WORK LOAD FOR TENURED AND TENURE-TRACK FACULTY

PURPOSE: To establish, in accordance with BSU Policy 4560, college-wide policies and procedures for the College of Business and Economics (COBE) governing the assignment of work load for members of the faculty who occupy full-time positions in academic departments, have academic rank, and are eligible for tenure. This policy should not be construed as setting the standard for other COBE policies (such as the Promotion and Tenure Guidelines). Faculty members pursuing promotion and/or tenure should consult the latest requirements for attaining promotion and/or tenure (as set forth in the COBE Promotion and Tenure Guidelines.)

I. DEFINITIONS

Faculty – Tenured and Tenure Track Faculty (as defined in BSU Policy 7000, Section I.B.1) who occupy full-time positions in academic departments, have academic rank, and are eligible for tenure, are referred to as members of the faculty or faculty members.

Scholarship - The word scholarship is used to refer to all forms of research and creative activity carried out by a faculty member. Faculty members are expected to meet the COBE internally defined scholarship standard for “Scholarly Academic” status with the AACSB (as defined in COBE policies).

Service - Service refers to traditional activities that directly support the department, college, or university, and to those activities that support the business and economic academic disciplines.

Community Engagement - Community engagement includes activities in which faculty members use their professional expertise to interact with business, government and non-profit communities to both add value to the community and to enhance COBE’s reputation within the community on an unpaid basis.

II. BASIC PRINCIPLES

In keeping with the six goals set forth in the 2011-2016 Strategic Plan, COBE seeks a faculty who, in totality, provide a “portfolio of excellence” across four areas; teaching, scholarship, service, and community engagement. These four components of the portfolio are all important, but are not necessarily of equal importance. The dean and a committee of faculty have the responsibility to prioritize these components on a college-wide basis as needed and to assure that the portfolio is balanced accordingly. Inherent in this is the assumption that not all faculty will
contribute to the four areas in the same way, or at the same level. It is recognized that faculty have different strengths and interests and that these may change over time.

Each faculty member shall be responsible for making a significant contribution to the college’s portfolio of excellence. In the final analysis, each faculty member’s contributions will be measured based on outputs rather than inputs. However, assuming that a positive relationship exists between output achieved and time spent, the Faculty Work-Load Policy establishes a flexible approach whereby faculty members, together with their department chair, will define how they will distribute their effort among the four portfolio components during an academic year.

The overall goal of this work load policy is to afford faculty doing research that has high impact on the academic community, the business world, the professional world, or policymakers time to pursue such impactful research. COBE faculty produce impactful scholarship in a variety of traditional and creative ways, like publishing peer reviewed research in top academic journals, writing technical articles for practitioner journals that provide much-needed guidance to the professional community, writing books or articles that get the attention of the business community or policymakers, conducting research that influences business pedagogy, etc. These impactful contributions, regardless of form, are valued by COBE. Indeed, the AACSB requires accredited institutions to produce impactful intellectual contributions that advance “theory, practice, and/or teaching of business and management”\(^1\) and notes that “[i]mpact is concerned with the difference made or innovations fostered by intellectual contributions—e.g., what has been changed, accomplished, or improved.”\(^2\)

While the AACSB suggests many ways to measure impact, this work-load policy uses a limited set of the AACSB measures due to considerations such as parsimony, transparency and objectivity: “Publications in highly recognized, leading peer-review journals (journals in a designated journal list, Top 3, Top 10, etc.)” and “[c]itation counts.”\(^3\) These measures, although they may not capture all influential research in business and economics, are the most recognized indicators of publication quality and research impact throughout academe. The use of these metrics is solely for the narrow purpose of determining course releases under this work load policy. They are not intended for use in the COBE Promotion and Tenure Guidelines, and do not indicate a “preferred” list of research aspirations in COBE. The metrics merely provide clear guidelines for faculty desiring teaching load reductions for research.

III. WORK LOAD STANDARD AND VARIATIONS

This section describes the COBE work load standard and its variations based on a general work-load standard defined in BSU Policy 4560. The general work load standard during each

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2. AACSB 2013 Business Accreditation Standards, Appendix Examples of Impact Metrics in Support of Documentation
3. Id.
academic year requires faculty members to be engaged in teaching, scholarship, service, and community engagement. The percentage of work load assigned to teaching, scholarship, service and community engagement must sum to 100%. The levels of engagement in these four areas may vary over time and will likely vary among faculty.

The course load for an individual full-time faculty member may vary from the fall to the spring semester of an academic year based on scholarly activity, service, community engagement and other needs of the department. The department chair and college dean must approve the annual distribution of course loads for faculty. The implementation process of the work load policy is explained in Section V of this document.

For work load purposes, each course a faculty member teaches will be assigned a “course-load value.” An undergraduate lecture course normally has a course-load value equal to its number of credits. Thus, a three-credit undergraduate lecture course will have a course-load value of three (baseline). An “undergraduate lecture course” is an established course with enrollment of less than 120 students that consists entirely of class meetings devoted to the presentation and discussion of course content and student assignments. For each course that does not fall into this definition of an undergraduate lecture course, please see Appendix I: Guiding Principles on Course-Load Value Equivalencies. These guiding principles will be applied uniformly across the college. If there are special circumstances that fall outside these guiding principles, a department may establish policies (subject to approval by the dean) that assign a course-load value that is greater or less than the course’s number of credits.

The remainder of this section describes the baseline work load portfolio and its possible variations. Variation is possible in order to accommodate different adjustments to the base mixes of teaching, scholarship, service, and community engagement.

Table A below describes the distributions for the baseline work load portfolio. Tables B, and C, shown later in the document, show possible variations from this baseline. The specific variation plan will be defined by the department chair and faculty member (see Section V., Implementation). To maintain a desired degree of work load equity among faculty and among departments, the dean shall review all work-load plans that substantially vary from the base distribution.

Baseline Distribution:
Baseline distribution is weighted toward teaching and a wide variety of intellectual contributions. The baseline allocation for an academic year is as follows:

<table>
<thead>
<tr>
<th>Table A</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>60%</td>
</tr>
<tr>
<td>Scholarship</td>
<td>20%</td>
</tr>
<tr>
<td>Service</td>
<td>10%</td>
</tr>
<tr>
<td>Community Engagement</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>
This work load distribution assumes the following:

- High performance teaching of courses with a course-load value of eighteen per academic year with a maximum of five course preparations during a five year period, and a maximum of four course preparations per academic year.

- Scholarship output that meets the requirements to be classified as “Scholarly Academic” or professional engagement activities that meets the requirements to be classified as “Practicing Academic” as spelled out in COBE policies.  

- Substantive service and/or community engagement.

Variations from Baseline:
Variations are possible to reflect different emphases, as described below.

Variation 1:

In the circumstances where a faculty member’s scholarship output (quality and quantity) exceeds (as defined below) the COBE definition of “Scholarly Academic,” the percentage of work-load assigned to scholarship will be increased and the teaching, service and/or community engagement work-load percentages will be commensurately decreased.

The expected work load allocation for an academic year is as follows:

<table>
<thead>
<tr>
<th>Table B</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>50%</td>
</tr>
<tr>
<td>Scholarship</td>
<td>30%</td>
</tr>
<tr>
<td>Service</td>
<td>10%</td>
</tr>
<tr>
<td>Community Engagement</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

This distribution assumes the following:

- High performance teaching of courses with a course-load value of fifteen per academic year with a maximum of five course preparations during a five year period, and a maximum of three course preparations per academic year.

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4 If a faculty member does not qualify as “Scholarly Academic” or “Practicing Academic”, then the faculty member will be assigned a higher teaching load (e.g., a course-load value of twenty-one or more) as determined by the Department Chair and the Dean based on that faculty member’s particular circumstances. If a faculty member meets the requirements to be “Scholarly Academic” or “Practicing Academic,” but is asked to teach a course-load value of higher than 18 due to department needs, this faculty member will qualify for a lower course load in the subsequent semester or academic year.

5 This work load plan allows for flexibility in allocating faculty time between the separate COBE categories of “service” and “community engagement.” A faculty member may, for example, propose a work-load plan with 20% Service and 0% Community Engagement (or vice-versa) as a share of total work load.
• Scholarship output that exceeds the definition of “Scholarly Academic.” To qualify for this reduction, faculty must meet the following criterion:

1. Producing high quality scholarship. High quality scholarship is demonstrated in one of two ways:

1.a The faculty member has published peer or editorial reviewed publications during a five-year period in high quality journals, and accumulated at least twelve (12) points. Additionally, at least one of the faculty member’s peer or editorially reviewed publications must be defined as a “high quality journal” or an “excellent quality journal.” (Please see Appendix II: Research Quality for information on quality points and on these definitions).

OR

1.b The faculty member publishes high quality and impactful papers, regardless of their outlet. In particular, the faculty member must be well above average among COBE faculty in citations to his or her peer or editorially reviewed journal articles in the evaluation period (i.e. in the most recent 5 year period). (Please see Appendix II: Research Quality for information on citations).

• Substantive service and/or community engagement.

Variation 2:

In the circumstances where a faculty member’s scholarship output (quality and quantity) substantially exceeds (as defined below) the COBE definition of “Scholarly Academic,” the

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6 Similar to footnote 4 above, if a faculty member exceeds the requirements to be “Scholarly Academic” but is asked to teach a course-load value of higher than 15 due to department needs; this faculty member will qualify for a lower course load in the subsequent semester or academic year.

7 Per COBE policy “Acceptable publications are those that (1) are subject to a formal, documented review process including a peer or editorial review, and (2) are readily available for public scrutiny. Peer and editor reviewed publications include a) articles in reputable journals, b) 1st edition textbooks and c) scholarly books published (but not self-published).”

8 The COBE workload policy is not intended to discourage collaboration within the college. Therefore it does not call for faculty to divide credit for co-authored publications when it comes to either quality points or counting articles as high or excellent quality. However, no more than three COBE co-authors can claim a single publication as "high quality" or "excellent quality" for the purposes of meeting the quality publication threshold as defined in the Appendix II: Research Quality section of this document.
percentage of work-load assigned to scholarship will be increased and the teaching, service and/or community engagement work load percentages will be commensurately decreased.

The expected work load allocation for an academic year is as follows:

### Table C

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>40%</td>
</tr>
<tr>
<td>Scholarship</td>
<td>40%</td>
</tr>
<tr>
<td>Service</td>
<td>10%</td>
</tr>
<tr>
<td>Community Engagement</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

This distribution assumes the following:

- High performance teaching of courses with a course-load value of twelve per academic year with a maximum of four course preparations during a five year period, and a maximum of three course preparations per academic year.

- Scholarship output that substantially exceeds the definition of “Scholarly Academic”.\(^9\) To qualify for this reduction, faculty must meet the following criterion:

  1. Producing high quality scholarship. High quality scholarship is demonstrated in the following way:

     The faculty member has published peer or editorial reviewed publications\(^10\) during a five-year period in high quality journals, and accumulated at least twenty (20) points. Additionally, at least two of the faculty member’s peer or editorially reviewed publications must be defined as a “high quality journal,” or at least one\(^11\) of the faculty member’s peer or editorially reviewed publications must be defined as “excellent quality journal.” (Please see Appendix II: Research Quality for information on quality points and on these definitions).

- Substantive service and/or community engagement.

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\(^9\) Similar to footnotes 4 and 6 above, if a faculty member substantially exceeds the requirements to be “Scholarly Academic” but is asked to teach a course-load value of higher than 12 due to department needs; this faculty member will qualify for a lower course load in the subsequent semester or academic year.

\(^10\) As defined in footnote 7, above.

\(^11\) The COBE workload policy is not intended to discourage collaboration within the college. Therefore it does not call for faculty to divide credit for co-authored publications when it comes to either quality points or counting articles as high or excellent quality. However, no more than three COBE co-authors can claim a single publication as "high quality" or "excellent quality" for the purposes of meeting the quality publication threshold as defined in the Appendix II: Research Quality section of this document.
IV. APPLIED (PROFESSIONAL) RESEARCH

The mission of COBE includes encouraging and recognizing faculty scholarship in the realm of applied and professional research. It is fitting that high quality work in this area also qualify for teaching release if the scholarship has substantial impact. Separate criteria for evaluating this impact are necessary because it is not likely captured by the journal quality and citation metrics described earlier that are aligned with academic research.

Applied and professional research can have impact in a number of ways, making it difficult to construct a concise and definitive list. In essence, impact exists whenever applied and professional research gains the attention of the business community or national policy makers. Specific evidence of this kind of impact could be demonstrated by articles that are cited in national policy discussions like congressional hearings, standard setting proceedings in professional fields and national policy white papers or in the financial press.

Given the subjective nature of its impact, teaching releases—limited to two course releases (COBE-wide) at any one time—for applied research will be awarded by the Dean (or a committee designated by him/her). For purposes of making these decisions, the same 5 year retrospective publication window will be employed.

V. IMPLEMENTATION

A. To the extent possible, the individual faculty work-load plans should satisfy the following in spirit and in practice: (1) uniform application to all faculty members in the college; (2) for each faculty member, joint development (by the faculty member and department chair) of an annual written professional expectation document that is approved by the department chair and subject to review by the college dean; (3) direct linkage between the annual work-load plan and the annual faculty evaluation; and (4) provision for work-load modifications during the academic year should the need arise.

B. In the case of salary buyout as described in BSU Policy 6100 and Policy 4560, the professional expectations of the faculty member will remain in place for the academic year, but the work-load distribution requirements may need to be adjusted based on the terms of sponsored project.

C. In order to determine annual work load, a faculty member will meet annually during the spring semester with the department chair to create a written work-load plan. In the case of newly hired faculty, the meeting will take place prior to the start of the faculty member’s first semester at Boise State University. All work load plans must be approved by the department chair and submitted to the dean for approval prior to the end of spring semester each academic year. By the end of spring semester each year, the Dean’s office will distribute to the entire faculty a list of faculty receiving research-based work load reductions as well as the publications or citations that have been used to justify the reduction. In accordance with BSU Policy 4560, documentation of the faculty work load assignments should include the following items:
• The percent of total work load assigned to teaching, scholarship, and service (including community engagement).
• An explanation for teaching assignments that is lower than the standard assignment of three 3-credit courses per semester (variations 1 and 2 in COBE Work-load Policy).
• The course designation and course load value assigned for each course taught, if available. If specific course assignments for the following year have not been made, this information should be submitted to the dean when it is available.

Any subsequent adjustments to a faculty member’s assigned work load are subject to approval by the department chair and dean.

E. Professional ethics dictate that faculty who are listed as authors on an article have actually made a substantive contribution in the development and the writing of the article and, conversely, that all faculty who made a substantive contribution to the article are listed as authors. This policy assumes that faculty adhere to this imperative.

F. If the annual professional activities of an individual faculty member and/or collective faculty within a department/unit are inconsistent with this policy then the appropriate chair, dean, or provost will re-examine the professional expectations and bring them into conformity with this policy. Following this review, if necessity demands, adjustments will be made in resources to the department, in faculty compensation and/or in work-load balance per BSU Policy 4560, Section IV.C.

G. In the case that a faculty member and the department chair are unable to agree on the expectations associated with a defined work load plan, the dean will make the final determination.

H. Department chairs and other tenured/tenure-track faculty who are serving as administrators will also determine their work load distributions based on scholarship expectations. However, the distributions identified above will be adjusted to reflect the course release associated with the administrative position under the dean’s discretion.

I. In the case of faculty serving as a journal editor or associate editor, the faculty, department chair, and the dean will come to an agreement on the appropriate teaching load reduction (if any) needed based on the faculty member’s specific time commitment required by their editorial role.

J. Initial work load expectations for new faculty, agreed upon by the dean and the department chair, will be determined before the recruiting begins. Absent contractual arrangements made at hire between the dean and the faculty member, scholarship productivity of the newly hired faculty who are not new PhD’s (had prior experience) will be evaluated exactly like faculty who have been at BSU during the entire 5 year evaluation window, i.e. their
publications and citations that occurred at their prior universities within the 5 year evaluation window will be counted for the considerations of this policy.

VI. EXCEPTIONS

This policy does not apply to faculty members on sabbatical leave, military leave, family medical leave, or sick leave.

There are circumstances that enable the stoppage of an untenured faculty member’s tenure clock under BSU Policy 4370, Section VIII. These circumstances should be taken into account when determining whether either a tenured or tenure-track faculty qualifies for Section III, Variations 1 and 2 of this work-load document. Normally the determination as to whether a faculty member qualifies is made using a five-year backward interval. But if a tenured faculty member, for example, has a maternity leave, and this event would have resulted in the tenure clock being extended for one year for the untenured faculty member, then the backward interval for determining whether the faculty member meets the criteria would be extended from five years to six years for the next five years (effectively excluding the maternity year from consideration).

If leave contains a research expectation (e.g. sabbatical) or is of an academic nature (e.g. temporary teaching or administrative position at another university), then it is expected that faculty who plan to have a work-load plan as defined under Variations 1 or 2 upon returning from leave, should publish at a rate that meets the requirements of Section III, Variations 1 and 2 during the leave. When faculty takes leave of a non-academic nature and this leave is not covered in BSU Policy 4370, Section VIII, (e.g. military leave, unpaid leave to pursue a business venture) then an extension to the five-year interval for determining whether the criteria are met may or may not be warranted. This should be determined jointly by the chair, dean and faculty member.
Appendix I
Guiding Principles on Course-Load Value Equivalencies

From the Work Load Policy:

*For work load purposes, each course a faculty member teaches will be assigned a “course-load value.”* An undergraduate lecture course normally has a course-load value equal to its number of credits. Thus, a three-credit undergraduate lecture course will have a course-load value of three (baseline). An “undergraduate lecture course” is an established course with enrollment of less than 120 students that consists entirely of class meetings devoted to the presentation and discussion of course content and student assignments.

For each course that does not fall into this definition of an undergraduate lecture course, please see below recommended guiding principles for course-load value equivalencies. These guiding principles will be applied uniformly across the college. If there are special circumstances that fall outside these guiding principles, a department may establish policies (subject to approval by the dean) that assign a course-load value that is greater or less than the course’s number of credits.

**Class size adjustments:**
1. teaching a three credit undergraduate course with 120 or more students with extra support$^{12}=$ \[ \frac{3}{3} \]
2. teaching a three credit undergraduate course with 120 or more students with no extra support $= \frac{4.5}{3}$

**Graduate courses:**
3. teaching a four credit on-line MBA course $= 4$
4. teaching a three credit graduate course with 15 or more students$^{13}$ and with no extra support $= \frac{4.5}{3}$
5. teaching a three credit graduate course with extra support or with less than 15 students $= 3$

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$^{12}$ “Extra support” is defined as follows: Having someone, with mastery of the course content, available throughout the duration of a course who can assist with a) grading exams and major projects, b) leading breakout discussions, c) doing some of the primary classroom teaching. (This type of support would likely be provided by adjuncts, master’s students in discipline specific masters programs --e.g. accountancy, or post docs). Under this definition, primarily administrative assistance --e.g. grading minor assignments (homework and quizzes), entering grades in a spreadsheet, updating a blackboard course site, tutoring etc., does not qualify as “extra support”.

$^{13}$ Most COBE graduate classes are very large, i.e. 30 – 50 students, but in cases where class sizes are close to this threshold, averages within one academic year can be used (i.e. as long as a faculty member's graduate courses average 15 students, the 150% of course credit course-load value will apply).

$^{14}$ If teaching a graduate course with more or less than 3 credits, with 15 and more students and no extra support, the course load value of that course will be adjusted to 150 percent of the course credit of that course. For example, a 2 credit graduate course will have a 3 course-load value, and a 1 credit graduate course will have a 1.5 course-load value.
(New course development) Introducing a new course to COBE:
6. teaching a brand new undergraduate or graduate course with or without support = 4.5
(Note: this adjustment will not be provided for the on-line graduate courses or other courses where there is financial compensation for the development of the course).

Other:
7. supervising at least 20 interns in one semester = 3
Internship equivalencies will be determined by adding up all the internships the faculty member supervises in the Summer, Fall, and Spring.\(^{15}\)

8. supervising a formal mentorship program with at least 30 students in one semester = 1.5

9. managing and supervising at least two successful grant proposals during Summer, Fall and Spring that are received from external sources that result in funding that is dedicated entirely to students (stipends, tuition expenses, etc.) and that don’t include funding for faculty release or supplemental salary = 3

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\(^{15}\) Thus, if someone supervises, for example, 12 internships in fall and 12 in spring, then they will get a course release for one of those semesters. If someone supervises at least 40 internships at some point during the year (Summer, Fall, and Spring), they should get a course release in the Fall and one in the Spring (even if in one of those semesters the actual number supervised is below 20).
Appendix II: Research Quality

I. Section 1a under variation 1 and section 1 under variation 2 in the workload document require the assignment of quality points to faculty publications. This section describes how those points are assigned.

1. All journal publications must be peer or editorially reviewed. This is typically ascertained by referring to Cabells. Since not all peer or editorially reviewed journals appear in Cabells, the faculty member can also provide evidence that the paper was peer or editorially reviewed—e.g. copies of the reviews and/or correspondence with the editor or associate editor.

2. May be in any discipline (mainline business disciplines, such as management, but also other disciplines, such as industrial engineering and law).

3. Quality of journal publication must be supported by independent evidence. The following reputable and published sources, which provide journal quality information, are accepted to establish strong evidence of quality for the purposes of the COBE Workload Policy. At the time articles are accepted, faculty should produce documentation of the quality of journal using one of these sources.

   a. SCOPUS/SJR “SCIMago Journal Rank Indicator.” This source is highly comprehensive, providing journal quality information for approximately 20,000 journals including approximately 1,000 business and economics journals. This is used as the primary indicator of publication quality for this workload document. This is sometimes simply referred to as a journal’s “SJR,” “SJR indicator,” or “SJR score.”
      i. The SJR score is a recently developed measure of journal impact, influence and prestige. This score is based on citations, which are a well-accepted indicator of a journal’s influence on academe.
      ii. To ascertain a journals SJR score, navigate to: [http://www.scimagojr.com/journalsearch.php](http://www.scimagojr.com/journalsearch.php), type the journal name, select the journal name from the list that appears, click the “data” tab. The SJR score for the current year (and past years) is in the first column of the table.
      iii. SJR provides an SJR Score for each journal for each year. Because there is some year to year variability, faculty may use the SJR score for the year the article was accepted or they may use the average of the acceptance year and the two prior years.

   b. Web of Science Journal Citation Reports (JCR) impact factor. (JCR is accessible through the Articles and Databases section of the BSU library website). This is the secondary indicator of publication quality for this workload document. Faculty may use the JCR when a journal is not listed in SJR (very few journals are listed in JCR but not SJR).
      i. Faculty may use 2 year or 5 year impact factor. The 5-year journal Impact Factor is the average number of times articles from the journal published in the past five years have been cited in the reference year. It is calculated by dividing the number of citations in the reference year by the total number of
articles published in the five previous years. For example, a journal’s 2011 impact factor is based on the number of times that journals from 2006-2010 were cited in articles published in 2011. Two year impact factor is calculated similarly.

ii. Faculty have the option of using the impact factor during (i) the year when the journal article was accepted or (ii) or they may use the average of the acceptance year and the two prior years.

   i. W&L provides impact factors (average citations to articles in a journal) over an 8 year period. W&L only counts citations appearing in legal journals that are included in the Westlaw database. (But the Westlaw database includes most academic law journals).

4. Each faculty publication is awarded quality points
   a) For SJR-listed journals, journal quality points are awarded based on the following

<table>
<thead>
<tr>
<th>Journal’s SJR Score$^{16}$ (2012 values)</th>
<th>Percentile</th>
<th>COBE Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.92</td>
<td>95</td>
<td>13</td>
</tr>
<tr>
<td>1.33</td>
<td>90</td>
<td>10</td>
</tr>
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<td>0.85</td>
<td>80</td>
<td>8</td>
</tr>
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<td>0.42</td>
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<td>5</td>
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<tr>
<td>0.22</td>
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<td>2</td>
</tr>
<tr>
<td>&lt;0.22</td>
<td>&lt; 40</td>
<td>1</td>
</tr>
<tr>
<td>N/A</td>
<td>Not Listed</td>
<td>1 or 0 (max 3 points)</td>
</tr>
</tbody>
</table>

$^{16}$ These SJR values are based on the overall distribution of over 20,000 journals in the most recent SCOPUS list (2012). Although these values may slightly change over time, the percentile (the rank used) and the associated COBE quality points will remain constant. The most recent available SJR score cut-off values will be used annually in determining the workload distributions of COBE faculty.
b) For JCR and W&L journals, scores will be assigned by ranking journals based on journal impact factors from (JCR or W&L) and determining a journal’s points based on the percentiles listed above.

c) Articles published in journals not listed on either the SJR, JCR or W&L Rankings are assigned a point value of 1. COBE has an interest in faculty producing publications with visibility in the scholarly and/or managerial communities. Therefore, faculty may count up to 3 such non-listed articles in a 5 year period—i.e. a maximum of 3 quality points may come from non-listed journals.

d) Before accepting an article for publication, journal editors typically require at least one round of revisions—typically referred to as a “revise and resubmit” status. Faculty who are invited to revise and resubmit an article to a journal may claim 5 points for up to two years provided that the journal is in the 80th percentile or above (see table D). This includes status that are typically referred to as “revise and resubmit,” “revise and resubmit—major,” “revise and resubmit—minor” “revise and resubmit—high risk,” as well as “conditional acceptance.” If the article is eventually rejected, faculty forfeits the points the next time that they are evaluated for workload purposes. If the article is accepted, faculty also forfeits the points, but they are awarded full publication points per table D.

e) Journals are deemed “excellent quality” if they are in the top quintile (i.e. the 80th percentile or better based on SJR, JCR or W&L—see 4a-b above). Journals are deemed “high quality” if they are between 60th and 80th percentile or better.

II. Section 1b under variation 1 in the workload document discusses citations to a faculty member’s peer or editorially reviewed publications. (Note: A cited publication is a publication by a COBE faculty member. A citation or a citing article is a publication that cites a publication by a COBE faculty member. These terms are further defined and qualified below.)

1. Citations (citing articles) of the faculty member’s work must have occurred within the previous five years (parallel to the five year rolling horizon that COBE uses to assess other dimensions of research productivity).

2. Cited publications must be published within the preceding ten years. (Note that it typically takes several years for a published article to begin receiving citations due to the time required for the citing article to be written, reviewed and published).

3. If a faculty member wishes to be considered for a work load reduction based on citations, a faculty member must provide a citation analysis of his or her publications (peer or editorially reviewed) during the relevant time frame. This list must indicate (a) all articles published within the preceding ten years prior to the current year; (b) all articles that have cited the articles in part a within the previous five years. For each citing article,
a full bibliographic citation must be provided. Additionally the source of the citation must be provided (e.g. Google Scholar, Web of Science, Scopus, Westlaw).\(^1\)

a. Example: Toady is Jan 15, 2013. Professor Jones is preparing her annual performance report for her chair. She published an article in 2003, an article in 2005 and two articles in 2007. Her report includes the citations for these four articles. Underneath each article, she provides the bibliographic citation for each article that cited her articles during the years between 2008 and 2012 inclusive. She also provides the source of each citation—i.e., the tool that she used to identify the citation, such as Google Scholar.

4. To ensure verifiability, citing articles must be available through the BSU library or on the Web.

5. Eligible citing articles are journal articles, articles in other periodicals, books and published conference proceedings. Books and articles in periodicals other than journals are acceptable as citing articles because the College values faculty impact on non-academic realms. Self-citations should be excluded.

6. To qualify for the Variation 1 work load, a faculty member must have 100 citations in the evaluation period (i.e. in the most recent 5 year period).

\(^1\) Harzing’s Publish or Perish software (a freely downloadable tool that uses Google Scholar data) is a very efficient way for faculty to generate a list of their articles and the number of times each article has been cited. From this tool, faculty can double-click on a publication. This opens a Google Scholar window listing the citing articles. These can be limited to any time window (e.g. the 2008-2012 window in the example above) by using the custom range option within the Google Scholar window.