent to the FDC.

4. The FDC will send its recommendation to the Dean of the College.

5. The Dean will send his/her recommendation to the provost and the president for final recommendation.

6. The Emeritus title shall include continued campus courtesies within budgetary constraints under the same conditions as required of active faculty. The recipient shall receive a University identification card, and be eligible for faculty parking, use of library and recreation facilities, admission to athletic and cultural events, receipt of publications sent to regular faculty and alumni, participation in contract and grant endeavors, and participation in academic events. Office space, secretarial support and other services may be provided at the discretion of the academic unit and department.

7. Academic administrators shall become Emeritus in their academic rank and/or their administrative classification.

Purpose
To bestow the title of Emeritus on retiring faculty and librarians who gave exceptional service to their Department, College, or University.

Authority
Provost and Executive Vice President for Academic Affairs.