THE DARDEN GRADUATE SCHOOL OF BUSINESS

THE UNIVERSITY OF VIRGINIA

Academic Policies and Procedures
In Effect November 2, 2026

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I. GENERAL

A. MISSION STATEMENT

UVA Darden's Mission:
We improve the world by inspiring responsible leaders through unparalleled transformational learning experiences.

Values and Principles Critical to Achieving Excellence:

- Innovative and rigorous education that develops discerning judgment and the ability to act decisively
- Insightful research that advances knowledge and impacts practice
- Inclusive community, united by honor, that enables its global and diverse members to collaborate and excel
- Enduring relationships that support individual and organizational growth

The Mission Statement drives strategy and directs decision-making at Darden. The Dean provides an annual update to faculty on Darden's progress in fulfilling its mission, and faculty vote annually to reaffirm the Mission Statement.

B. NAME OF THE SCHOOL

On July 1, 1974, the Graduate School of Business Administration of the University of Virginia became the Colgate Darden Graduate School of Business Administration of the University of Virginia. Colgate Whitehead Darden Jr., preeminent statesman and educator from the Commonwealth of Virginia, was Governor of Virginia from 1942 through 1946, served as Representative in the US Congress for four terms from 1933 until 1941, and prior to that was a member of the State Legislature.

Mr. Darden was one of the prime forces in the creation of a graduate business school at the University of Virginia and remained an active supporter of the School throughout its development. He was a lifetime member of the sponsor-trustees of the School. Mr. Darden died on June 9, 1981.

C. OBJECTIVES OF THE SCHOOL

1. Introduction

Preparatory to the founding of the Graduate School of Business Administration of the University of Virginia, the Snavely Committee recommended that the school have two primary purposes:

- Offer a two-year program of graduate study, leading to the MBA degree, to train business leaders; and
- Conduct intensive short courses, conferences, and executive training programs for individuals in business.

2. Objectives

To serve the needs of society by offering high-quality education programs attuned to the practical requirements of modern executive leadership.

- In the MBA Programs: to prepare people of high promise to act with determination, judgment, and integrity in increasingly responsible positions of leadership; and
- In the Executive Education Programs: to advance the Darden School's Mission by delivering high-engagement educational experiences and thought leadership to practicing managers globally.

To engage with practicing managers through teaching, research, case writing, and the collaborative advancement of thought leadership for the purpose of improving practicing managers, their organizations, and society.

To be pedagogical innovators and curriculum developers, all toward preparing people more effectively for increased responsibility by

- Maintaining close ties with the business community so that it may better understand its present and emerging requirements; and
- Building a faculty who are not only unusually able teachers but who are also willing to commit time to curriculum and course innovation, to course coordination, and to developing the teaching materials necessary to implement the programs on a more effective basis.

It is recommended that a significant portion of the school's budget be allocated to achieve these aims.

To be a community of scholars who conduct original research that seeks to advance knowledge, create new ideas, and engage in constructive dialogue on matters of consequence to business, society, and teachers at other institutions.

To offer a high-quality Doctoral Program for a select number of very promising candidates with the aim of preparing these people to be superior teachers, course and curriculum designers, and researchers with deep interests in the realities of business and with a sympathetic understanding of the problems of executive leadership.

To provide, insofar as feasible, selective resources and services of high value to students, other departments of the University, the Virginia business community, alumni of the School, and the business community in general.

D. EQUAL OPPORTUNITY AND NONDISCRIMINATION

The University does not discriminate in any of its programs, procedures, or practices against any person on the basis of age, citizenship, color, handicap, national origin, political affiliation, race, religion, sex, gender, sexual orientation, or status as a disabled veteran. The University operates equal-opportunity and affirmative-action programs for faculty, staff, and students. The University of Virginia is an Equal Opportunity/Affirmative Action Employer. For additional information please see the University of Virginia policy on non-discrimination and equal opportunity.

E. NORMS

DARDEN'S STATEMENT OF NORMS

Darden aspires to provide an exceptional experience where all members of our community can learn, grow and contribute fully. Our shared success – and our ability to develop responsible leaders – depends on how we work together.

To that end, we will:

Act with Integrity

- We align our actions with Darden's mission and values, do what we say, and build trust through consistency and transparency.

Stay Curious

- We approach one another with curiosity, openness and humility – listening actively and valuing diverse perspectives.

Be Accountable

- We offer and receive constructive feedback. We take responsibility for strengthening our community.

Respect Each Other

- We engage others with courtesy and consideration across all interactions, roles, perspectives, and power, recognizing the impact of our words and actions.

Pursue Excellence

- We hold ourselves and each other to high standards while striving for continuous improvement together.

Darden Community = Faculty, staff, students, alumni, visitors, and all who represent Darden in any capacity.

F. DEGREES

1. The MBA

The School offers two program formats leading to the degree of Master of Business Administration (see Section II):

- A Full-Time two-year program leading to the degree of Master of Business Administration
- A 21-month Executive Format program for working managers leading to the degree of Master of Business Administration
- A Part- time program for working professionals leading to the degree of Master of Business Administration.

2. Dual Degrees

The Darden School offers a number of programs that enable a student to receive a combined degree in less time than each degree would take separately. (See Section II for a complete listing, including admission and degree requirements.)

3. The Doctoral Program

The School offers a program leading to the degree of Doctor of Philosophy (see Section III).

4. Master of Science in Business Analytics

The Darden School, in partnership with the McIntire School of Commerce, offers a one-year program leading to a Master of Science in Business Analytics (see Section IV).

II. THE MASTER OF BUSINESS ADMINISTRATION

A. GENERAL STATEMENT

Darden is a professional school of business at the graduate level with a two-year "terminal" MBA Program designed for the practitioner. The MBA Program is offered in three formats. The first is a two-year Full-Time Format that begins only in the fall semester and is designed to be completed in May of the following academic year. The second is an episodic Executive Format that allows students through a combination of residence periods and off-site learning opportunities to earn the MBA degree over a 22-month period. The third is a Part-Time format that follows a slower cadence of coursework that combines in person and off-site learning to earn the MBA degree over a standard pace of 33 months. This format can be completed in as little time as 30 months or be extended to 57 months. The programs require the completion of the same number of credit hours, and students graduate with the same degree: Master of Business Administration. All statements that reference the MBA Program apply to the Full-Time Executive and Part -Time Formats unless specified otherwise.

1. Responsibility of Content of the MBA Program

It is a faculty responsibility to shape the general nature and content of the MBA Program, including such matters as the fields of instruction, the amount of work in different fields, the courses offered, and the designation of required and elective courses.

It is the responsibility of the administration, after consultation with the faculty members concerned, to staff the courses, insofar as qualified personnel are available and budgetary considerations permit.

2. Program Credit Hours and General Requirements

The Full-Time Format requires 57 credit hours of coursework. A total of 25.5 credit hours are core courses, and 31.5 credit hours are non-core courses.

The first year of the Full-Time Format is an integrated program rather than a set of distinct and separate courses. First-Year (FY) required courses include core courses and at least two elective courses.All other courses in the first and second year are not required courses.

Elective courses are distinguished from core courses in that considerably more latitude is exercised by the individual instructor in the conduct of these courses. (Administratively, these courses are more like the usual graduate courses offered elsewhere in the University than the required courses at the Darden School.)

Twenty-eight-session courses receive 3 credit hours; 14-session courses receive 1.5 credit hours. (The baseline calculus for determining a session is 3.4 hours of work, including a 1.4-hour classroom experience plus 2 hours of preparation.)

3. Executive Format Credit Hours and General Requirements

The Executive Format is an integrated program rather than a set of distinct and separate courses. Required courses include the same set of core courses as the Full-Time Format, a set of courses unique to the Executive Format, plus a limited number of elective courses.

The Executive Formats require 57 credit hours of coursework: 25.5 credit hours of core courses, 13.5 credit hours of other required courses, and 18 credit hours of electives. Students in the EMBA Format are required to take one global residency and students in the GEMBA Format are required to take four global residencies.

4. Part-Time Format Credit Hours and General Requirements

The Part-Time format requires 57 credit hours of coursework: 25.5 hours of core course; 6 hours of other required course and 25.5 hours of electives.

5. Students transferring between MBA formats

Darden students are required to stay in the MBA program format (FT MBA, PT MBA, or EX MBA) they were admitted to throughout their Darden journey. If a student encounters extraordinary circumstances that significantly impact their ability to complete program requirements, they should work with their academic advisors to develop a plan to complete their degree within their format given the change in circumstances, including consideration of a Leave of Absence or other tools available. If, after evaluating all other options, it is impossible for a student to successfully complete their academic program within their format due to those extraordinary circumstances, a student may petition the Academic Standards Committee Chair (representative for the Change in MBA Program committee) for approval to transfer to another MBA program format after the student has completed specific core requirements in their original program. A transfer between programs may require adjustments to the tuition, financial aid and other aspects of their enrollment in the different MBA program.

6. Grade appeals

Darden students who wish to appeal a grade must first attempt to resolve the issue with the instructor of the course. Absent a satisfactory outcome, the student should consult with the administration of their respective program to review the matter. The final level of appeal is the Senior Associate Dean of the student's program and must be submitted in writing after the initial appeal decision has been communicated to the student.

7. Course withdrawals

The Dean's office may ask a student at any time to withdraw from a particular course or from the school because of unsatisfactory academic work or for other adequate reasons.

B. ADMISSIONS

1. Admissions Objective

The objective of the admissions procedure is to select a diverse group of students who show promise of the capacity to rise to positions of executive responsibility.

2. ETS Examination

All applicants for admission to the School are expected to take either the Graduate Management Admissions Test (GMAT), the Executive Assessment (for the Executive MBA) offered by the Graduate Management Admissions Council, or the GRE offered by the Educational Testing Service. Waivers will be given in special cases.

3. Admissions Procedure

Admission criteria are developed with the guidance of the Dean of the Darden School and the Senior Associate Deans for Degree Programs and executed by the Admissions Department.

C. THE FULL-TIME FORMAT

1. First-Year Program of the Full-Time Format

The required curricula is the cornerstone and hallmark of the MBA Program. The FY Program is designed and delivered in accordance with the School's mission of producing action-oriented graduates through the use of student-centered learning and an integrated and innovative curriculum.

a. Purpose

The purpose of the FY Program is to equip students with the foundational skills, judgment, and inspiration necessary to lead a global business.

b. Vision

Each FY student will complete the FY Program with confidence that they have mastered the fundamentals of leading a successful global business. The Darden School's FY Program will be recognized as occupying a permanent place among the top 10 core-curriculum programs in the world.

c. Values

The FY Program endorses, employs, and seeks to model the core values of the School:

- Action orientation
- Global and enterprise perspectives

- Leadership imbued with integrity, vision, judgment, determination, and social responsibility
- Outstanding, current, student-centered teaching
- Integrated and innovative curriculum and course materials
- Supportive and equitable learning climate
- Mutually strengthening partnerships

d. Strategy

The FY Program seeks to accomplish its vision through excellence in its curriculum content, a collaborative learning environment, and unsurpassed teaching effectiveness.

1. Curriculum Content

- Focusing on the fundamentals of business management
- Valuing integration across disciplines
- Using contemporary issues, problems, and processes as the basis for classroom discussion
- Teaching the analytical frameworks and methods of analysis useful in reaching economically sound and socially responsible business decisions
- Emphasizing global, enterprise, and leadership perspectives and stressing effective written and oral communication skills throughout the curriculum
- Offering FY Program electives that extend learning in core required courses to include exposure to advanced skills necessary for summer-internship experiences
- Continuously reviewing and renewing the content of the curriculum for currency and exigency
- Assisting students in evaluating and selecting their individual career paths

2. Learning Environment

- Assigning all students to cross-section learning teams so they can become effective and valued team members
- Assigning students to sections that remain intact for at least two contiguous quarters
- Grading classroom contribution as a significant proportion of the final grade in all courses
- Requiring on-time attendance, preparation, and participation to develop professional maturity and decisiveness

- Emphasizing the quality of the section learning environment by assigning section faculty leaders

3. Teaching Effectiveness

- Modeling and promoting integrity and enthusiasm as essential characteristics of business leadership
- Hiring and rewarding faculty committed to teaching excellence, course leadership, and materials development
- Encouraging faculty team meetings within courses to strengthen class delivery and share teaching skills and techniques
- Conducting periodic teaching-development seminars to hone instructors' craft.

e. Permanent Class-Session Allocation and Credit Hours by Content Area

The FY Program requires 25.5 credit hours of coursework and 3 credit hours of electives in 10 content areas. .Normally, the core-course allocation for each content area will be as follows:

Core Course	Class Sessions	Credit Hours
Accounting for Managers	28	3.0
Global Economies and Markets	28	3.0
Business Ethics	14	1.5
Financial Management and Policies	28	3.0
Leadership Communication	14	1.5
Marketing	28	3.0
Operations Management	28	3.0
Leading Organizations	28	3.0
Decision Analysis	28	3.0
Strategic Thinking and Action	14	1.5

The MBA Program Committee is charged with the responsibility for planning and delivering the FY Program. The MBA Program Committee establishes and uses such short-term operating goals as are deemed necessary to attain the FY Program vision stated in Section II-C-1-b.

Content areas may offer their allocation of classes in either one or more designated courses with the approval of the MBA Program Committee. Some content areas may be required to offer their allocation of classes in one or more courses in order to satisfy compelling program needs. The structure of the courses and grade distribution must be approved by the MBA Program Committee.

2. Second-Year Program of the Full-Time Format

a. Objectives

The overarching objective of the electives curriculum of the MBA Full-Time Format is to reinforce the mission of the School as captured in its Mission Statement. In addition, specific objectives of the second year are to:

- Enable students to individualize their experience by providing opportunities to pursue chosen areas of interest in greater depth.
- Offer an innovative and relevant leading-edge MBA elective curriculum.
- Provide the further opportunity to explore global business issues.
- Develop further leadership capabilities in students.
- Support and encourage activities outside the classroom that serve to enhance the Darden School community, develop individual relationships, and foster a sense of social responsibility.
- Support and facilitate the transition of students from the academic to the business community.
- Foster the exploration of ideas, concepts, and themes that prepare students for lifelong learning and continued professional development.

b. Second-Year Program Course Requirements

The second year requires 28.5 credit hours of coursework. No more than 4.5 credit hours of independent studies will count toward this requirement.

Students under Academic Standards Committee jurisdiction must have their final course selection sheets approved by the chair of that committee or their designee.

c. Required Course

Second-Year Leadership Requirement

Consistent with the mission of the School, all students are required to have a *leadership-learning experience* of at least 1.5 credit hours while attending the Darden School in order to graduate. Students may choose from a list of faculty-approved electives to fulfill this requirement. To be included on the list of electives that satisfy the Leadership Requirement, electives must have among their learning objectives an exposure to a variety of leadership styles and approaches, an examination of the roles and responsibilities of leadership, an opportunity to reflect on one's leadership in the past, and the development of a personal definition of leadership for the future. The list of electives offered for this purpose may vary from year to year.

d. Second year course load

Students are expected to make steady progress toward their degrees while also being able to actively contribute to the class discussion while at Darden. Therefore, second-year students must enroll in at least 12 and no more than 18 credits each semester of their second year. To meet federal requirements, they also must register for at least one course during each quarter.

Students who wish to enroll outside of these bounds must petition the Associate Dean of the Residential Program. Such petitions are normally granted only for exceptional circumstances beyond the student's control.

3. Management Science Specialization

Students have an option to declare a specialization in management science. To earn this credential, a student needs to complete eight electives (12 credits) from an approved list of electives. This listing will be updated annually to reflect changes in the overall offerings.

4. Internship requirement

In addition to the knowledge acquired through formal coursework, the MBA requires students to have an opportunity to apply the insights gained through completion of the core curriculum. Students are required to have an internship or other experience that allows them to demonstrate this ability. Generally, students will complete this experience at the end of the first year.

Upon completion of this experience, students will submit an internship experience assignment to the Career Center. This will provide a mechanism for students to reflect on the internship experience and the effect of their coursework on their performance.

In some circumstances, students can request the opportunity to complete a special project in place of an internship. Examples of these situations include students who are unable to obtain an internship, students who are sponsored by a company, or students who are starting a venture. As appropriate, the Associate Dean for MBA Programs will approve projects and other experiences that can fulfil this requirement.

D. MBA ELECTIVES

1. Categories of Electives

There are three types of electives that can be offered in the Full-Time and Executive Format Programs: ***Program Electives***, ***Directed Studies***, and ***Independent Studies***. Program electives represent the most enduring and essential offerings and are open to all students through the bidding process. Directed Studies and Independent Studies provide opportunities for students to obtain more customized and specialized learning experiences in more intimate settings.

The electives and their descriptions are maintained by the Darden School Registrar and can be found online at the course directory.

a. Program Electives

Program electives constitute the core of the School's elective offerings. They are expected to be offered on a regular basis and are open to all students through the bidding process.

b. Directed Studies

Directed Studies offer learning opportunities that are not available as Program Electives. The objectives of these courses will normally include one or more specific learning themes: exposing students to emerging issues, exploring current issues, or extending studies beyond the MBA courses regularly offered in a field. Directed Studies are not approved on a permanent basis.

Directed Studies provide faculty with an opportunity to design courses with smaller enrollments. These courses might take place in a seminar setting or require intensive field-based experiences. Grades are expected to be significantly based on written evidence of student accomplishment.

c. Independent Studies

Independent Studies provide an opportunity for a faculty member to offer a one-time learning experience for an individual student or a small group of students. Electives in this category allow the student(s) to focus deeply on a specialized topic, address a specific challenge facing a firm, or learn from developing a venture.

Independent Studies are not part of the standard bidding and registration process.

A broad set of experiences qualify as an Independent Study, including:

- *Case Development*
- *Research Projects*
- *Consulting Projects*

- *Venturing Projects*

The relevant program committee will define acceptable standards for each of type of Independent Study. It will also make examples of good projects available to students and faculty.

2. Criteria for Electives

All electives are expected to meet the following criteria:

- The course objectives and content are consistent with the objectives of the SY Program.
- The course pedagogy and delivery, including teaching materials, are effective in achieving the objectives of the course.
- Student performance, evaluation, grading, and feedback standards are consistent with standards for the School as a whole.

3. Approval of Electives

a. Program Electives

New program electives need to be approved by the program committee where the elective will first be taught. Faculty members will have an opportunity to provide input on proposed new electives. Program electives receive initial approval by the faculty for a three-year term. At the end of this trial period, the program committee can vote to approve the elective as a permanent Program Elective. If an elective is not offered for three consecutive years, this permanent approval expires. If a faculty member wants to offer it again, the course needs to go through the regular approval process.

Any faculty member wishing to propose a program elective must first obtain the consent of the area in which the proposed course is to be offered and of the Senior Associate Dean for Faculty and Research. Courses not in a particular area must have the endorsement of the respective Program Dean. Information required to initially propose an elective to the faculty for approval include:

- Title and catalog description
- Statement of objectives
- General description of the content of the course and objectives
- Statement of the relationship of the proposed course and other topics covered in the Darden School curriculum (if any)
- Syllabus, including a description of anticipated instructional methodologies, teaching materials, class schedule, student-performance standards, and grading approach.

For courses seeking to become a permanent part of the curriculum, in addition to the above materials, the following should be included:

- Most recent course syllabus (or syllabus for upcoming year if different)
- Course outline (if not included in syllabus)
- History of enrollment and grading
- Student evaluation scores of the course.

b. Directed Studies

Directed Studies are approved by the respective program committee for four years. Once this time expires, Directed Studies may be reapproved by the relevant committee so long as they remain relevant and contribute to the objectives of the curriculum. There is no limit on the number of times a Directed Study may be reapproved.

Any faculty member wishing to propose a Directed Study must first obtain the consent of the area in which the proposed course is to be offered and of the Senior Associate Dean for Faculty and Research. Courses not in a particular area must have the endorsement of the respective Program Dean. The following documentation must then be provided to the respective Program Committee for subsequent approval:

- Title and catalog description
- Statement of objectives
- General description of the content of the course and objectives
- Statement of the relationship of the proposed course and other topics covered in the Darden School curriculum (if any)
- Syllabus, including a description of anticipated instructional methodologies, teaching materials, class schedule, student-performance standards, and grading approach
- Special administrative aspects of the Directed Studies elective, (e.g., students registering for the elective must obtain written consent of the instructor)
- If applicable, an explanation of why the course requires student applications and a specification of how students will be selected.

While it may be desirable to have students apply for a course, this desire needs to be balanced with broad fairness to all students. The respective Program Committee will take both considerations into account when deciding whether to allow student applications. The intent is to limit the supply of these courses.

c. Independent Studies

Students may enroll in any type of Independent Study with the approval of the sponsoring faculty member and the respective Program Dean.

4. Responsibilities for Electives

The Senior Associate Deans for degree programs in coordination with the Senior Associate Dean for Faculty and Research and the Area Coordinators are responsible for planning and coordinating the elective offerings each year in the degree programs. Electives that are offered need to represent a balance of courses that are essential for our students, that respond to specialized student interests, and that leverage faculty talent.

5. Planning Elective Course Offerings for the Following Academic Year

The Associate Deans, the Assistant Deans, and the Senior Associate Dean for Faculty and Research will confer with the Area Coordinators to propose a mix of electives to be offered the following academic year. This proposal will be informed by enrollment trends for existing electives, student requests for new electives, and new electives that faculty wish to offer. The proposal will then be sent to the Strategy Committee for review to ensure coordination across the program formats and an appropriate mix of electives.

The Senior Associate Dean for Faculty and Research will make a final determination of courses that will be offered in order to balance overall faculty workload.

E. THE EXECUTIVE MBA FORMAT

1. The Core Course Curriculum of the Executive MBA

The required curriculum is a cornerstone and hallmark of the MBA Program.

The Core Course Curriculum of the Executive MBA at the Darden School is designed and delivered in accordance with the School's mission of producing action-oriented graduates through the use of student-centered learning and an integrated and innovative curriculum.

a. Purpose

The purpose of the Core Course Curriculum is to equip students with the foundational skills, judgment, and inspiration necessary to lead a global business.

b. Vision

Each student will complete the Core Course Curriculum with confidence that they have mastered the fundamentals of leading a successful global business. The Darden School's Core Course Curriculum in the Executive Format Program will be recognized as occupying a permanent place among the top 10 core-curriculum programs in the world.

c. Values

The Core Course Curriculum endorses, employs, and seeks to model the core values of the School:

- Action orientation
- Global and enterprise perspectives
- Leadership imbued with integrity, vision, judgment, determination, and social responsibility
- Outstanding, current, student-centered teaching
- Integrated and innovative curriculum and course materials
- Supportive and equitable learning climate
- Mutually strengthening partnerships

d. Strategy

The Core Course Curriculum seeks to accomplish its vision through excellence in its curriculum content, a collaborative learning environment, and unsurpassed teaching effectiveness.

1. Core Course Curriculum Content

    - Focusing on the fundamentals of business management
    - Valuing integration across disciplines
    - Using contemporary issues, problems, and processes as the basis for class discussion and relating them to the students' current work environment
    - Teaching the analytical frameworks and methods of analysis useful in reaching economically sound and socially responsible business decisions
    - Emphasizing global, enterprise, and leadership perspectives and stressing effective written and oral communication skills throughout the curriculum
    - Continuously reviewing and renewing the content of the curriculum for currency and exigency

2. Learning Environment

    - Assigning all students to learning teams so they can become effective and valued team members
    - Assigning students to sections that remain intact for at least two contiguous quarters
    - Grading classroom contribution as a significant proportion of the final grade in all courses

- Requiring on-time attendance, preparation, and participation to develop professional maturity and decisiveness
- Emphasizing the quality of the learning environment by assigning term faculty leaders.

3. Teaching Effectiveness

- Modeling and promoting integrity and enthusiasm as essential characteristics of business leadership
- Hiring and rewarding faculty committed to teaching excellence, course leadership, and materials development
- Encouraging faculty team meetings to strengthen class delivery and share teaching skills and techniques
- Conducting periodic teaching-development seminars to hone the instructors' craft

e. Core Course Requirements and Courses

The Executive MBA's core curriculum requires 25.5 credit hours of coursework. Twenty-eight session courses receive 3 credit hours; 14 session courses receive 1.5 credit hours. The Core Course Curriculum for the Executive MBA will be designed and delivered based on the Full-Time Format of the FY Program core course descriptions presented in the Registrar's course directory.

f. Class-Session Allocations and Credit Hours by Course

The core curriculum will have 10 content areas with the credit hours as specified below. Normally, the core-course class-session allocation for each content area will be as follows:

Core Courses	Class Sessions	Credit Hours
Accounting for Managers	28	3.0
Global Economies and Markets	28	3.0
Business Ethics	14	1.5
Financial Management and Policies	28	3.0
Leadership Communication	14	1.5
Marketing	28	3.0
Operations Management	28	3.0
Leading Organizations	28	3.0
Decision Analysis	28	3.0
Strategic Thinking and Action	14	1.5
	238	25.5

The Executive MBA Program Committee is charged with the responsibility for planning and delivering the core courses deemed necessary to attain the core program vision stated in Section II-E-1-b.

2. Other Required Courses in the Executive MBA

Other Required Courses in the Executive MBA (see the Registrar's course directory for full descriptions) include:

Other Required Courses	Credit Hours
Business Fundamentals	1.5
Leadership Residencies	6
Global Residency	1.5
Experiential Learning	6
Professional Advancement	1.5
	16.5

3. Electives in the Executive MBA Program

a. Objectives

The overarching objective of the electives curriculum for the MBA Program (Full-Time Format and Executive Format) is to reinforce the mission of the School as captured in its Mission Statement.

The following are the specific objectives of the electives curriculum of the Executive Format:

- Enable students to pursue several areas of interest in greater depth;
- Offer an innovative, relevant, leading-edge MBA elective curriculum; and
- Foster the exploration of ideas, concepts, and themes that prepare students for lifelong learning and continued professional development.

b. Electives Course Requirements

The electives curriculum in the Executive MBA requires 16.5 credit hours of coursework. SY students in the Full-Time Program will be permitted to enroll in any electives offered in the Executive MBA on a space-available basis with permission of the faculty member teaching the course. Students in the Executive MBA Program will be permitted to enroll in an SY Full-Time Program or Part-Time electives on a space-available basis with permission of the faculty member teaching the course.

c. Electives to Be Listed as Approved Electives in Executive Format Program

The Professional MBA Program Committee may offer in the Executive MBA any elective approved by the faculty for the Full-Time MBA Program provided the course name, objectives, and description remain the same as for the Full-Time MBA course and that the Senior Associate Dean for Faculty and Research approves the staffing.

New electives and Directed Studies must be brought to the faculty or otherwise approved using procedures specified for the Full-Time MBA and have the endorsement of the Executive MBA Program Committee.

F. THE PART-TIME MBA FORMAT

1. The Core Course Curriculum of the Part-Time MBA

The required curriculum is a cornerstone and hallmark of the MBA Program.

The Core Course Curriculum of the Part-Time MBA at the Darden School is designed and delivered in accordance with the School's mission of producing action-oriented graduates through the use of student-centered learning and an integrated and innovative curriculum.

a. Purpose

The purpose of the Core Course Curriculum is to equip students with the foundational skills, judgment, and inspiration necessary to lead a global business.

b. Vision

Each student will complete the Core Course Curriculum with confidence that they have mastered the fundamentals of leading a successful global business. The Darden School's Core Course Curriculum in the Part-Ttime Format Program will be recognized as occupying a permanent place among the top 10 core-curriculum programs in the world.

c. Values

The Core Course Curriculum endorses, employs, and seeks to model the core values of the School:

- Action orientation
- Global and enterprise perspectives
- Leadership imbued with integrity, vision, judgment, determination, and social responsibility
- Outstanding, current, student-centered teaching

- Integrated and innovative curriculum and course materials
- Supportive and equitable learning climate
- Mutually strengthening partnerships

d. Strategy

The Core Course Curriculum seeks to accomplish its vision through excellence in its curriculum content, a collaborative learning environment, and unsurpassed teaching effectiveness.

4. Core Course Curriculum Content

    - Focusing on the fundamentals of business management
    - Valuing integration across disciplines
    - Using contemporary issues, problems, and processes as the basis for class discussion and relating them to the students' current work environment
    - Teaching the analytical frameworks and methods of analysis useful in reaching economically sound and socially responsible business decisions
    - Emphasizing global, enterprise, and leadership perspectives and stressing effective written and oral communication skills throughout the curriculum
    - Continuously reviewing and renewing the content of the curriculum for currency and exigency

5. Learning Environment

    - Assigning all students to learning teams so they can become effective and valued team members.
    - Grading classroom contribution as a significant proportion of the final grade in all courses
    - Requiring on-time attendance, preparation, and participation to develop professional maturity and decisiveness.
    - Emphasizing the quality of the learning environment by assigning term faculty leaders.

6. Teaching Effectiveness

    - Modeling and promoting integrity and enthusiasm as essential characteristics of business leadership.
    - Hiring and rewarding faculty committed to teaching excellence, course leadership, and materials development.

- Encouraging faculty team meetings to strengthen class delivery and share teaching skills and techniques.
- Conducting periodic teaching-development seminars to hone the instructors' craft.

e. Core Course Requirements and Courses

The Part-Time MBA's core curriculum requires 25.5 credit hours of coursework. Twenty-eight session courses receive 3 credit hours; 14 session courses receive 1.5 credit hours. The Core Course Curriculum for the Part-Time MBA will be designed and delivered based on the Full-Time Format of the FY Program core course descriptions presented in the Registrar's course directory.

f. Class-Session Allocations and Credit Hours by Course

The core curriculum will have 10 content areas with the credit hours as specified below. Normally, the core-course class-session allocation for each content area will be as follows:

Core Courses	Class Sessions	Credit Hours
Accounting for Managers	28	3.0
Global Economies and Markets	28	3.0
Business Ethics	14	1.5
Financial Management and Policies	28	3.0
Leadership Communication	14	1.5
Marketing	28	3.0
Operations Management	28	3.0
Leading Organizations	28	3.0
Decision Analysis	28	3.0
Strategic Thinking and Action	14	1.5
	238	25.5

The Professional MBA Program Committee is charged with the responsibility for planning and delivering the core courses deemed necessary to attain the core program vision stated in Section II-E-1-b.

2. Other Required Courses in the Part-Time MBA

Other Required Courses in the Part-Time MBA (see the Registrar's course directory for full descriptions) include:

Other Required Courses	Credit Hours
Business Fundamentals	1.5
Leadership Residencies	6

Professional Advancement	1.5
	9

3. Electives in the Part-Time MBA Program

a. Objectives

The overarching objective of the electives curriculum for the MBA Program (Full-Time, Executive and Part-Time Formats) is to reinforce the mission of the School as captured in its Mission Statement.

The following are the specific objectives of the electives curriculum of the Part-Time Format:

- Enable students to pursue several areas of interest in greater depth;
- Offer an innovative, relevant, leading-edge MBA elective curriculum; and
- Foster the exploration of ideas, concepts, and themes that prepare students for lifelong learning and continued professional development.

b. Electives Course Requirements

The electives curriculum in the Part-Time MBA requires twenty- four credit hours of coursework. SY students in the Full-Time Program and students in the Executive MBA format will be permitted to enroll in any electives offered in the Part-Time MBA on a space-available basis with permission of the faculty member teaching the course. Students in the Part-Time MBA Program will be permitted to enroll in an SY Full-Time Program elective or an Executive Format elective on a space-available basis with permission of the faculty member teaching the course.

c. Electives to Be Listed as Approved Electives in Part-Time Format Program

The Professional MBA Program Committee may offer in the Part-Time MBA any elective approved by the faculty for the Full-Time or Executive MBA Programs provided the course name, objectives, and description remain the same and that the Senior Associate Dean for Faculty and Research approves the staffing.

New electives and Directed Studies must be brought to the faculty or otherwise approved using procedures specified for the Full-Time MBA and have the endorsement of the Professional MBA Program Committee.

G. DUAL-DEGREE PROGRAMS

1. Objective

Dual-Degree Programs are offered by the Darden School in connection with other schools and departments at the University of Virginia and selected other universities. For people who show high promise to act with determination, judgment, and integrity in increasingly responsible positions of leadership in the world of practical affairs, these programs are designed to enhance the educational experience beyond that which could be achieved if the two degrees were taken independently. Each Dual-Degree Program is a unique program with significant and identifiable synergies that the two degrees taken independently would not offer. Unless noted otherwise, the Dual-Degree Programs are only available in combination with the Full-Time MBA Program.

2. Admissions

For all Dual-Degree Programs except the MBA/PhD, students must first be admitted to the Darden School and the appropriate graduate school or department through the normal admission processes. Admission to both programs should be simultaneous or occur during the student's first year at the Darden School. (See Section III for admission requirements for the MBA/PhD program.) Once the student is admitted to both programs, the student must be accepted for the Dual-Degree Program by the Dual-Degree Program's program committee. Admission to a Dual-Degree Program should be prior to matriculation or no later than during the student's first year at the Darden School.

3. Curriculum Requirements

Students in dual programs within the University must complete the Darden School FY Program and 21 hours of electives (instead of the normal 28.5 hours). Other curriculum requirements are noted in the individual dual-program descriptions.

Receipt of the MBA degree is contingent on receipt of the respective non-MBA degree. In the dual MBA/PhD program, however, the faculty will award the MBA degree to a student who has completed all requirements for the MBA Program.

4. Grading Standards

Candidates for dual degrees must satisfy the grading standards of the appropriate school or department granting the non-MBA degree as well as the Darden School grading standards.

5. Transfer to a Single-Degree Program

At any point in the program, the student will be allowed to terminate plans for a dual degree and continue toward a single degree at either school or department. The student will then be

obligated to satisfy the normal requirements of the appropriate program, which may include credit for some of the work done in the other program, as determined by the appropriate officials of the school or department in question.

6. MBA/JD

The program is administered by the MBA/JD Program Committee—one member of the Law School faculty and one member of the Darden School faculty, as designated by the respective Deans. The responsibilities of these faculty members extend to admission to the program, development of curricula for the students involved, resolution of problems that may arise, reconciliation of course and examination conflicts, promotion of joint offerings by the two schools where that seems feasible, etc.

Once admitted independently to the two schools, the student may then apply to the MBA/JD Program Committee for admission to the dual program. Entrance into the dual program is not guaranteed by virtue of acceptance at both schools but will be judged according to criteria that are the responsibility of the MBA/JD Program Committee to develop. A student who has been admitted to the program will generally be allowed to elect whether to start in the Law School or at the Darden School. The student will then spend the second year in the program as a regular FY student in the other school.

Students will not be admitted to the program after beginning their third year at the Law School unless a feasible plan of study can be demonstrated by the student and approved by Registrars of the Darden School and the School of Law at the time of acceptance.

The first years of each program are followed by two years of courses taken from the curricula of the two schools and, in appropriate cases, from other graduate offerings at the University. In the third and fourth years, students normally take 10.5 credits in one year and 12 credits in the other in the Darden School, and 20 credits each year in the Law School. Credits not necessary to fulfill the obligation to take required courses will be elective hours and can be chosen from the law and business curricula after consultation with the MBA/JD Program Committee. Non-Darden courses are not acceptable without explicit permission from Darden's MBA/JD faculty adviser.

7. MBA/MA in East Asian Studies

Students are admitted to the program by the MBA/MA/East Asian Studies Program Committee, composed of representatives of the Darden School and the GSAS, appointed by their respective Deans.

The program will take three academic years and two summers to complete. It should start in August to allow participants to graduate with their classmates in May and to give them the advantage of the Darden School career development process. Summers will be spent in language training if necessary. The summer and fall semester of the third year will be spent

in a field internship in an East Asian location. The primary purpose of the internship is to improve students' language skills, but it is also intended to give them exposure to the Asian country's business practices.

8. MBA/MA in Government or Foreign Affairs

The program is directed, and participating students are advised by, the MBA/MA in Government or Foreign Affairs Program Committee, consisting of one faculty member designated by the Dean of the Darden School and one by the chairman of the Department of Government and Foreign Affairs.

9. MBA/MEd

The MBA/MEd Program is designed to accommodate the interests of students who desire to be leaders in innovative education reform. This Dual-Degree Program combines signature features of both the Curry School and Darden School to develop innovative, principled, and practical leaders in the world of education reform.

Prospective students must be accepted at both schools in order to participate in the Dual-Degree program. Application to one school may also be made prior to entrance in the other or while the applicant is an FY student in the other school. This path, however, would lengthen the course of study to obtain the dual degree beyond the two-year ideal.

Teaching experience is not required for admission, although admission preference will be given to candidates who can demonstrate professional experience in education.

Depending on work experience, students may participate in either MBA format.

a. Full-Time MBA/MEd Format

Students begin coursework at Curry during the first summer. Students then continue in the first fall and spring at the Darden School, completing the Darden required FY Program. During the second summer, students would be enrolled at the Curry School. Students may also participate during this same summer in an internship. During the fall and spring of their second year, students would be enrolled at the Darden School while taking their remaining coursework in both schools. If a student is admitted into the Dual-Degree program after beginning coursework in either school, the course of study will likely take longer to complete.

b. Executive MBA/MEd Format

In the Executive Format, students begin coursework at Curry during their first summer. Students then complete coursework at Darden and Curry in parallel during the entire two-year program. During this time, students should also either work part-time or participate in a part-time internship. If a student is admitted into the Dual-Degree program after beginning coursework in either school, the course of study will likely take longer.

Regardless of which MBA format a student enrolls in, at the conclusion of the MBA/MEd program, students will have earned a minimum of 52.5 credits from the Darden School and a minimum of 30 credits from the Curry school. Students who complete all coursework to the satisfaction of each respective school will be awarded two degrees—the MBA and the MEd in Administration and Supervision.

10. MBA/ME

The MBA/ME Program is directed, and participating students are advised by, the MBA/ME Program Committee, consisting of one faculty member designated by the Dean of the Darden School and one by the Dean of the School of Engineering and Applied Science (SEAS).

11. MBA/MD

The objective of the MBA/MD Dual-Degree Program is to educate a small number of students who will become national leaders in innovation and entrepreneurship in the health care sector, ranging from the development and diffusion of new products to the management of health care delivery systems. Students who combine their MBA and MD degrees will have the opportunity to work with faculty from the Darden School and the School of Medicine (SOM) to focus on the management of health-care-related businesses and models for addressing health. Foci can include health care delivery systems, biotechnology, medical devices, translational research, health policy, and regulation.

The MBA/MD Program will be administered by one member of the Darden faculty and one member of the SOM faculty, as designated by the respective Deans of each school. The responsibilities of these faculty members consist of development and application of admission criteria to the dual program, coordination of the curricula for the students, resolution of problems that arise, reconciliation of course and examination conflicts, and promotion of dual offerings by the two schools where that is desired. The two faculty members will constitute the MBA/MD Program Committee.

Medical students in their third year can apply and must be admitted to the Darden School through the normal admissions process. Medical students must complete all requirements for the MD degree and 52.5 credit hours of coursework in the Darden School, including the entire FY Program. The combined degree will generally require five years, including summers, to complete.

Students in this program will be expected to use their elective courses to develop depth in areas that reflect their dual-degree educational objectives and career interests.

Each student will submit to the MBA/MD Program Committee a program of study that outlines how the degree requirements of each school will be met. The student must also present a rationale regarding how their dual-degree educational objective will be achieved with the planned set and sequence of courses.

12. MBA/MPH

The objective of the MBA/Master of Public Health (MPH) Dual-Degree Program is to educate a small number of students who will become national leaders in innovation and entrepreneurship in the health care sector, ranging from the development and diffusion of new products to the management of health care delivery systems. Students who combine their MBA and MPH degrees will have the opportunity to work with faculty from the Darden School, the Department of Public Health Sciences, and the School of Medicine to focus on the management of health-care-related businesses and models for addressing health. Foci can include health care delivery systems, biotechnology, medical devices, translational research, health policy, and regulation.

The MBA/MPH Program will be administered by one member of the Darden School faculty and one member of the GSAS, Department of Public Health Sciences faculty, as designated by the respective Deans of each school. The responsibilities of these faculty members consist of development and application of admission criteria to the dual program, coordination of the curricula for the students, resolution of problems that arise, reconciliation of course and examination conflicts, and promotion of dual offerings by the two schools where that is desired. The two faculty members will constitute the MBA/MPH Program Committee.

Students must first be admitted to the Darden School and the MPH program through their normal admission processes. Once the student is admitted to both programs, the student must be accepted for the Dual-Degree Program by the Dual-Degree Program's program committee. Admission to a Dual-Degree Program should occur prior to matriculation.

MPH students must complete all requirements for the MPH degree and 52.5 credit hours of coursework in the Darden School, including the entire FY Program. The combined degree will generally require three years, including two summers, to complete.

Students in this program will be expected to use their elective courses to develop depth in areas that reflect their dual-degree educational objectives and career interests.

Each student will submit to the MBA/MPH Program Committee a program of study that outlines how the degree requirements of each school will be met. The student must also present a rationale regarding how their dual-degree educational objective will be achieved with the planned set and sequence of courses.

13. MSN/MBA

The objective of the Master of Nursing (MSN)/M BA Dual-Degree Program is to provide a unique educational experience to specially qualified individuals capable of leadership and innovation in health care organizations and delivery systems.

The MSN/MBA Program will be administered by one member of the Darden School faculty and one member of the School of Nursing faculty, as designated by the respective Deans of each school. The responsibilities of these faculty members consist of development and

application of admission criteria to the dual program, coordination of the curricula for the students, resolution of problems that arise, reconciliation of course and examination conflicts, and promotion of dual offerings by the two schools where that is desired. The two faculty members will constitute the MSN/MBA Program Committee.

Students in the MSN/MBA Program will be required to complete 24 hours of coursework in the School of Nursing and 52.5 hours of coursework in the Darden School.

The combined degree will generally require five semesters plus one summer (depending on the administrative residency project) and can be obtained in approximately one semester less time than the two degrees obtained separately.

Students in this program will be expected to use their elective courses to develop depth in areas that reflect their dual-degree educational objectives and career interests.

Each student will submit to the MSN/MBA Program Committee a program of study that outlines how the degree requirements of each school will be met. The student must also present a rationale regarding how the dual-degree educational objective will be achieved with the planned set and sequence of courses.

A jointly supervised directed field project or practicum will be designed to place the student in a general line-management setting of a health care organization to carry out a project that could not normally be approached and effectively completed by a student enrolled and pursuing non-coordinated, independent projects in the two schools.

14. MBA/MPP

The Darden School and the Frank Batten School of Leadership and Public Policy at the University of Virginia offer the MBA/MPP dual degree. The program consists of the complete FY Program of each school, followed by one year of coursework taken from the curricula of the two schools. This coursework includes, in appropriate cases, courses from other graduate offerings at the University. Under no circumstances will a dual-degree student be permitted to complete the program in fewer than three years (six semesters) of coursework. Visit the Batten School's MBA/MPP degree page for further details.

15. MBA/MSDS

The dual MBA/Masters in Data Science (MSDS) degree is designed to educate students interested in pursuing careers at the intersection of data analytics, big data, technology, and business administration. Students pursuing this degree will obtain skills in business administration as well as quantitative skills in computer programing, data wrangling, analytics, and machine learning. Students with these skills will improve their chances of pursuing careers in digital technology–focused firms, or lead efforts in developing the digital strategy of traditional industries.

The MBA/MSDS Program will be administered by one member of the Darden School faculty and one member of the Data Science Institute (DSI), as designated by the respective Deans of the Darden School and the Director of DSI. The responsibilities of these faculty members consist of development and application of admission criteria to the dual program, coordination of the curricula for the students, resolution of problems that arise, reconciliation of course and examination conflicts, and promotion of dual offerings by the two schools where that is desired. The two faculty members will constitute the MBA/MSDS Program Committee.

Students must first be admitted to the Darden School and the MSDS program through the normal admission processes. Once the student is admitted to both programs, the student must be accepted for the Dual-Degree Program by the Dual-Degree Program Committee. Admission to a Dual-Degree Program should occur prior to matriculation.

MSDS students must complete 29 credit hours for the MSDS degree and 52.5 credit hours of coursework in the Darden School, including the entire FY Program. The combined degree will require two years, including two summers, to complete.

Students in this program will be expected to use their elective courses to develop depth in areas that reflect their dual-degree educational objectives and career interests.

16. MBA/MA

The Darden School and the Paul H. Nitze School of Advanced International Studies (SAIS) at Johns Hopkins University (Hopkins) offer the MBA/MA dual degree. The dual degree is offered for students who want to focus on international relations with a strong grounding in business leadership.

Students enrolled in this program will complete 45 credits (including the required FY curriculum at Darden) and apply 15 credits from coursework completed at Hopkins toward the MBA.

Hopkins will provide a reciprocal agreement of applying Darden credits toward the MA. Students can complete the dual degree in three years, instead of the four years if the degrees were completed sequentially.

17. MBA/PhD

The dual MBA/PhD Program is administered by the Director of the Doctoral Program. The program combines the content of both degrees in a schedule that shortens by one year the time normally required to complete the two separate degrees (see Section III).

18. Procedures for Proposing New Dual-Degree Programs

Dual-Degree Programs provide a unique opportunity for the Darden School to attract unusual students, capitalize on those students in the ongoing educational experience of all Darden's students, and produce graduates with extraordinary talents and a unique perspective who will move themselves to positions of leadership in the world of commerce.

To enhance the possibilities for these programs, the MBA Strategy Committee has established a procedure for exploring and proposing new Dual-Degree Programs between the Darden School and other schools and departments at the University of Virginia. The procedure consists of two steps: (1) initial proposals for dual-program explorations, and (2) final proposals for Dual-Degree Programs.

The first step for a member of the Darden School faculty interested in exploring a new Dual-Degree Program is to bring to the MBA Strategy Committee a proposal for exploration. This proposal should provide a brief description of how this Dual-Degree Program would accomplish the following:

- Bring people to the Darden School who otherwise might not consider Darden an opportunity and, because of their special educational interests, will make a unique contribution to the Darden School's educational experience and will assume positions of extraordinary leadership in the world of commerce;
- Allow high-potential individuals to contribute while at the Darden School and in their professional lives in ways that the two independent educational experiences would not; and
- Be not merely a time-shortened replacement for two independent degrees. That is, significant and identifiable synergies should exist between the two programs and their requirements so that a dual program can be completed in less time than the two programs would take sequentially and will also be better than the separate programs.

The MBA Strategy Committee will report all such proposals to the faculty. The Dean will appoint an ad hoc committee to explore the proposed Dual-Degree Program.

The ad hoc committee may bring a formal proposal to establish a new Dual-Degree Program to the MBA Strategy Committee. The proposal should provide *details* about how the Dual-Degree Program would fulfill the requirements outlined in the proposal for exploration.

This formal proposal should also include:

- The time needed for the degree.
- Specific synergies that will exist between the two programs that allow the program to be shorter than obtaining the two degrees independently and provide a unique educational experience that could not be gained by taking the two programs independently; and
- Detailed characteristics a graduate of the Dual-Degree Program would have that a graduate of the two programs separately would not have, and a statement of how these characteristics fit with the mission of the Darden School.

Approved Dual-Degree proposals need to be submitted to the University for review consistent with the University's Institutional Accreditation policy.

H. INTERNATIONAL EXCHANGE PROGRAMS

1. Objectives and Governing Policies

International Exchange Programs provide an opportunity for Darden School students to spend a portion of their program at an institution abroad. This opportunity allows students to have a substantive residential experience abroad while being exposed to another academic and cultural environment. Such programs also bring exchange students to the Darden School to enrich the experience for Darden students in residence. A goal for such programs is to foster interaction between Darden and the partner institution. International Exchange Programs are open to students in the Full-Time Format Program

Initial approval of such programs shall be by faculty vote. On behalf of the faculty, the MBA Strategy Committee will screen potential partner institutions and bring proposals to the faculty. The MBA Strategy Committee will look at the quality of the institution, the geographical distribution of institutions participating in any existing exchange programs, and the scale of activity in exchange programs in terms of its effect on the Darden MBA Program. The Executive Director of the Darden Center for Global Initiatives (CGI) will be in charge of administering any approved programs, including selection of student participants. All prospective Memoranda of Understanding (MOUs) and Exchange Agreements with international partner schools must be reviewed and executed through the University's Provost Office and the Darden School's Director of Enterprise Compliance. Termination of any exchange agreements will be recommended by the Executive Director of CGI to the Senior Associate Dean for MBA Programs and the MBA Strategy Committee for consideration and authorization.

Approved exchange programs are listed on the Darden MBA website.

2. Responsibilities for Administering International Exchange Programs

The responsibilities for administering International Exchange Programs are designated by the Dean and Senior Associate Dean for MBA Programs to the Executive Director of the CGI or their designee. The key tasks for administering the exchange program include the following:

- Managing the International Exchange Programs and maintaining a balanced student-exchange ratio with partner institutions
- Encouraging and facilitating faculty exchanges with partner institutions

The Executive Director of CGI will visit the Darden School's international partner schools on a regular basis. They will build and maintain relationships with businesses in each of the regions of the School's partner schools.

3. Course Credits for International Exchange Programs

For Darden School students in approved International Exchange Programs, credits for elective courses taken at the partner institution are offered under the following conditions:

- The course has been approved by the Associate Dean of the MBA Program or relevant Area Coordinator acting on behalf of the MBA Program Committee as a reviewer of the course. The reviewer shall require that the course be a graduate-level offering that relates to or enhances the Darden MBA Program. Using Darden School elective courses as the standard, the reviewer shall determine the credit hours allowed for such course. Students must satisfactorily complete the course according to the standards of the partner institution. The reviewer shall determine whether any grade received is equivalent to less than a 2.7on a Darden scale and report such determinations to the ASC.
- No more than 15 credit hours will be given for courses taken outside the Darden School (other University of Virginia courses outside the Darden School will count toward the 15-credit-hour maximum).
- Students are required to take the minimum number of program electives of Darden School electives.

I. STANDARDS

1. Grade Categories and University Letter Grades

The Darden School faculty values feedback as a fundamental component of the education process. The faculty considers grades to be a critical means of providing performance feedback to students. The School recognizes the following grade categories (See the Graduate Record for the official language regarding grades.

Distinguished Performance	DP
High Performance	HP
Standard Performance	SP
Low Performance	LP
Unsatisfactory Performance	UP
Remediated Fail	RF
Fail/No Credit	F

The following grade categories are recognized only for designated Executive MBA, Part-Time MBA and PhD courses:

Satisfactory	S
Unsatisfactory	U

Unless otherwise approved, students in the residential MBA format are not allowed to take courses for credit/no-credit.

The grade categories HP, SP, and LP are relative performance indicators, and as such, they depend on how other students in the class perform. The DP, UP, and F grades are based on absolute performance standards in every course; therefore, faculty are not required to award DP, UP, or F grades. The UP grade is assigned to a student who has demonstrated an unsatisfactory level of understanding in a course. The F grade is assigned to a student who has demonstrated little or no understanding of the course content or the application thereof. The RF grade is assigned to a student who has failed a required course and passed a makeup exam with a grade of LP or better. A grade of S is inclusive of all the grade categories above UP. A U grade includes Unsatisfactory Performance (UP) and Fail (F) and is treated for ASC purposes as a UP grade. The UP and F and RF grades are potentially associated with ASC consequences as discussed below.

2. Statement of Standards for a Darden School MBA Degree

The Darden School requires minimum performance standards for its students to graduate with an MBA degree. If a student does not meet these minimum performance standards, an automatic dismissal from the Darden School results and the student must petition for readmission. All performance standards are determined by the faculty and are based on ASC points.

a. ASC Points

All minimum performance standards are evaluated and enforced on the basis of ASC points. Students receive ASC points when they earn a UP or F as a grade of record in a course. ASC points are computed by multiplying the credit hours of the course by the weight assigned to the grade. A UP has a weight of 1 while an F and RF has a weight of 2. For example, ASC points by course credit hours are as follows:

	0.5 credit hours	1.5 credit hours	3.0 credit hours
Unsatisfactory Performance	0.5 ASC points	1.5 ASC points	3.0 ASC points
Fail/Remediated Fail	1.0 ASC points	3.0 ASC points	6.0 ASC points

b. Mid-Degree Requirement

The Darden School has a mid-degree minimum performance standard that is evaluated by the ASC at the midpoint in each program. Midpoint is defined as: end of Q4 for full-time, end of Q5 for Executive MBA and end of Q8 for Part time. The minimum mid-degree performance standard is not met when the student's ASC points are 15% or more of the total credit hours required for graduation. For example, if a student accumulates 9 or more ASC points (15% × 60 credit hours) upon completion of each grading period prior to and including the midpoint grading period as defined above for each program format in their program, they are in violation of the mid-degree requirements.

If a student does not meet the mid-degree requirement of their MBA program, automatic dismissal from the Darden School results. A student seeking readmission must petition the ASC in writing following the Academic Standard Appeal Process documents in Section 2(f). Dismissed students petitioning for readmission under this Section may continue in previously enrolled classes until their petition has been reviewed by the ASC. A student whose petition for readmission is declined by the ASC may appeal by submitting the same petition to the Darden School faculty for readmission.

Gh c. Graduation Requirement

The Darden School requires a minimum performance standard for its students to graduate with an MBA degree (i.e., the graduation requirement). The minimum performance standard to graduate is not met when the ASC points are 25% or more of the total credit hours required for graduation. For example, if the total number of credit hours required for graduation is 57, then students with 15 or more ASC points (25% × 57 credit hours) will be automatically dismissed from the Darden School.

If a student does not meet the graduation requirement of the Darden School at any point of their program, automatic dismissal from the Darden School results. A student seeking readmission must petition the ACS in writing following the Academic Standard Appeal process documented in Section 2(f).

d. Consequences of an F Grade of Record

Each MBA format has a set of required courses. The designation as a required course by an MBA format determines whether a makeup assignment is required for receiving an F as a grade of record.

Required courses

If a student receives an F as a grade of record in a required course, the student must satisfactorily complete a written makeup assignment. Students must receive a grade of Low Performance (LP) or better on the written makeup assignment to receive the credit hours for the required course. Upon passing the makeup assignment, the student will receive a grade of Remediated Fairl (RF).

Students who do not receive a grade of LP or better will be dismissed from the program, and they must petition the ASC in writing following the Academic Standard Appeal Process documented in Section 2(f0. Written makeup assignments will be given only for required courses.

The ASC will formally notify the student of the need for a makeup assignment. All required course instructors must stand ready to administer a makeup assignment to

any student receiving an F. The form and the date of the written makeup assignment is at the discretion of the Associate Dean for the respective program in conjunction with the course head. The assignment should cover material representative of the entire course for which the credit hours are attributable. This makeup requirement will be administered by the course head of the relevant course, who must inform the ASC and the Registrar of the outcome through written correspondence. If the course head advises the ASC that the makeup activity has been completed satisfactorily, the original F grade remains on the transcript, but the notation "Credit by Additional Work" is added to the transcript.

Non-required courses

Non-required courses are defined as any course that is not defined as a required course by the MBA programs. No makeup assignment is required for a student earning an F grade in a non-required course. Any exceptions are discussed below.

Exceptions to the consequences of an F grade of record for non-required courses

Electives in the Full-Time Program
Students are required to earn 3 credits of electives in their first year. Students who earn an F grade in an elective course will be required to make up these credits in their second year by taking an additional elective.

Faculty permission is required for students to retake the elective in which they received an F; however, the grade of F will remain on the transcript, but the notation "Credit by Additional Work" is added to the transcript.

e. Second dismissal

A second dismissal from the Darden School is permanent. Students dismissed a second time have no avenue for appeal, and may not return to the Darden School of the University of Virginia.

f. Academic Standard Appeal process

A student dismissed under the Statement of Standards for a Darden School MBA Degree is informed of their dismissal by the chair of the Academic Standards Committee (ASC) and is provided instructions regarding the petition for readmission process and the basis on which the ASC will evaluate a petition for readmission.

A student who is dismissed from the program may petition the ASC for readmission to the Darden School. A petition for readmission is made to the chair of the ASC in writing and must be submitted by the specified deadline in their notification letter. Dismissed students petitioning for readmission may continue in previously enrolled classes until their petition has been considered.
To approve a student petition for readmission, the Academic Standards Committee must find

satisfactory evidence regarding both of the following two requirements.

1. The student's poor academic performance is attributable to specific extenuating circumstances so that academic standards are not appropriate. The circumstances must be material (reasonably explains the magnitude of the specific academic outcomes), extraordinary (beyond the student's reasonable control and uncommon), and supported with appropriate documentation when feasible (e.g. documentation from a licensed medical practitioner).

2. The student provides a specific and feasible plan for remedying the circumstances that contributed to the poor academic performance. The ASC must determine that the plan gives the student a high chance of successfully completing the remainder of the MBA Program.

If the ASC accepts the petition for readmission, the student is immediately re-instated and continues in the Program. If the ASC denies the petition, the student may appeal to the Dean's office in writing indicating how the Academic Standards Committee did not follow this policy. If a written appeal is received by the Dean's office, the Senior Associate Dean who serves as a non-voting member of the Academic Standards Committee convenes an ad-hoc committee to examine the appeal. If the ad-hoc committee finds that the policy was followed, the initial ruling stands. If the ad-hoc committee finds that policy was not followed, the initial ruling is overturned, the student is immediately re-instated and continues in the program. The determination of the ad-hoc committee is final.

The chair of the ASC reserves the right to convene the voting faculty to evaluate the petition (in lieu of convening the ASC) if circumstances warrant. If the ASC or voting faculty accept the petition, the student is immediately re-instated and continues in the Program. If the ASC or voting faculty rejects the petition the decision is final. The student has no right to appeal.

3. Grading System Structural Elements and Descriptive Tables

The School recognizes that the grading system as specified below in the Grading System Descriptive Table will be followed in the MBA Program. The grade category distribution requirements are norms that have been accepted and endorsed by the faculty.

All faculty will be expected to adhere to this approach and the percentages shown below, unless they can explain and justify why this grading approach is inappropriate for their course. For example, such justification might pertain to pedagogy, course content, or class size. Faculty seeking an exception from the approach must obtain prior approval from the Dean's Office.

Faculty with valid reasons for not adopting the Full Distribution system will be required to adopt the Top-End Distribution grading system as shown below.

The recommended percentages for the six *grade categories and corresponding letter grades* DP, HP, SP, LP, UP, and F are tailored for the core and non-core courses as specified in the Grading System Descriptive Tables and described in Section II-H-1.

Core courses are determined by the MBA Program Committees, subject to the approval of the faculty. Courses designated as core courses must meet the Full Distribution requirements. Non-core courses must meet Top-End Distribution requirements.

Grades in all courses that meet or exceed the minimum enrollment limit established by the Dean's Office and are submitted to the Registrar must conform to the percentage values in the Grading System Descriptive Tables.

Course heads of courses with multiple sections that meet in the same term must submit grade forms in which the total grade distribution for the course meets the guidelines stated in the Structural Elements and Descriptive Table. Course heads are expected to ensure this compliance before submitting their grades.

Students have the option of reporting grades to recruiters.

The enforcement of the Darden School's recommended grading system will be the responsibility of the Dean's Office.

Grading System Descriptive Table for MBA Degrees*

<table>
<tr><th rowspan="2">Grade Category</th><th rowspan="2">University Letter Grade</th><th colspan="2">Core Course Grade Distribution: Full Distribution</th><th rowspan="2"></th><th colspan="2">Non-Core Course Grade Distribution: Top-End Distribution</th><th rowspan="2">University Letter Grade</th></tr>
<tr><th>Cumulative Minimum</th><th>Cumulative Maximum</th><th>Cumulative Minimum</th><th>Cumulative Maximum</th></tr>
<tr><td>Distinguished Performance</td><td>DP</td><td>0%</td><td>15%</td><td rowspan="6"></td><td>0%</td><td>25%</td><td>DP</td></tr>
<tr><td>High Performance</td><td>HP</td><td>20%</td><td>40%</td><td>20%</td><td>60%</td><td>HP</td></tr>
<tr><td>Standard Performance</td><td>SP</td><td>40%</td><td>90%</td><td rowspan="4">Minimum of 40% required for these categories combined</td><td rowspan="4">100%</td><td>SP</td></tr>
<tr><td>Low Performance</td><td>LP</td><td rowspan="3">Minimum of 10% required for these categories combined</td><td rowspan="3">100%</td><td>LP</td></tr>
<tr><td>Unsatisfactory Performance</td><td>UP</td><td>UP</td></tr>
<tr><td>Fail</td><td>F</td><td>F</td></tr>
</table>

For courses graded as Satisfactory/Unsatisfactory (S/U), U grades can represent 0%–15%, and S grades can represent 85%–100% of the grades awarded.

* These standards apply to a minimum class size of 25. For core classes with enrollment of less than 25, the grading distribution will follow the Top-End Distribution standards.

4. The Grade of Incomplete (IN)

The IN grade should be assigned and administered consistently with the following IN grade policy statement:

IN grade policy statement

From time to time, occasions arise that necessitate assigning a student a grade that falls outside the standard range. An IN grade implies that, for reasons known to the individual faculty member, the enrolled student has not completed their work at the end of the specified academic period.

The IN grade can only be assigned by the instructor teaching the course, only after the student has informed the instructor of the problem area, and only after the instructor has specifically reviewed in writing with the student the provisions under which the IN grade is granted.

An IN grade for a Residential MBA program student not resolved within 60 days from the ASC notification of the IN grade will automatically convert to an F grade. An IN grade for an Executive MBA or Part-Time program student not resolved within 30 days from the ASC notification of the IN grade will automatically convert to an F grade. Extensions of these deadlines may be granted only by the ASC Committee.

An IN grade can only be cleared by a standard letter grade or a W (withdrawn), not by a second IN. An IN grade that is not cleared by the student within the prescribed period will automatically become an F grade.

Students who receive one or more IN grades will come under ASC jurisdiction and will remain under the ASC until the IN grade becomes a letter grade. At that point, normal rules regarding ASC jurisdiction will apply.

No student can enter the second year or receive an MBA with an IN grade.

5. Evaluation of Student Performance

The faculty of the Darden School is committed to providing every student with professional evaluations of all written and oral presentations that are related to the fulfillment of course requirements. Evaluation practices that ensure the equitable treatment of all students shall be devised and practiced by all Darden School faculty. In particular, evaluation of a student's examination paper is expected to be completed without knowledge of the identity of the student.

Whenever possible, other written work should be evaluated using a similar procedure. Evaluations of class work and other oral-presentation activities must always be performed consistent with all relevant University policies.

6. Darden School Scholarships

a. Renewal of Scholarships Administered by the Darden School

Students who receive financial assistance in the form of a scholarship or fellowship must maintain at least a 2.7 GPA to be eligible for the renewal of their financial assistance.

The GPA evaluation will occur mid-degree, consistent with the ASC evaluation.

If a 2.7 GPA is not maintained, then students lose their funding and are put on probation. If a student achieves an overall 2.7 GPA upon completion of three-fourths of the program (i.e., fall semester of the second year in the Full-Time Program), the student will receive the scholarship for the remaining quarter of the program.

b. Scholarship Appeal Process

Students may make a written appeal for consideration by the ASC to have their scholarship reinstated for the remainder of their program. The letter should explain the circumstances that led to the unsatisfactory academic performance. The circumstances to be reconsidered for renewal of the merit scholarship given by the school scholarship committee must meet the criteria outlined in Section 2(f).

If the appeal is granted, the student must maintain a 2.7 GPA for the third semester of their final year. If a 2.7 is not achieved in the third semester, then the student will lose their scholarship for the final semester and there will be no appeal process.

J. CLASS ORGANIZATION AND POLICIES

Rules in this section are not intended to abrogate an instructor's rights and obligations to maintain an effective and orderly learning atmosphere in their class.

1. Eligibility to Take Courses for Credit

Elective courses are normally open to any student registered in a Darden School degree program, subject to such restrictions as the faculty may establish from time to time (e.g., limits on directed studies, seminars).

Where course registration is restricted, positions are not normally made available to students from other schools at the expense of Darden School students.

Graduate students enrolled in other schools of the University may take electives for credit with permission from the instructor.

Registration in required courses of the Darden School is normally restricted to candidates enrolled in the MBA and doctoral-degree programs. In order to enroll in a required Darden School course, graduate students enrolled in another school in the University must have the permission of the chair of the appropriate MBA Program Committee, the course head, and the instructor.

Graduate students enrolled in another school in the University may take no more than one required course for credit in any semester.

2. Auditing Policy

An MBA candidate who is not under ASC jurisdiction may audit a Darden School elective fi course capacity exists and with the permission of the instructor.

A doctoral candidate may audit a Darden School MBA course with the permission of the instructor if the major-field adviser and the Doctoral Operating Committee approve a program of study that indicates the desirability of the candidate's taking that course on an audit basis.

Students enrolled in other schools of the University who are not candidates for the MBA or doctoral degree may not audit Darden School required courses but may audit Darden School electives with the permission of the instructor.

An audit grade (AU) may be listed on an official grade transcript if the instructor certifies that the candidate participated at a B− or better level in the course work with the exception of preparing written work and/or taking examinations.

Students auditing less than a full course will not be eligible to receive an AU designation for their work.

3. Attendance Policy

Darden School students are expected to attend class in order to contribute as well as to learn. Each course must have a written attendance policy that describes the consequences of missed classes. The course policy must be distributed to students before the end of the first week of classes. Whenever students miss class, they should, out of courtesy, inform their instructor as to the circumstances, in advance if possible.

In accordance with the University's Policy on Teaching Courses for Academic Credit (https://uvapolicy.virginia.edu/policy/PROV-008), Darden faculty will reasonably accommodate students so they do not experience an adverse academic consequence when sincerely held religious beliefs or observances conflict with academic requirements. The University has provided guidance and examples to faculty in implementing this policy here: https://eocr.virginia.edu/accommodations-religious-observance.

4. Second-Year Course Assignments

All assignments (papers, projects, etc.) must be made due on a regular class day of a course. Any papers assigned in lieu of a final examination are due on or before the last day of the examination period. Take-home examinations must be due on the last day of the examination period.

5. Issuance of Grades

Instructors of an FY course will convey grades for all enrolled students to the Registrar at the end of a semester in which the course is offered, in accordance with the schedule announced by the Registrar.

Instructors of an SY course will convey grades for all enrolled students to the Registrar at a time proximate to the completion of the course. For courses ending mid-semester, grades will be conveyed within three weeks of the end of the course; for courses ending at the end of the semester, grades will be conveyed in accordance with the schedule announced by the Registrar.

Students will be informed of their grades by the Registrar as soon as possible.

Instructors of a course in the Executive Format Program will convey grades for all enrolled students to the Registrar at a time proximate to the completion of the course.

6. Miscellaneous

As a rule, the School does not allow class attendance by persons who are not formally enrolled as Darden School students or auditors. Such persons may attend classes as guests, however, with the permission of the instructor. Prospective students are encouraged to attend classes as guests as part of the admissions process.

K. MISCELLANEOUS RULES GOVERNING THE MBA PROGRAM

1. Extension of Time in the MBA Program

Students wishing to extend the normal time horizon for the completion of their program are required to submit a petition to the ASC and request a Leave of Absence ("LOA"). The petition shall detail the reasons for and any special circumstances associated with the LOA request.

If the petitioning student is enrolled in courses for which grades have not been assigned, the student's petition must include a plan for gaining closure on those courses. The plan would be developed in conjunction with the Senior Associate Dean of the respective program. It would be developed on a course-by-course basis and agreed to by the course head (for required courses) or the instructor (for electives). The following options are available for each course:

- Withdrawal from the course.
- Assignment of the grade IN (incomplete) and a reasonable plan to clear the incomplete prior to the student's return to full-time status; or
- Assignment of a regular letter grade (as described in Section II-H-1) upon completion of course requirements prior to the student's departure.

To return from an LOA, the student shall petition the ASC to return to the program. The petition shall detail how the reasons for their initial departure were mitigated or resolved. If the petition is approved, the conditions and return date shall be set by the ASC in consultation with the applicable Program leadership.

Candidates for the MBA degree, excluding dual-degree and part-time candidates, must complete the MBA Program within 45 calendar months of matriculation. The academic standards applicable at the time of admission to candidacy, not those in effect at the time of matriculation, will govern any given case.

2. Final Examination Policy

Final examinations will be required in the Full-Time Format for all FY core and elective courses, with the exception of the Communication and Marketing core courses. Final examinations will be required in all core courses in the Executive MBA and Part-Time Format with the exception of Communication and Marketing.

Evaluation of student performance in the required and elective courses is expected to be based to a significant degree on written evidence of individual student accomplishment.

- Instructors in required and elective courses are encouraged to secure this evidence by administering final examinations.
- In those courses for which a final examination would be difficult to administer or would be pedagogically undesirable, other substantial written evidence should be substituted. This evidence should provide the opportunity to evaluate individual performance equivalent to that provided by a final examination and should be received no earlier than three weeks before the last class meeting in the term in which credit for the course is given.

3. Student Grade and Performance Information Policy

The School will have no published rank list.

This policy shall be clearly communicated in writing to all faculty, administrative staff, students, company representatives, and honor societies. With respect to the Raven Society and ODK, a set of selection criteria and catalogue descriptions consistent with this policy shall be negotiated with officers of the local chapter.

It is understood that a student is still entitled to a transcript of their grades in individual courses and that they may use that information in any way they see fit, including dissemination to prospective employers.

For use in the internal administration of the School and for individual faculty research purposes, there is no prohibition against informal and unofficial calculation of overall student class ranking; however, no faculty or staff member may communicate an unofficial class ranking either to a student or externally to any individual or organization.

The School is happy to acknowledge, prior to the granting of a degree, that an individual student's work is of a high professional caliber. This acknowledgment, which would comprise all students currently in the program except those under ASC jurisdiction, will be the sole academic criterion disseminated to outside organizations such as honor societies, governmental investigative agencies, and prospective employers.

Grade transcripts will be provided to outside organizations by the University Registrar only with the written permission of the student involved or in response to court subpoena.

4. Minimum Enrollment

Normally, no program elective will be offered unless the enrollment is equal to the minimum enrollment established by the Dean's Office.

5. Counseling System

Faculty accept the responsibility, insofar as possible, to assist each student in selecting a program of electives that will help attain the student's short- and long-term career aspirations.

6. University of Virginia Courses outside the Darden School

University of Virginia courses outside the Darden School are offered for credit to students under the following conditions:

- The course is a graduate-level offering and has been approved by the chair of the respective Program Committee in writing in advance.
- Degree credit will be given for no more than six credit hours at the University of Virginia outside the Darden School.

7. Transfer credit

The Darden School typically requires students to complete all 57 credits of the program during their period of enrollment. Transfer credits earned post matriculation to Darden that a student wants applied toward their degree must be approved by the appropriate officials of the Darden School, except in cases of approved International Exchange Programs. In such cases, credits for elective courses taken at the partner institution are offered under the following conditions:

- The course has been approved by the Electives Coordinator acting on behalf of the MBA Policy Committee. The Electives Coordinator shall require that the course be a graduate level offering that relates to or enhances the Darden MBA Program. Using Darden elective courses as a standard, the Electives Coordinator shall determine the credit hours allowed for such a course. Students must satisfactorily complete the course according to the standards of the partner institution. The Electives Coordinator shall determine whether any grade received is equivalent to less than a 2.7 on a Darden scale and report such determinations to the ASC.
- No more than 15 credit hours will be given for courses taken outside the Darden School (other University of Virginia courses outside Darden will count toward the 15-credit-hour maximum, provided the courses have prior approval from Darden).

Students will normally take a minimum of nine credit hours in Darden electives (excluding Business Projects and Research Elective courses).

8. Transfer Credits for Students Withdrawing from the Darden Program

While the first year of the Full-Time Program is one continuous, integrated course that cannot be divided in any way, in the case of a student wishing to withdraw at the end of the fall semester, a letter of explanation about this program and a "transcript to date" may be sent upon the former student's request.

9. Degrees with Distinction

The School does not offer degrees with distinction.

10. Mid-Year Degrees

The School may recommend candidates for mid-year degrees.

III. THE DOCTORAL PROGRAM

The following rules are effective for the Doctoral Program.

A. ADMINISTRATION OF THE PROGRAM

The administration of the Doctoral Program has been assigned by the Darden School faculty to the Doctoral Operating Committee (DOC), a standing committee of the faculty. Each major field of doctoral study established by the faculty has a major-field adviser who is a member of the DOC. The general administration of the doctoral program is the responsibility of the Doctoral Program Academic Director.

B. BACKGROUND

Students admitted to the Doctoral Program will continue to demonstrate the following capabilities reflecting the admission criteria:

- Interest in, and capacity to learn, the craft of academic research, and potential to become a thought leader in their field of study
- Ability to manage the workload and meet the rigorous demands of the program, including the ability to be mentored and to develop their own research portfolio over the course of the program
- Ability to master a body of knowledge, formulate their own ideas on the forefront of research, and to work cooperatively with peers and faculty throughout the duration of the program.
- Commitment to the program, their peers, and to completing all the requirements of the Doctoral Program within the specified time frame.
- Master's Degree in Business Administration or the equivalent.

C. DEGREE REQUIREMENTS AND PROGRAM STRUCTURE

The program's structure requires students to satisfactorily complete the following:

- 48 hours of coursework
  - 12 hours doctoral level major field courses
  - 3 hours pedagogy
  - 9 hours research methodology
  - 24 hours other customized coursework
- Comprehensive examinations suitable to the field
- Twenty-four semester hours of doctoral research after successfully completing coursework and comprehensive exams
- A dissertation

1. Financial Assistance

Students admitted to the doctoral program may also be offered a range of financial support. Many of our admitted students receive a generous scholarship, a tuition waiver, and a stipend. Students who are offered assistance may receive such support for the duration of the program (e.g. typically five years), but such decisions will be reviewed on a year-to-year basis and depend on the students' satisfactory progress within the program and availability of resources.

2. Residency Requirements

University requirements for the doctoral degree are two continuous academic semesters of full-time graduate study (or the equivalent) in residence toward the doctoral degree, not including previous semesters in residence at the University of Virginia for the purpose of obtaining another degree. Experience suggests, however, that a minimum two years of full-time work in residence is usually needed to complete the formal requirements of the degree

3. Major field

A major field is defined in terms of a basic discipline or teaching area in business administration such as accounting, finance, marketing, or operations management.
The selection of a major field by a student is restricted to those established and currently offered by the faculty at the time of application and acceptance. Applicants must designate their major field (one only) when applying for admission to the doctoral program. Students are expected to remain within their major field during their period of study, though in rare cases they may apply to switch. Any such switch would have to be approved by the student, the faculty in the respective areas and the doctoral operating committee (DOC).

With the advice and concurrence of the Doctoral Program Academic Director, the major-field adviser will work with the student to develop a course-specific plan of study in their major field. Students should have an approved plan of study well in advance of each semester's registration date to improve the likelihood that students can enroll in the classes that best contribute to their development as scholars.

4. Comprehensive Exams

These examinations are normally taken one to two monthsafter the student's second year of full-time coursework. The exams focus on a student's knowledge and scholarly assessment of the relevant academic literature – which may include multiple areas of study (e.g. 2 exams, covering different topics). Each student is expected to demonstrate doctoral-level skills and knowledge concerning the field's fundamental problems, theories, and conceptual frameworks, and should show a well-developed capacity for logical reasoning both orally and in writing. Students who fail the examination will have failed to meet the academic standards of the Doctoral Program and will be removed from the program, subject to the appeal rights below.

5. Dissertation Proposal

Each student is required to prepare a dissertation research proposal and to pass a proposal examination before conducting research and writing the dissertation. The purpose of the proposal and examination is to obtain assurance, from the viewpoint of both the faculty and the student, that the research project is appropriate, relevant, and demonstrates the scholarly mastery of the candidate.

Students are ordinarily expected to pass the initial dissertation research proposal examination within 12 months of completing their comprehensive exams. A student whose initial examination is not scheduled within 6 months following completion of comprehensive exams, or who fails the examination twice, has failed to meet the academic standards of the Doctoral Program and will be removed from the program

6. Dissertation

Each student is required to present an acceptable dissertation based on an approved proposal. A reading committee, of which the dissertation supervisor is normally chair, will determine whether a dissertation is acceptable. The dissertation must contribute to knowledge in the field and constitute an original piece of research. Each student is expected to present a public oral defense of the dissertation as part of the requirements for the doctoral degree.

7. Classroom attendance

Darden doctoral level courses by design are small seminar style discussion-based classes. This requires the active participation of all students and therefore regular attendance is not only expected, but vital to the education of the student and their peers. As such, it is required that students should attend all classes, that absences should be extremely rare and have good reasons for the student missing class, and that any (unexcused) absences would count substantially against a students' grade (unless the faculty member sets forth differently in their course's syllabus). Participation is normally a substantial part of a student's final grade, though individual faculty may establish policies for their courses reflecting the value of participation.

8. Annual reviews

Students will be reviewed annually to ensure they are making Satisfactory Progress in the program and to provide developmental feedback (especially in the first two years).
Annual paper --Students may be required to submit a paper at the end of the first and second year of the program. This is meant to provide an opportunity for the student to demonstrate their progress and to help the faculty assess the student's progress and ability to successfully complete their degree.

9. Credit hour requirements for the dual MBA/PhD degree

A student can earn both an MBA and PhD by completing 79.5 credit hours as noted below. All other elements of the program structure noted above must be met.

- FY MBA courses 28.5 hours
- Electives, including 1.5 hours in Leadership 22.5 hours
- FY and SY summer research assistant
- Doctoral level major-field courses 13.5 hours
- Pedagogy 3 hours
- Research methodology 9 hours

D. ACADEMIC STANDARDS

1. Satisfactory progress

In order to maintain Satisfactory Progress and remain in good academic standing, students must earn a grade of SP/B in a Darden course, and at least the minimum grade acceptable for credit toward a graduate degree in the schools at which non-Darden courses are taken to be counted toward completion of the degree. Upon the end of the two years of course work, any student

whose grades in 3 or more courses that do not meet these requirements is not considered to be making Satisfactory Progress in the program. Unsatisfactory Progress will result in the student being removed from the program.

2. Failure to maintain Academic standing: Appeal Rights

Failure of a student to meet any of the academic standards of the doctoral program set forth herein will result in the termination of the student's enrollment in the program. A student who is terminated from the program may submit a petition for readmissions. The DOC is authorized to act on behalf of the faculty in receiving and acting on petitions for readmission. In acting on these requests, the committee may establish such requirements and conditions for readmission as it considers appropriate. If such petition is denied, the Students may appeal decisions to the Darden School faculty. The decision of the Darden School faculty is final.

E. TIME TO COMPLETE THE PROGRAM AND STATUS

The program is designed to be completed in five years (or 60 months.) Financial support is expected to be available during this timeframe if a student makes Satisfactory Progress and remains in good academic standing. Students need to petition the DOC and gain their approval to take longer than 60 months to complete their degree. The maximum time allowed to complete the program is set by UVA GSAS policy.

1. Expected timing

- **Coursework** – two years.
- **Comprehensive exams** –one to two months after coursework is completed.
- **Dissertation proposal and defense** – scheduled within 6 months and completed within 12 months after completing comprehensive exams. If the timing is not met, the student needs to apply to remain in the program.
- **Dissertation** – complete and defend within two years.

2. Continued enrollment

Students may petition the DOC for a for a 6th year (and possibly funding). Such applications will depend on the student being in good academic standing, the merit of their requests, the availability of funding, and the evidence provided that the student can complete their degree by the end of the 6th year.

3. Doctoral completion and affiliated status

A student may petition the DOC for Affiliated status if they have successfully completed their coursework and comprehensive exams, is in good academic standings and has the support of their advisor and the Doctoral Program Academic Director. This status may be used for up to four consecutive semesters. Once approved for Doctoral Completion status, a student cannot return to full-time study in the doctoral program.

Affiliated Status allows students to remain affiliated with UVA and retain Net Badge computer system privileges. Students with Affiliated Status cannot access student services including student health or student health insurance and are not eligible for graduate assistantships.

Students with outstanding federal student loans will no longer be in deferment and will begin repayment once the grace period has ended. Students should contact Student Financial Services before petitioning for Affiliated Status if they have questions related to their particular loans. Students on Affiliated Status pay an associated fee rather than tuition or comprehensive fees.

4. Extended enrollment

In the rare case that a student does not finish the program within 6 years, a student can petition the DOC to continue to work on their dissertation outside the formal structure of the program (and the University).

Such students will have no formal association with Darden/UVA, nor will they be enrolled, receive health or other benefits, or have other forms of support from the school. Students who qualify for and receive endorsement from the DOC to use this policy will have up to 6 semesters (not including summer) or the total time allowed for completion per UVA GSAS policy, whichever is shorter, to continue their work. Failure to complete their work within those 6 semesters will result in permanent removal from the Doctoral Program and inability to reapply to complete their degree.

F. DISSERTATION (READING) COMMITTEE NORMS

Dissertation committees are expected to adhere to best practices and have a minimum of three faculty members, preferably a total of four. Of these, at least two should be Darden faculty members and have one faculty member external to Darden. The chair is expected to be a Darden faculty member.

G. ADVISOR/MENTOR

Students are assigned an advisor/mentor plus a co-mentor. This foster's Darden's apprenticeship model of learning. The purpose of formally pairing a student with a faculty member are to

- Provide guidance about professional development to become a successful research academic.
- Mentor the student in developing the ability to conduct rigorous academic research, developing original ideas into completed work. Students are expected to work with faculty on their research projects.

H. EXCLUSION FROM CLASSES

A student whose behavior is violating the standards of the University, may be excluded from that class by the Doctoral Program Director with a grade of W or F. Students have five calendar days following written notification of this exclusion in which to appeal to the DOC. Until the final disposition of the appeal, the student is considered enrolled in the class.

I. WITHDRAWAL FROM THE PROGRAM

A grade of W (withdrawal) will be entered for each course in which the student was registered. A grade of W cannot be changed.

Tuition is charged according to the portion of the term elapsed before the effective date of the enforced withdrawal, and financial support allocated to the student for the remainder of the term is forfeited.

Readmission after required withdrawal is not permitted.

J. LEAVE OF ABSENCE

A student may request a leave of absence (LOA) by submitting a request to the Doctoral Program Academic Director. Requests are evaluated by the Doctoral Program Academic Director and the DOC.
To be considered for a LOA a student must:

- Be in good academic standing
- Have a compelling reason for requesting the LOA (e.g. Health problems, death in the family, extenuating life circumstances)
- Have a clear intention of returning to the program within a specified time-period that both the student and the committee feels is appropriate for their successful completion of the program.

Once a student is on a LOA, they can seek readmission to the program. The DOC will evaluate this request and determine readmission status.

K. ACADEMIC INTEGRITY NORMS OF THE DARDEN SCHOOL

The Darden School maintains important norms regarding the academic integrity of the work that students submit for academic evaluation. In particular, students are expected to refrain from any of the
following actions:

- Receiving advanced knowledge of the contents of an exam or assignment that is not expected by the instructor and is available to others.
- Using unauthorized materials in the completion of work.
- Copying form our collaborating inappropriately with a fellow student.
- Representing someone else's ideas or work as your own original ideas or work (plagiarism). Plagiarism includes using material from a website, article, book, use of previously submitted in this or other institutions, artificial intelligence engine or other source either verbatim or by paraphrasing without explicitly citing the referenced source.
- Falsifying data or falsifying any referenced sources.
- Abetting a fellow student with any of the above actions.

Student work that is suspected of violating any of these academic integrity norms may result in a severe grade reduction at the discretion of the faculty member and in reporting to the Honor Committee through the University Honor channels.

L. STUDENT CONDUCT

Darden students are required to follow the University Standards of Conduct to abide by the obligations of the Honor System; to comply with policies that fall under UVA's Office for Equal Opportunity and Civil Rights (EOCR); meet the standards of the Darden School for scholastic achievement; and to perform in a manner that is consistent with the administrative and academic good order and educational processes of both the individual courses and the Darden School in general. This latter requirement is important in a learning experience that encourages responsible competition and cooperation. Disruption of the learning experience can deprive others of the educational benefits for which they came to the Darden School. If a student is found in violation of UVA's standards of conduct, Honor System or EOCR's policies sanctions may be imposed. This could include dismissal from the program.

IV. Master of Science in Business Analytics (MSBA)

A. RULES GOVERNING THE MSBA PROGRAM

1. Admissions

Acceptance of an applicant as a student into the MSBA Program is based on the potential for the student to meet the analytical demands of the program and to be able to rise to a position of managerial responsibility.

All applicants are expected to take the Graduate Management Admissions Test (GMAT), the Executive Assessment (with appropriate work experience), or the GRE offered by the Educational Testing Service. Waivers may be requested and granted if an applicant has an advanced degree in a business or STEM discipline, a CPA, a CFA, or a related credential.

2. Degree Requirements and Program Structure

Students in the program are required to complete 12 months of full-time coursework in this 30-credit hour, non-thesis degree program. Students will enroll as a cohort and take 23 prescribed courses structured around three themes of content: business context; analytical techniques; and the synthesis and communication of business analytical issues. The program will deliver this content through five modules.

3. Administration of the Program

The Darden School faculty and the McIntire School faculty have assigned the administration of the MSBA Program to the MSBA Program Committee. This Committee is chaired by the Academic Program Directors from the two schools and will have a minimum of three representative faculty from each school and the Program Manager.

4. Academic Standards

Good academic standing is defined as maintaining a cumulative GPA of 2.7. A student not meeting the 2.7 cumulative GPA at the end of a term (two modules) will be placed on Academic Probation. While on probation, the student will meet regularly with their Academic Program Director to ensure appropriate progress is being made toward improving the student's academic performance. A student who earns a grade of F in any course will be dismissed from the program. Students are required to complete their program of study with a GPA of 2.7.

V. STUDENT AFFAIRS

A. FACULTY STATEMENT ON STUDENT–FACULTY RELATIONS

The faculty believes in the development of cordial and informal person-to-person relationships between its members and students.

The case method lends itself to a situation where responsibility is shared on a person-to-person basis and authoritarian teacher-subordinate student relationships are largely, if not completely, avoided. Hence, the Darden School case method provides a basis for a cordial, constructive, and understanding relationship between faculty and students. In addition, both faculty and students can benefit from many informal, unplanned meetings and conversations such as those that conventionally have taken place in the halls, in the library, and at coffee.

Beyond these circumstances, students should have access to individual faculty members in the latter's offices by casual arrangement or set appointment. In addition to meetings initiated by students, faculty members should expect to ask individual students to come to their offices when the faculty member thinks it would be useful to discuss problems, opportunities, and ideas.

The ideas above may sound as though all the relationships between individual faculty members and individual students are expected to be equally cordial, constructive, and understanding. Of course, they cannot be and will vary because of the differing personalities and values of the individual faculty members and individual students. The faculty objective, however, is to achieve constructive and generally pleasant relationships with students.

B. STATEMENT ON RECRUITMENT AND JOB INTERVIEWING FOR STUDENTS AND FACULTY IN THE FULL-TIME FORMAT PROGRAM

The faculty welcome the opportunity to assist students in achieving their career goals and to help prospective employers in making decisions that will be in the best interests of both employee and employer. Toward these objectives, the following guidelines are tendered:

- Faculty refrain from making evaluative statements about students, including any suggestion of those who should be contacted or interviewed, to recruiters prior to their interviewing the students in question.
- Faculty continue their efforts to connect students with companies that do not recruit on grounds and try to identify as large a set of potential applicants as possible for those companies.
- Students take greater initiative in developing meaningful contacts with faculty who could be helpful to them in the job search process (including networking and informational interviewing).

- Students inform the Career Services Center of any companies or their representatives who engage in unethical or discriminatory recruitment practices.

The Darden School faculty and administration believe it is important to maintain professional relationships with recruiters who come to engage and interview Darden School students. In order to do so, students must act responsibly in meeting their company-event and interview obligations (such as office hours or company briefings). Failure to appear for a company event or interview is considered unprofessional and should seldom occur at the Darden School. To help ensure that student commitments are fulfilled and that the recruiting process functions properly, the Career Development Center (CDC) communicates expectations to students before on-grounds recruiting begins, and also informs students of the impact of not following procedures.

The CDC maintains a resources and guidelines website for companies that recruit on grounds. This site outlines expectations for class attendance, exploding offers, and the ramifications of failing to follow Darden's policies (this a small sample of the guidelines found on the website). All faculty and students should be familiar with the CDC's resources and guidelines for employers.

Each FY student completes an Information Release and Code of Conduct Agreement at the start of the MBA Program. The information release allows the CDC to share information with prospective employers, including resumes. The Code of Conduct presents expectations on professionalism, communication with the CDC and employers, honoring commitments, and reneging on an accepted offer (again, this is a sample listing of expectations). Students only have access to the CDC, its resources, and on-grounds recruiting when the release and conduct document is signed.

C. STUDENT CONDUCT

1. Student Conduct

Darden students are required to follow the University Standards of Conduct; to abide by the obligations of the Honor System; to meet the standards of the Darden School for scholastic achievement; and to perform in a manner that is consistent with the administrative and academic good order and educational processes of both the individual courses and the Darden School in general. This latter requirement is important in a learning experience that encourages responsible competition and cooperation. Disruption of the learning experience can deprive others of the educational benefits for which they came to the Darden School.

The faculty has provided a process for the review of the conduct of a student whose behavior is disruptive of the administrative and academic good order or educational process of other students, individual courses, or the Darden School in general.

Proceedings brought before the Honor Committee or the Judiciary Committee of the University or the ASC of the Darden School and falling solely within their single or collective jurisdiction shall take precedence over action under this review procedure.

The procedure supplements, but does not abrogate, an instructor's rights and responsibilities for maintaining an effective and orderly learning atmosphere in class.

2. University Policy on Implementing School Policy on Student Conduct

The process, in brief, provides for the establishment of an ad hoc Committee of Inquiry, which may include a student member, to investigate a complaint and, on behalf of the faculty, take the actions that it considers appropriate to correct the problem, up to and including enforced withdrawal from the Darden School.

The committee's decision may be appealed to the Darden School faculty.

3. Statement of Procedures for Review of Student Conduct

a. Introduction and Initiation of an Inquiry

University policy and procedures provide for the fair and confidential investigation of an alleged breach of the University's regulations (published in the University of Virginia Graduate Record) regarding student conduct in the Darden School and for the assessment and enforcement of the appropriate action.

The Office of Student Affairs acting on behalf of the Dean's Office is the focus of continuing responsibility within the Darden School in those instances where a review of conduct may be required; it maintains the necessary records and organizes the requisite committees; and it provides such coordination and assistance as necessary.

A member of the faculty, staff, or student body who has reason to believe that a student's actions should be reviewed for conformity with the regulations regarding conduct by students in the Darden School must discuss the issue with the Assistant Dean for Student Affairs before a formal request for an inquiry may be submitted.

If, after the discussion, the member of the faculty, staff, or student body believes an inquiry is required, this individual shall make a written request to the Office of Student Affairs that an ad hoc Committee of Inquiry be formed and briefly state the reasons for the request. The Assistant Dean for Student Affairs may undertake such additional inquiry as seems appropriate. If the Assistant Dean for Student Affairs believes a formal inquiry is appropriate, they shall put the reasons in writing in a Confidential Memorandum and initiate an investigation by a Committee of Inquiry.

b. Formation of the Committee of Inquiry

Upon determining that a Committee of Inquiry should be appointed, the Assistant Dean for Student Affairs shall notify in writing* the student whose conduct is in question (the Respondent) that a Committee of Inquiry is being formed and shall inform the

* A registered letter sent to the Charlottesville address of the student, on file in the School, shall be considered to fulfill the written-notification requirements of various provisions in this procedure.

Respondent of the particular situation or situations being investigated, providing the Respondent with a copy of the Confidential Memorandum and of the Procedures for Review of Student Conduct. The Assistant Dean for Student Affairs shall also advise the Respondent of the Respondent's right to appoint a member of the Committee of Inquiry.

The Respondent shall have one week from delivery of this notification, unless the period is extended by the Assistant Dean for Student Affairs, to inform the Assistant Dean of the name of an individual the Respondent chooses to have appointed to the committee.

The Assistant Dean shall appoint one member to the committee. In the event the Respondent does not appoint a member, the Assistant Dean shall name a second member to the committee.

The two members thus selected shall choose the third member, who shall serve as chair. In the event the two cannot agree, the Assistant Dean shall appoint the third member.

The members of the committee shall be selected from among the faculty, administrative staff, and students of the Darden School. At least two members shall be voting members of the Darden School faculty.

Neither the Assistant Dean nor the Respondent shall have the right to know of the other's nomination to the committee before making their own nomination.

The committee shall be considered to be acting as the agent for the Darden School faculty in its investigation, hearings, and decisions.

c. Conduct of the Investigation

The investigation shall be conducted confidentially and with dispatch.

The Committee of Inquiry shall select an individual (who may be any full-time student at the University or any staff or faculty member of the University) to gather the facts and set forth the issues in question, subject to direction from the committee for clarification or further information.

Following the receipt of the investigator's report(s), the committee may meet informally to review the report(s) and, if appropriate, to establish procedures (see subsection d). If, during this review, the committee unanimously decides that no grounds exist for action, it may terminate the process without further action. In this event, the Respondent and the person initiating the inquiry shall be informed, and all materials gathered and records of deliberation shall be destroyed.

If the committee does not terminate the process, the investigator's report(s) shall be made available to the Respondent at least 10 days before the committee formally meets to consider the report(s) and conduct its hearing(s).

d. Conduct of the Hearing(s)

The Respondent shall be reminded by the chair of the Respondent's right to respond to the report(s) and to appear before the committee in person. The hearing shall be held no sooner than 10 business days after notification of the hearing's time and place has been mailed to the Respondent, unless the Respondent consents to shorter notice.

The hearing before the committee, unless otherwise requested in writing by the Respondent, shall be closed to the public. The Respondent may be accompanied and advised by a representative (which may be legal counsel) if the Respondent wishes; the Respondent's adviser may not participate directly in the hearing unless invited by the committee. Unless information on the case is divulged by the Respondent or the Respondent's representative, the records of a closed hearing shall be kept confidential.

The committee shall establish rules of procedure for the hearing that it considers appropriate in order to ensure that the committee has received the appropriate testimony of persons having knowledge, the views of the parties involved, and that the Respondent has had a full opportunity to respond. The committee shall receive whatever written communication the Respondent wishes to submit and shall provide the Respondent with an opportunity to call witnesses and provide oral explanations and arguments. Witnesses may be questioned by both the committee and the Respondent.

The hearing shall be tape-recorded. The recording shall be deposited with the other records of the process to be retained by the Office of Student Affairs. If the Respondent requests, a copy of the recording of the hearing shall be provided to the Respondent after the hearing is completed.

The hearing process shall be conducted promptly. If the committee finds it necessary, the hearing may be held in several stages, or several hearings may be held.

e. Decision of the Committee

Upon completion of the hearing process, the committee, as agent of the faculty, shall, within seven calendar days, make its decision and take the action it considers appropriate. The action may take many forms, up to and including enforced withdrawal from the Darden School. In the event the Respondent is withdrawn from the Darden School, the Respondent's record shall merely be noted "Withdrawn." Other penalties will be noted on the Respondent's record at the discretion of the Committee of Inquiry. Respondents who have been withdrawn under this procedure will be eligible to apply for readmission to the Darden School or for admission to other schools at the University.

A copy of the committee's decision will be promptly furnished to the Respondent.

The Assistant Dean for Student Affairs shall enforce the decision of the committee.

f. Appeal

A Respondent who wishes to appeal the committee's decision to the faculty of the Darden School must file the appeal with the Secretary of the Faculty within 20 days of the Respondent's receipt of notice.

g. Withdrawal

If, during the process of the inquiry, the Respondent withdraws voluntarily from the School, the inquiry shall be terminated. The chair of the committee shall deposit with the Office of Student Affairs the records of the committee and whatever material the investigator has prepared.

D. STUDENT AWARDS

1. Faculty Awards for Academic Excellence

Approved by the faculty in 1980, these awards are open to students in both program formats and recognize contributions to the MBA Program of those students who demonstrate outstanding academic performance throughout their entire career at the School. Selection is to be based solely on a student's cumulative academic performance in the MBA Program, and the award is presented to the top 10% of the graduating class in each format as determined by their cumulative GPA.

2. Samuel Forrest Hyde Memorial Fellowship

Each year the faculty shall award by vote the Samuel Forrest Hyde Memorial Fellowship to the student who has successfully completed their first year at the Darden School, who has contributed most to the welfare of the School during that year, and, by personality and devotion to the objectives of the School, shows the greatest promise of achieving a useful career. The award is open to students in the Full-Time Format Program and will entitle the recipient to the income of the Hyde Fund without regard to financial need.

Current administrative practice is as follows:

The Hyde Fellowship will be voted by the faculty at its first meeting of the academic year (normally, late August or early September) based on a nomination presented by the chair of the MBA Program Committee.

A Hyde Fellowship Committee shall be formed to include the chair of the MBA Program Committee and the faculty who served as FY section coordinators during the year. The committee shall accept nominations through three processes. In late March, the Assistant Dean of Student Affairs shall make an open invitation for email or written nominations from the faculty, staff, and FY students. In addition, at the end of the spring semester

each FY section faculty member may nominate up to two candidates. Finally, recipients of the Shermet Award will automatically be considered nominees for Hyde recognition.

The Hyde Fellowship shall be announced to the Darden School community as soon as practical after it is voted. The name of the Hyde Fellowship recipient and the award citation shall be included in the Darden School's Final Exercises program.

3. Frederick S. Morton Leadership Award

This award is given to a Second-Year Darden School MBA student in recognition of the student's exceptional leadership within the Darden School community. Leadership may be interpreted to include such academic activities as classroom and group-project experiences as well as extracurricular activities involving Darden School organizations. The award should highlight a student's leadership, vision, and insight in expanding on or improving the Darden School experience. *Award recipients must be members of the graduating class*.

The second element of the award is the recipient's selection of the teaching faculty member who best fostered the recipient's leadership ability while at the Darden School by stimulating the recipient to act upon ideas for evolution and improvement. This award is open to students in the Full-Time Format.

The award shall be presented to the student recipient at the School's annual graduation exercises. The student recipient shall choose the faculty recipient over the summer, and the latter shall be recognized in the fall at the first faculty meeting.

4. C. Stewart Sheppard Distinguished Service Award

An honorary award established by the University of Virginia Darden School Foundation, the C. Stewart Sheppard Distinguished Service Award is open to students in all program formats and recognizes Darden School students for exceptional service to the School or the University of Virginia that is of a *nonacademic nature*. Service is to be interpreted broadly to mean all activities that benefit the School or any of its constituencies, other than those activities that occur in the classroom during regularly scheduled classes or those activities for which a student is compensated or receives credit.

Recipients of the award shall be determined by the Student Awards Selection Committee. The committee shall include: three students (two from the Full-Time Format and one from the Executive Format); two faculty members; the chair of the MBA Program Committee; the Assistant Dean for Career Services; the Assistant Dean for the Executive Format; and the Assistant Dean of Student Affairs, who shall serve as chair and appoint the committee.

Each March, the chair of the committee shall conduct a call for nominations from Darden School students, faculty, and staff. Nominations may be in the form of an email or letter, and must contain evidence to support the nominee's qualifications for the award. The chair will also maintain a description of the award and nomination link on the Darden Portal throughout the year. All Darden School students who are in good academic standing at the end of the

spring semester (i.e., not under the jurisdiction of the ASC) are eligible to receive the award. In the case of SY students who received the award as FY students, the SY nominations shall be based on SY activities only.

Once the nominations are collected, the chair will assemble a packet that includes each nominee's recommendation letter(s) and resume. The packet will be distributed to the selection committee one week in advance of its meeting. The committee will review and discuss the information presented in the packets and determine the award recipients by a simple majority vote.

Selection of the recipients shall be based on the information provided to the committee by Darden School students, faculty, and staff. The number of awards given each year shall be determined by the committee. No minimum or maximum number is required.

The award shall be presented to graduating recipients at the School's annual graduation ceremony. The award shall be presented to FY recipients (rising second years) at the time the Hyde and Shermet awards are announced (the beginning of the fall semester). The names of the C. Stewart Sheppard Distinguished Service Award recipients shall be included in the Darden School's Final Exercises program (at the time of each recipient's graduation).

5. William Michael Shermet Award

Each year the faculty shall give the William Michael Shermet Award to the student or students who have demonstrated academic excellence in the first year and who by their determination and constructive attitude and service have provided an example of responsible competitive spirit for their classmates. This award is open to students in the Full-Time Format Program.

6. G. Robert Strauss Marketing Award

This award is presented annually by the marketing faculty to a student who, in their first year, has demonstrated: (1) innovative thinking, (2) the ability to develop unique solutions to real-world problems, (3) flair and charisma in presenting ideas, (4) provocative insight when challenging classmates' viewpoints, (5) compassion for fellow students, (6) solid skills at case analysis, and (7) a requisite understanding of basic marketing concepts. The ideal candidate will exhibit the attributes of team spirit and a willingness to help other classmates, suggesting a well-balanced approach to the Darden School experience. This award is open to students in the Full-Time Format.

The winner will be announced by the Marketing Area Coordinator at the fall awards ceremony. The winner will receive a small cup or plaque, will have their name engraved on the Strauss Cup (which will be kept at the Darden School), and will receive a check for half of the income earned on the Strauss Cup fund from the previous year.

7. Executive MBA Faculty Award

This award is presented to a member of the graduating Executive MBA class whose attitude and high engagement contributed positively to a classroom experience that reflected a supportive and equitable learning environment and an integrated enterprise perspective.

The recipient is chosen by a Selection Committee consisting of the Associate Dean of the Executive MBA Program and Core Course Faculty Leaders. The Assistant Dean of the Executive MBA program will serve as a nonvoting member. A call for nominations will be made by the Associate Dean of the Executive MBA Program to the Core and Elective Executive MBA faculty.

8. Faculty Award for Academic Excellence

At the end of the first year (defined as end of FY Q4 for Residential and end of Q5 for Executive MBA) the faculty shall bestow "First-Year Academic Achievement Awards" to the top 15% of the class as sorted by GPA and determined by the Registrar and the chair of the ASC. These awards are given to students in both program formats and top 15% shall be calculated separately for each format.

9. Executive MBA Marian Chapman Moore Leadership Award

This award is given to a rising Second Year Executive MBA student in recognition of the student's exceptional and collaborative leadership within the Darden School community. Leadership may be interpreted to include academic activities (within and outside of the classroom) as well as co-curricular activities associated with the Executive MBA class. Examples may include: providing thought leadership, encouraging learning collaboration (e.g., tutoring, learning team support), leading the cohort through difficult discussions or change, etc. The recipient has shown a consistent commitment to improving the Darden experience and to fostering a supportive climate for all members of our diverse community through their leadership.

E. MISCELLANEOUS

1. Expectation of English Fluency

All students are expected to come to the Darden School with sufficient English fluency to enable them to be successful in the MBA Program. Consequently, no students taking classes in the MBA Program will be given extra examination time based on language-fluency grounds.

2. Reimbursement of Student Research Expenses

The policy of the School is not to reimburse students for research expenses incurred in the development of case studies developed for course credit.

F. ALUMNUS AND ALUMNA DEFINED

An alumnus or alumna of the Darden School is one who has received a degree awarded by the School, or one who has been enrolled in the School and has been working toward a degree for a period of at least one-half of the first year of the two-year Full-Time Format, three terms of the Executive MBA Format or two terms of the Part-Time Format and has been eligible to continue in the degree program.

VI. THE FACULTY

A. GENERAL FUNCTIONS (INFORMAL STATEMENT)

- Set standards for admission to the School
- Approve the curriculum
- Establish standards for the degrees
- Recommend students for degrees
- Make exceptions to the usual degree standards when it sees fit to do so

B. APPOINTMENTS POLICIES AND PROCEDURES

This statement on policies and procedures for appointments articulates guidelines for faculty activities in the various academic ranks, establishes criteria for promotion to higher academic rank and for appointment to a position with or without limit of time (without term; that is, a tenured position), and provides for certain practices to be followed in documenting faculty achievement.

The Dean's office shall endeavor to communicate career progress and professional development at least annually with each faculty member, especially with those whose promotions are pending within two years.

The Area Coordinator and the Senior Associate Dean for Faculty are charged with the responsibility of assisting each faculty member on a tenure track with their professional development. The Area Coordinator and the Senior Associate Dean for Faculty should assist the faculty member on a tenure track in preparing a professional development plan and should review the plan annually. If School or external demands conflict with this plan, it is appropriate for the faculty member to discuss the situation with the Area Coordinator and the Senior Associate Dean for Faculty.

Nothing in this document shall alter the practice established since the founding of the School that recommendations for promotion shall be made to the Provost by the Dean with the advice of the

Appointments Committee and tenured faculty. (See Provost's language for a description of the University of Virginia's promotion and tenure policy for full-time teaching faculty.)

To assist with appointment decisions, the Dean will appoint an Appointments Committee consisting of tenured members of the faculty. The chair of that committee will be a tenured full Professor, and the Senior Associate Dean for Faculty shall be an ex officio member of the committee. The committee will normally include two or more tenured Associate Professors.

This committee will be known to the entire faculty and will advise the Dean on all decisions involving reappointment, promotion, or tenure for tenure-track faculty, up to and including the rank of Professor, and on any other personnel actions at the request of the Dean. The committee will function as a whole in developing its procedures and policies, but will act in two groups when considering individual candidates. The entire committee will evaluate and advise the Dean on all candidates for decisions up to and including tenure as an Associate Professor. The tenured Professors on the committee will consider candidates for Professor.

In addition to sharing its advice directly with the Dean, the committee shall make its recommendations known to the tenured faculty for all candidates through the level of tenured Associate Professor and to the tenured Professors for all candidates for Professor. These tenured-faculty groups will also advise the Dean.

C. POLICIES & CRITERIA FOR APPOINTMENTS OF TENURE-TRACK FACULTY

1. PREAMBLE

The Darden School has aspirations to be among the leading business schools in the world. The Darden School strives to excel in teaching and educational experiences and to make significant contributions to business education, to thought leadership, and to management practices across the globe. To meet these goals, our standards for appointment and promotion must evolve to define excellence on these dimensions and relative to peers. Our standards are intended to attract, develop, and retain world-class faculty who advance the Darden School's mission, and to meet or exceed the standards of the University of Virginia and the AACSB. We seek faculty who are committed to the Darden School's objectives and who show evidence of wanting to participate wholeheartedly in achieving these objectives. These objectives include: formal instruction; producing and publishing scholarly materials to advance global business education, thought leadership, and advancing practice; and positively contributing to the operations and culture of the School's programs and community. In addition, we must attract and retain individuals who, to advance to the senior levels of professorship, have the capacity to lead and run major activities and programs of the Darden School. We seek to attract and promote diverse faculty who are committed to taking a general management perspective and to developing well-rounded leaders through a participative, student-centered learning experience.

The following document lays out three sections. Part I lays out the principles and common standards for advancing in the professorial ranks of the Darden School. Part II

operationalizes the standards for promotion and provides guidance to candidates, faculty, and the Appointments Committee on the specific criteria that will be used for promotion decisions. The procedures and guidance to the Darden School's Office of Faculty & Research regarding the promotion process is published in the Faculty Information Resources section of the Darden Portal.

2. PART I – COMMON STANDARDS FOR ADVANCING IN RANK AT DARDEN

As a body, the full-time faculty of the Darden School is committed to encouraging a wide range of intellectual activities. Each faculty member is encouraged to pursue their own aspirations and work toward fulfilling their full potential while contributing to the advancement of the mission of the school. However, as a faculty body, we are governed by a set of common standards and share a commitment to the study, teaching, and practice of business. All candidates for promotion in rank at the Darden School must be considered both on their record of performance and their continued commitment to these common standards.

All successful candidates for tenure and promotion must make contributions to three audiences: scholars, educators, and practitioners. A candidate must contribute to the evolution of ideas in these three areas and produce a body of work that is relevant and significant to a broad area of business practice. Regardless of the form of work, or the audience to which it is addressed, this work must meet or exceed certain standards as described in Part II of this document.

All successful candidates must uphold the Darden community values (described later in this document), accept a fair share of School responsibilities, and contribute to the life of Darden. This requirement is over and above the normal service that all faculty provide to their respective academic communities.

There are five areas in which faculty at the Darden School are expected to contribute (not necessarily in any particular order): teaching, curriculum development scholarship, research scholarship, advancing business practice or public policy by communicating with practitioners, and service (including upholding the Darden School's community values).

a. Contributions to student education and development

All successful candidates must demonstrate that they are effective teachers in the Darden School classroom, whether it be the physical or virtual classroom (hereafter called the classroom to refer to both), effective in and committed to taking a general management perspective, and to developing well-rounded leaders through a participative, student-centered learning experience. Effective teaching at the Darden School is not about merely transferring subject knowledge to students; it also includes helping students develop as management professionals and leaders.

Teaching effectiveness at the Darden School has six components:

- delivering engaging classes that explore important management problems with relevance to practice and help to create an inclusive, global learning experience;
- engaging in student-centric classroom instruction in all degree formats that focuses on students' development as global leaders of business administration;
- using practice informed cases that are field-based and/or researched and/or employ experiential learning where appropriate;
- sharing best teaching practices with colleagues through contributions to teaching teams (when applicable);
- teaching using appropriate and innovative technology; and
- supporting students' learning inside and outside the classroom

In addition to its own expectations, the Darden School adheres to the Provost's requirement for evidence of effective teaching. To satisfy the ***requisite*** standard for teaching:

> *Candidates must demonstrate sustained commitment to classroom instruction and sustained effectiveness in classroom instruction. Student evaluations must be a part of the evidence in all cases, but by themselves they are not enough. Students are important judges of a teacher's fairness, organization, and personal qualities in the classroom, laboratory, seminar, or office; but the candidate's faculty peers are normally the better judge of the content of their pedagogy. Popular teaching and good teaching are not necessarily the same thing. Advising, availability to students and other forms of beneficial interactions between the candidate and students may be given appropriate weight as a part of the "student instruction" criterion, but are not, by themselves, a substitute for accomplished classroom instruction.*

A distinctive feature of the Darden School is its deep commitment to student instruction and, in particular, its use of the student-centered case and/or discussion method of instruction. The Darden School aspires to deliver the best educational experience in the world. A large part of the Darden School's leading reputation rests on its teaching excellence, which remains core to its mission.

Accordingly, ***excellence*** on this dimension is sustained *distinguished* commitment to and sustained *distinguished* effectiveness in classroom instruction.

b. Contributions to Scholarship: Advancing Curriculum

All successful candidates must demonstrate that they have made significant scholarly contributions to the improvement of the curriculum of the Darden School through course design and course materials development. The ***requisite*** quantity and quality for promotion to a higher rank will be considered holistically. A candidate's efforts in curriculum development could consist of some or all of the following:

1. A series of individually excellent teaching vehicles that evoke fresh insight into issues of importance to managers. These are typically cases, but they can also include simulations, in-class exercises, videos, interactive software, online materials, and other materials. Innovative field-research cases or other equivalent research-intensive teaching materials are highly valued. These are examples of creative work.

2. Teaching notes that support teaching materials with substantive learning objectives for developed materials, describe conceptual underpinnings, and offer effective "in-class" teaching plans. These notes should allow educators other than the case author to make effective use of these materials in their own classrooms.
3. Development of successful new courses or course modules, including documents that collect and present the intellectual contributions contained in the course materials. Such documentation will generally take the form of a comprehensive course note, a set of modules note(s), a book, or a set of articles addressed to managers or academics.

It is the candidate's responsibility to demonstrate the internal and external importance and impact of their materials.

Excellent course development makes significant and impactful contributions to educational programs in business management and to the understanding of business practice. In addition to facilitating significant student learning, excellent course development compels both educators and students to think about important business problems more productively than they did before.

Accordingly, ***excellence*** on this dimension is a *coherent body of work* that is significant and sufficient in quantity and quality to make an outstanding and impactful contribution to the improvement in the curriculum of the Darden School and other institutions. It is the candidate's responsibility to demonstrate the underlying analytical framework that underpins and integrates the work into a coherent body.

c. Contributions to Scholarship: Advancing Research

Scholarship from research is the primary difference between general faculty and tenure-track faculty.* The study of business is integral to the life of any scholar in the Darden School. The Darden School's vision includes an aspiration to be among the best global business schools in terms of its intellectual contributions. A candidate must participate in the evolution of ideas in a significant way and in an important area of inquiry—one that is associated with an identifiable scholarly community and with relevance and enduring significance for a broad area of business practice. It is the tenure-track candidate's responsibility to demonstrate the managerial relevance of their work.

* Appendix A provides the AACSB information of faculty qualifications and the Darden School's operationalization of those qualifications.

Research can employ a variety of research methodologies (e.g., quantitative, qualitative, archival, historical, mathematical modeling, clinical, experimental, simulation) that are useful in advancing knowledge. Likewise, the research can influence scholars through a variety of publications (including peer-reviewed publications, general publications, books, practitioner-oriented publications, etc.). Whatever its form, the work must meet the highest standards of research rigor, while demonstrating appropriate linkages to related research and engagement with alternative views.

In addition to its own expectations, the Darden School adheres to the Provost's requirement for evidence of research contribution:

> *The candidate must have produced a body of original research or creative work sufficient in quality and quantity to have led to the beginnings of a national reputation in the candidate's field. There must also be strong indications of a commitment to original research or creative work that will lead to sustained contributions over time and to the judgment that growth in stature will continue.*

In judging the above ***requisite*** quantity and quality of a candidate's work for promotion to a higher rank, the work will be considered holistically when considering the intellectual contributions to scholarship. There must be a sufficient quantity of work to suggest strong scholarly productivity and its future continuation. To meet the requisite quality of intellectual contribution, it is expected that the candidate's output will include peer-reviewed journal articles in the leading journals of their field and/or discipline as judged by one's area colleagues, other schools in case of joint-appointments, the AACSB (see Appendix A), and independent external letter-writers from leading business schools around the world. Books, book chapters, and other published materials appearing in academic publishers, or reviewed by peers or other prominent publications, would also be considered as part of this holistic view.

High quality research makes a significant and influential contribution both to our academic peers, as well as simultaneously advancing the understanding of important issues relevant to practice. Such contributions could be conceptual advances (such as theory development, framework-building) or empirical work (theory testing, description of phenomena, experimental testing, and/or the establishment of facts) that advances knowledge in useful and influential ways.*

Accordingly, ***excellence*** on this dimension is a *coherent body of work that is significant* in quantity and quality to have led to an international reputation in the candidate's field and leads to an independent judgment (internally and externally) that the candidate is an *outstanding authority* in their field.

d. Contributions to Advancing Business Practice or Public Policy

* The Darden School interprets scholarly inquiry as the AACSB discusses it in the AACSB report, *Impact of Research*. See Appendix A.

Consistent with the Darden School's mission of improving business practice, teaching, scholarship, and course development activities should include significant efforts focused toward contributions that advance business practice and problem-solving activities. While work addressed for educators or scholars must be managerially relevant, intellectual contributions addressing practitioners should go beyond merely showing relevance and must be produced in a form specifically addressed to and accessible by this audience.

All successful candidates must demonstrate commitment, capability, and willingness to share their expertise, ideas, and insights with the world of practice through their teaching, writing, presentations or problem-solving activities aimed directly at the practitioners. Such activities should be aimed at improving the practice of management or public policy, at understanding or improving the functioning of markets or other institutions of business and the role of business in society.

The goal of an individual faculty member should not be to ensure that they pursue all of the practitioner-oriented activities mentioned below. Rather, it should be to reflect upon their own record and ambitions as an educator and scholar, and in so doing, identifying those activities that lie at the intersection of their interests, abilities, and available access to a relevant audience in the belief that such activities will advance practice. For these activities, a successful faculty member should strive for influence and impact.

A candidate's efforts in advancing practice could consist of some or all of the following avenues:

1. Teaching and leading effectively in Darden Executive Education and Lifelong Learning programs in their area of expertise and reputation

2. Developing new Darden Executive Education and Lifelong Learning programs

3. Business consulting and/or board work

4. Writing for publications whose intended audience is primarily practitioners

5. Engaging with leading media outlets

6. Speaking to and writing for corporate audiences or policy makers

In judging the ***requisite*** quantity and quality of the candidate's work for promotion to a higher rank, the work will be considered holistically on the dimension of advancing business practice through communicating with practitioners. The body of work could include articles in practice-oriented journals and outlets, books, book chapters, and other published outputs. Books or book chapters published by leading publishers, and reviewed by practitioners and/or academics, would also be taken into consideration as part of this holistic view. Originating and organizing major conferences/workshops/summits for practitioners, white papers, or position papers on key issues all form part of this category. These would be examples of creative work. The quality of interactions with practitioners

based on speaking engagements, teaching, or business consulting would be judged by the prominence of the organizations or firms engaging those services and the relevance of topics pursued.

It is the candidate's responsibility to demonstrate how their chosen efforts at communicating with practitioners advances business practice or public policy.

Excellence on this dimension is a *coherent body of work* that is significant and sufficient in quantity and quality to have led to an international reputation in the practitioner world and leads to an independent judgment (internally and externally) that the candidate is a *thought leader*.

e. Contributions to the Darden School Community (Service)

Given the aspirations of the Darden School to be among the leading schools of business in the world by making significant contributions to business education, thought leadership, and management practice, candidates must also help build and maintain a high-quality environment for engaging successfully in the above activities.

The Provost's policy clearly states the role of service in the well-being of the Darden School and the University: *Service to the University is an obligation of every regular faculty member…genuine contributions to institutional governance, through committees and otherwise, are a part of the obligations expected from faculty.* Further, research and teaching being predominantly faculty-governed, all faculty have a responsibility to contribute to these important institution-building activities.

All recommendations for tenure and promotion, therefore, must be supported by persuasive evidence from those who are most familiar with these aspects of the candidate's contributions that the following requirements are met:

The candidate lives by the generally accepted Darden Norms of the Community,* the Darden School's values, as well as those of the University.†‡

1. The candidate contributes their fair share to the School's administrative, mentoring, and teaching responsibilities.

2. The candidate contributes to a collegial and productive teaching and research environment at the school.
3. The candidate advances the Darden School's mission and those activities that support and foster it, including making the Darden School a global business school.

While these contributions are described in the context of the Darden School, candidates are also expected to make other contributions to the University of Virginia and have a responsibility to make service contributions to their broader professional communities. Contributions to the Darden Commons is a requirement over and above the normal services that all faculty provide to their respective academic communities.

3. PART II - CRITERIA FOR PROMOTION BY RANK

Having defined in Part I the common standards expected of each faculty member, this section addresses the specific criteria for promotion by rank.

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* DARDEN'S STATEMENT OF NORMS
Darden aspires to provide everyone in our community a world-class experience built on principles of "collaborative excellence." To that end, we announce and endorse the following principles of behavior within our community:

- We the members of the Darden Community, across our many roles, treat everyone with courtesy and respect, and live by our values.
- We act with integrity: we do what we say.
- We communicate with positive intent and appreciation for what others have contributed to our results.
- We treat everyone with fairness.
- We have a joint responsibility to bring suspected incidents of misconduct forward.

Darden Community = faculty, staff, students, visitors, alumni, and anyone who represents Darden in any way.

† The University of Virginia is a public institution of higher learning guided by a founding vision of discovery, innovation, and development of the full potential of talented students from all walks of life. It serves the Commonwealth of Virginia, the nation, and the world by developing responsible citizen leaders and professionals; advancing, preserving, and disseminating knowledge; and providing world-class patient care.
We are defined by:

- Our enduring commitment to a vibrant and unique residential learning environment marked by the free and collegial exchange of ideas;
- Our unwavering support of a collaborative, diverse community bound together by distinctive foundational values of honor, integrity, trust, and respect; and
- Our universal dedication to excellence and affordable access.

‡ http://www.virginia.edu/statementofpurpose/.

Nothing in this document shall alter the practice established since the founding of the Darden School that recommendations for promotion shall be made to the Provost by the Dean with the advice of the Appointments Committee and tenured faculty. (See Provost's language for a description of the University of Virginia's promotion and tenure policy for full-time teaching faculty.)

To assist with appointment decisions, the Dean will appoint an Appointments Committee consisting of tenured members of the faculty. The chair of that committee will be a tenured full Professor, and the Senior Associate Dean for Faculty shall be an ex-officio member of the committee. The committee will normally include two or more tenured Associate Professors.

This committee will be known to the entire faculty and will advise the Dean on all decisions involving reappointment, promotion, or tenure for tenure-track faculty, up to and including the rank of Professor, and on any other personnel actions at the request of the Dean. The committee will function as a whole in developing its procedures and policies, but will act in two groups when considering individual candidates. The entire committee will evaluate and advise the Dean on all candidates for decisions up to and including tenure as an Associate Professor. The tenured Professors on the committee will consider candidates for Professor.

In addition to sharing its advice directly with the Dean, the committee shall make its recommendations known to the tenured faculty for all candidates through the level of tenured Associate Professor and to the tenured Professors for all candidates for Professor. These tenured faculty groups will also advise the Dean.

a. Assistant Professor (Initial Appointment)

The initial appointment at this rank is usually for a period of four years. Persons appointed to this rank are normally those who appear to have the capacity to become outstanding teachers, scholars, and committed faculty members. By "committed faculty members," the Darden School means individuals who appear likely to become committed to the Darden School's objectives and who show evidence of wanting to participate wholeheartedly in achieving these objectives. These objectives include: formal instruction, contributions to curriculum development, contributions to scholarship, communications with practitioners, and contributions (service) to the Darden community.

Persons holding their initial appointment at the rank of Assistant Professor will normally be evaluated for a further appointment during the fourth year of their employment but, at their choosing, may be evaluated prior to that time assuming the request is consistent with the normal Appointments calendar. Persons whose initial contract specifies a term of greater than four years will be evaluated in the final year of their contractual term. This evaluation will normally produce one of the following decisions:

- further appointment as Assistant Professor for three years, or

- termination of the appointment at the end of the contract term. If the review does not occur until the terminal year of the contract, and the decision is made to terminate the appointment, the candidate will be offered a terminal appointment for one additional year.

b. From Assistant Professor (Initial Appointment) to Assistant Professor (Second Appointment)

The requisite criteria for persons receiving a second appointment of three years as Assistant Professor include the following:

- Have successfully developed *effective teaching skills*, including the ability to effectively teach large enrollment classes; and
- Have published the results of scholarly endeavors in respected peer-reviewed journals while at Darden; and
- Have a pipeline of working papers with potential for future publication, and
- Have begun to publish the results of their efforts in developing course materials; and
- Have an overall trajectory that indicates a reasonable chance to gain tenure in the time remaining.
- Clearly appear to have the capacity to make a substantial contribution to the Darden School as a leading institution of global graduate business education, and
- Are contributing to the Darden School community.

Persons holding their second appointment at the rank of Assistant Professor will normally be evaluated for a further appointment during the last year of their contract. An evaluation in the final year of the second appointment of an Assistant Professor normally will produce one of two decisions:

- promotion to Associate Professor without term, or
- termination of the appointment at the end of the contract term. If the review does not occur until the final year of the contract term, and the decision is made not to offer an appointment without term, the candidate will be offered a terminal appointment for one additional year.

c. Associate Professor with Term

Persons appointed to this rank have demonstrated their effectiveness in classroom teaching and in publishing the results of scholarly endeavors, and appear to have the capacity to make a substantial contribution to the Darden School as a leading institution of graduate business education. This rank is generally held by individuals who were hired by the Darden School from the faculties of other institutions and whose professional accomplishments rise above that which is considered appropriate for an appointment as Assistant Professor. The initial appointment at this rank could be as long as five years.

Persons holding the rank of Associate Professor with term will normally be evaluated for

an appointment without term during the final year of their term of faculty appointment. This evaluation will normally produce one of the following decisions:

- promotion to Associate Professor without term, or
- termination of the appointment at the end of the contract term. If the review does not occur until the final year of the contract term, and the decision is made not to offer an appointment without term, the candidate will be offered a terminal appointment for one additional year.

d. Promotion to Associate Professor without Term

An appointment without term is commonly known as "tenure." Granting tenure represents an employment commitment to the faculty member throughout their professional career and is among the most important personnel decisions made by the University. The Darden School weighs a number of factors in the tenure-granting process, such as excellence of past performance, distinguished abilities, and the promise of future performance. Only a faculty member who has already made significant contributions should be considered as a candidate for tenure. However, it should be understood by all that excellent past performance alone does not ensure a faculty member's promotion to a tenured position.

While tenure is certainly earned, tenure is also ***granted***. Once tenure is granted, the Darden School and the faculty member enter a bilateral agreement: the Darden School commits to career-long employment of the faculty member, and the faculty member commits to making an ongoing contribution to the Darden School and the University along with the expectations of maintaining the standards that resulted in their tenure, as well as those standards at succeeding ranks.

The annual review process provides important feedback to untenured faculty members. It is intended to help a tenure candidate identify ways of contributing to the Darden School, and as a means to recognize and communicate the concerns and interests of both parties. It is important to note that although performance feedback is provided on a constructive basis to help guide the candidate through the tenure process, it should never be interpreted as a set of preconditions that will ensure a positive tenure decision.

To meet the ***requisite*** standard, a person receiving an appointment without term has, except in exceptional circumstances, demonstrated that they have achieved *each of the following*:

- Demonstrated *sustained commitment to and sustained effectiveness in classroom instruction including the ability to effectively teach large enrollment classes;*
- Published the results of scholarly endeavors sufficient in quality and quantity to have led at least to the *beginnings of a national reputation* in the candidate's field. There must also be strong indications of a commitment to original research that will lead to sustained contributions over time and the judgment that growth in stature will continue;

- Contributed significantly to the improvement of the Darden School's curriculum through the development of effective teaching materials and innovative course design;
- Demonstrated a commitment to advancing the practice of management or public policy by demonstrating an effective ability in communicating with practitioners; and
- Demonstrated through service within the Darden School the willingness to impactfully contribute to the management of the Darden School, the ability to work with their colleagues to further the Darden School's objectives, including supporting the strategic priorities of the Darden School, the capacity to contribute to the development of their area, and to actively participate in the activities of the respected professional societies in their field.

In total, the candidate's efforts should *cohere into a body of work* that suggests the candidate is an outstanding authority in their field and that growth in stature will continue. Meeting each of the ***requisite*** standards for contributions to teaching and curriculum development, research, and advancing the practice of management is **not** sufficient to merit tenure. To be considered an *outstanding authority*, the candidate must be recognized as having met the standard of ***excellence*** as outlined in Part I of this document on at least one of the dimensions of teaching and curriculum development (taken together), research, or advancing the practice of management. Alternatively, a candidate might achieve ***excellence*** through a tightly integrated set of accomplishments that span teaching, course development, research, and advancing the practice of management in a manner that is unique and compelling. (This recognition must be far enough above the requisite bar such that faculty at any peer business school would recognize their strengths.)

The Darden School's internal review will read and evaluate the representative body of work of the candidate in order to arrive at an independent judgment that the candidate has produced a *coherent body of work* that meets or exceeds the expectations of the rank. Mere counting of papers or teaching materials is not a substitute for a judgment produced by careful reading of the materials of the candidate. To inform the internal review process, the Dean's Office will gather written testimony from external sources to assess whether the candidate has met the reputational requirements of the rank. Such evidence will provide a means of comparing and evaluating accomplishments among candidates and incumbents from schools considered to be comparable in quality and aims with the Darden School.

Persons holding the rank of Associate Professor without term may elect to go up for promotion at their discretion, after consulting with the Dean's Office and the chair of the Appointments Committee. This evaluation will normally produce one of the following decisions:

- promotion from Associate Professor without term to Professor without term, or
- continued appointment at the rank of Associate Professor without term.

e. From Associate Professor without Term to Tenured Full Professor

Relative to tenure, promotion to Full Professor entails achievements above and beyond the standards for tenure on all dimensions: teaching, curriculum development scholarship, research scholarship, advancing business practice, and service (including upholding community values). Candidates are expected to have made significant contributions on each of these dimensions since tenure. Therefore, persons appointed to this rank have achieved, except in exceptional circumstances, the following criteria:

- Demonstrated *sustained distinguished commitment to* and *sustained distinguished effectiveness* in classroom instruction.

- Demonstrated *sustained* ***excellence*** in designing courses and in the preparation of teaching materials, and in so doing, contributed significantly to the transformation of the pedagogy of the School.

- Continued publication of the results of scholarly endeavors sufficient in quality and quantity to have *established international prominence* in the candidate's field. Since receiving tenure, there must be a strong commitment to produce original scholarship; that may also include creative work, thereby continuing to produce further growth in stature.

- Demonstrated an effective and significant ability to advance the practice of management or public policy. Relative to the criteria for earlier appointments, meaningful professional interaction with practitioners takes on greater importance for promotion to Professor. The successful candidate must be professionally engaged in the broader world beyond academics. This engagement may take many forms appropriate to the candidate's field, but it must be the focus of a significant amount of the successful candidate's efforts.*

- Contributions to the Darden commons is a requirement over and above the normal services that all faculty provide to their respective academic communities. Accordingly, demonstrated significant commitment and capability to build Darden as an institution and community is required of candidates to promotion. Scholarship and teaching being predominantly faculty-governed, all persons promoted to this rank should have contributed substantially to these important institution-building and service activities. Such contributions could include, for example, mentoring junior colleagues or students, helping with alumni-engagement, and supporting advancement activities, among others. Demonstrated commitment includes role-modelling Darden School and University values.

* Much as outside letters are sought in tenure cases in order to judge a candidate's academic reputation, the Appointments Committee may elicit, where appropriate, external letters in order to determine the candidate's depth and breadth of professional interaction with practitioners and their impact on practice.

- Demonstrated significant leadership: Persons promoted to this rank should have demonstrated leadership in one or more professional activities vital to the Darden School or University, including leadership activities within their academic discipline, and extraordinary service in support of scholarship or teaching activities of the Darden School or University, such as holding major leadership appointments at the Darden School or University.

The successful candidate's overall achievements and impact must presage important future contributions to the advancement of the Darden School's mission and to the vitality of the Darden School and the University community.

Service to the Darden School and University is an obligation of every regular faculty member. In no case, however, can it stand alone to justify the award of promotion to Full Professor, nor can devoted service compensate for inadequate student instruction or intellectual contributions. At the same time, a lack of service and substandard contributions to the Community can be a reason to not award promotion.

In total, the candidate must have demonstrated sustained distinguished contributions in the domains of teaching, curriculum development scholarship, research scholarship, advancing business practice or public policy, and service (including upholding community values) that lead to the judgment of having achieved international recognition as an outstanding educator and authority in their field, and the assessment that productivity, impact, and growth in stature will continue (and in the case of promotion, will be subsequently evaluated by the Peer-Review Committee on an annual basis). The Darden School's internal review will read and evaluate the representative body of work of the candidate in order to arrive at an independent judgment that the candidate has produced a *coherent body of work* that meets or exceeds the expectations of the rank. Mere counting of papers is not a substitute for a judgment produced by careful reading of the materials of the candidate. To inform the internal review process, the Dean's Office will gather written testimony from external sources to assess whether the candidate has met the reputational requirements of the rank. Such evidence will provide a means of comparing and evaluating accomplishments among candidates and incumbents from schools considered to be comparable in quality and aims with the Darden School.

4. STANDARDS FOR EXTERNAL TENURE APPOINTMENTS

Candidates currently employed at other institutions will be assessed on the same criteria as internal candidates with regard to their teaching and advancing research. They should also have contributed to institution-building activities consistent with the mission of their current institution. Further, such candidates must demonstrate satisfactory evidence of their commitment, willingness, and ability to contribute to the other two requisite criteria for tenure at the Darden School, namely advancing curriculum and advancing business practice or public policy. The successful candidate's achievements must presage important future

contributions to the advancement of the Darden School's mission and to the vitality of the Darden School and University community.

To assess the determination of national recognition, the Dean's Office will gather written testimony from sources inside and outside of the University of Virginia community and present these data to the Appointments Committee for its advice and counsel. Although the nature and sources of the data collected will vary by candidate in accordance with the nature of the candidate's contributions, such evidence will provide a means of comparing and evaluating accomplishments among candidates and incumbents from schools considered to be comparable in quality and aims with the Darden School.

5. ENDOWED CHAIR PROFESSOR

Endowed chairs are preferably established in the name of an individual and carry no reference to a specific functional area of business or industry. The most desirable appellation is, for example, the Doe Professor of Business Administration. In addition to honoring the individual(s) for whom a chair is named, the donor(s) of the endowment honors the Darden School. It is the responsibility of the Dean's Office to ensure that the holder of an endowed chair is an individual whose reputation and accomplishments reflect honor on both the individual(s) for whom the chair is named and the Darden School.

a. Chairs without Term

These chairs are to be awarded for professional contributions that are judged to be outstanding based on careful review of the candidates' credentials and accomplishments. The chairs typically are part of the University's Eminent Scholar Program and are subject to those requirements. Each year, the Dean at their discretion may appoint a three-person advisory group normally composed of the Sr. Associate Dean for Faculty and two current holders of chairs without term. The Sr. Associate Dean for Faculty will solicit a list of candidates from the Dean and the holders of chairs without term.

The advisory group will review the credentials and record of the nominees and submit a report to the Dean considering the nominee's

- professional reputation;
- intellectual contributions to discipline-based research, to practice, and to learning and pedagogy; and
- leadership and service at Darden, at the University, and in the profession,

and submit a report to the Dean. The Dean will seek the advice of the current holders of chairs without term as they see fit. The Dean will make the final decision regarding which, if any, candidates will be nominated for chairs. The Dean will obtain outside letters on appointees before submitting nominations to the Provost.

b. Term Chairs

Nomination of individuals to hold term chairs is the responsibility of the Dean. Holders of term chairs must have attained the rank of Associate Professor or higher. Criteria for appointment include a record of achievement in one or more areas of scholarly activities that demonstrate excellence in research, and/or teaching and the creation of teaching materials, and/or contributions to advancing the practice of management and/or public policy. There may be additional criteria depending on the stipulations associated with a particular chair.

Term chairs represent commitments by the School to support scholarly activities and typically carry a multi-year commitment (usually three years, but occasionally five years). These guidelines require the appointee to hold the rank of Associate Professor or higher. A candidate may qualify for Term Chair by demonstrating excellence in **one or more** of the following scholarly activities:

- Previous record of excellent research including journal articles, books, presentations in conferences and evidence of a multi-year research program;
- Sustained distinguished commitment to and excellence in teaching, innovative course design and the production of teaching materials;
- Sustained distinguished commitment to and excellence in advancing the practice of management and/or public policy, through executive education and life-long learning, writing to and presenting to managerial and public policy professionals, and other related activities aimed at the practitioner;
- Lifelong contributions to the educational and/or research mission of the school through their service, leadership activities in academic matters, and prior extraordinary contribution to the school as an institution of higher learning.

In awarding Term Chairs, priority will normally be given to those individuals who currently are not chair holders.

6. FACULTY COMMITMENT

Through the promotion standards articulated above, the faculty of the Darden School individually and collectively commit to the following principles:

- We attract, retain, and support world-class faculty who whole-heartedly embrace the Darden School's mission and advance it.
- We take a general management perspective to developing well-rounded leaders through participative, student-centered learning experiences.
- We aspire to deliver a pre-eminent learning experience by not only transferring subject knowledge, but also by helping students develop as management professionals and leaders.
- We have a career-long responsibility to produce and publish scholarly materials that advance global business education, thought leadership, and business practice.
- We include and respect an intellectually and demographically diverse body of faculty who may excel in different aspects of education, scholarship and service.

- We take a holistic view of a faulty member's contribution, acknowledging that different people may excel in different aspects of education, scholarship, and service. Further, a holistic view requires that a judgment produced by careful reading of the materials should be used rather than one based on easy-to-measure metrics and short cuts during the review and promotion process.
- We acknowledge and respect that different fields differ in their narrative structures, methods, values, standards, research questions, and levels of maturity and development, and therefore we will mindfully and carefully apply these standards as appropriate to each field.
- We understand that standards are long-term commitments for both the Darden School and the individual. Accordingly, current standards cannot arbitrarily depart from historical standards for promotion in the Darden School. However, it is important to demand continuous improvement in the standards for promotion.

Appendix A

OPERATIONAL GUIDELINES FOR FACULTY ACADEMIC AND PROFSSIONAL QUALIFICATIONS

Darden faculty are a critical component to fulfilling our mission and achieving our goals. We maintain our accreditation with AACSB and we follow their guidelines regarding the need for faculty members to maintain currency in their discipline. This document describes the faculty categorization process we follow to be consistent with our mission and AACSB guidelines. Darden's mission is to improve the world by developing and inspiring responsible leaders and by advancing knowledge. Our vision is to achieve the full potential of our mission. In so doing, the following outcomes are expected: (1) to have the preeminent teaching faculty in the worlds; and (2) to be among the leading business schools in producing thought leadership that advances the understanding of critical business issues. Regarding thought leadership, we value producing and publishing scholarly contributions that advance global business education, thought leadership and practice. To meet these goals, our promotion policies reflect our definition of excellence along these dimensions.

Under the AACSB standard initiated in 2013, faculty are categorized into five categories: scholarly academic (SA), practice academic (PA), scholarly practitioner (SP), instructional practitioner (IP), or Other. Noted below is how Darden applies these criteria to assign faculty to a specific category.

The purpose of this categorization is to assure that Darden retains a roster of faculty who are current in their expertise, and who are actively contributing to the advancement of knowledge consistent with our mission.

Darden faculty complete an annual report that summarizes the professional accomplishments in teaching, research and service. The senior associate dean for faculty and research leads a peer review process that tracks faculty performance based on the most recent three years of data. Faculty are then provided feedback about their performance relative to other faculty at Darden.

The same information is reviewed for a five-year period to support the assignment of faculty into these five categories for accreditation purposes.

Consistent with our promotion policies for tenure and non-tenure-track faculty, we expect faculty to strive for excellence in teaching, advancing business practice by directly communicating with practitioners and to perform service for the school, university and/or academy. This assumption of performance is expected, regardless of categorization. The key difference between tenure-track and academic general faculty (non-tenure track) is that tenure-track faculty are also expected to generate scholarship as broadly defined by AACSB (discovery, applied, pedagogical.)

The process to categorize faculty follows the same principles articulated in our promotion policy. We review the portfolio of activities and evaluate this output to determine if the faculty member has engaged in activity that is of sufficient quality, quantity and coherence to demonstrate currency of thought and impact on the relevant dimension of scholarship.
While assigning one of these five categorizes is completed in parallel with our annual review and promotion procedures, there is a strong correlation in the resulting distribution. Faculty who are strong contributors in all dimensions valued by Darden – creation of scholarship, teaching, and communication with practicing manager will remain a Scholarly Academic. Faculty who chose to focus on teaching, service and the creation of teaching materials for use by other schools will also remain a scholarly academic. We anticipate most tenured/tenure-track faculty to fall into this category. Junior faculty who have not yet been reviewed for tenure are considered emerging scholars and are categorized as Scholarly Academics.

For those academically prepared faculty who choose to focus on communicating with practitioners in order to advance business practice later in their career, we anticipate they will be categorized as a Practice Academic. We do not expect many faculty to be Scholarly Practitioners. The Instructional Practitioner is where we anticipate our part-time faculty who teach a specific course that reflects their business expertise to be categorized.

Our reward system – teaching assignments, summer support and teaching load – is consistent with this categorization scheme. In order to obtain meaningful rewards, faculty need to make significant contributions in addition to teaching.

Noted below are the criteria we use in preparing a comprehensive profile of each faculty member that is used in this categorization process. For each category we track a faculty member's portfolio of activities (beyond education) as detailed below.

Scholarly Academic (SA)

- PhD in relevant field.
- Creation of new intellectual contributions. Over five years publish on average 1/year
    - Publication of books and/or book chapters aimed at academics, practitioners or textbooks.

    - Publication of articles in peer review or leading (defined as PR-1, PR-2 by faculty in each discipline or the list used by the Financial Times for their ranking)*.
    - Publication of teaching materials - case and teaching note, a technical note or a simulation - available for use at other schools.
- Editorial positions such as editor, associate editor, editor of special issue, or members of an editorial review board of an academic journal.
- Leadership role in an academic society. This may include an officer position, division head, planning a conference or session.
- Presented academic research.
- Communication with practicing manager or policy makers through Executive Education teaching, consulting, speaking engagement, etc.
- Academic leadership position within Darden.

Practice Academic (PA)

- PhD or terminal degree in relevant field.
- Significant communication/impact with practicing manager through a mix of the following examples of activity:
    - Publication of teaching materials and teaching notes, a technical note or a simulation available for use at other schools.
    - Publication of books and or book chapters targeted to practicing managers
    - Short publications in the popular press e.g. blog posts, op eds
    - Teach in Executive Education programs at Darden or at a private organization.
    - Consult with business or other external organizations.
    - Presentations to practitioners on current business topics.
    - Expert witness for business, government or other entity.
    - Leadership or advisory role with a company.
    - Lead courses with students that include direct contact with companies.
    - Supervise students' independent study projects that include actual business problem or field-based case studies.

Scholarly Practitioners

- Master's degree in relevant field.
- Significant professional experience.
- Publications in practitioner-oriented publications.
- Actively communicating with practitioners in order to advance business practice through a mix of the following examples:
    - Teach in Executive Education
    - Consult with business
    - Speak to practitioners on current business issues.
    - Expert witness for business, government or other entity.
    - Leadership or advisory role with a company.

* These journals lists are available with the Office of Faculty & Research.

- Lead courses with students that include direct contact with companies.
- Supervise students' independent study projects that include actual business problems or field-based case studies.

Instructional Practitioners

- Master's degree in relevant field.
- Significant continued professional experience.
- Ongoing involvement with business in area of expertise including
  - Employment or consulting with a business.
  - Leadership role with a company.
  - Teach in Executive Education.
  - Lead courses with students that include direct contact with companies.
  - Supervise students' independent study projects that include actual business problems.

Other

Faculty who do not meet the requirements to maintain a scholarly or practitioner categorization will be classified as Other.

D. POLICIES AND CRITERIA FOR APPOINTMENTS OF NON-TENURE-TRACK FACULTY

1. PREAMBLE

The Darden School has aspirations to be among the leading business schools in the world. The Darden School strives to excel in teaching and educational experiences and to make significant contributions to business education, to thought leadership, and to management practice across the globe. To meet these goals, our standards for appointment and promotion must evolve to define excellence on these dimensions and relative to peers. Our standards are intended to attract, develop, and retain world-class Academic General Faculty (AGF) who advance the Darden School's mission, and to meet or exceed the standards of the University of Virginia. We seek faculty who are committed to the Darden School's objectives and who show evidence of wanting to participate wholeheartedly in achieving the School's objectives. These objectives include formal instruction; producing and publishing educational materials to advance global business education; advancing practice; and positively contributing to the operations and culture of the Darden School's programs and community. In addition, we must attract and retain individuals who, to advance to the senior levels of professorship, have the capacity to lead and run major activities and programs of the Darden School. We seek to attract and promote diverse faculty who are committed to taking a general management perspective and to developing well-rounded leaders through a participative, student-centered learning experience. As such, AGF have the same rights and opportunities as tenured/tenure track faculty regarding the shared governance of the school and eligibility for academic

benefits such as emeritus status, participation in hiring committees, and for annual performance reviews, AGF will be reviewed by the same standing Peer Review Committee, consisting of senior professors who hold permanent chairs, who review all Darden faculty, regardless of track. For renewal and promotion decisions, at least one AGF member from Darden or the University will be part of the review committee.

This document lays out four sections. Part I lays out the professional ranks and tracks for appointing AGF. Part II lays out the principles and common standards for advancing in the professorial ranks of the Darden School. Part III operationalizes the standards for promotion and provides guidance to candidates, faculty, and the Peer Review Committee on the specific criteria that will be used for AGF promotion decisions and is provided through a link on the Darden Portal. The procedures provide guidance to the Darden School's Office of Faculty and Research on how to conduct the AGF promotion review process within the Darden School and are provided through a link on the Darden Portal.

2. PART I – PROFESSIONAL RANKS AND TRACKS FOR ACADEMIC GENERAL FACULTY

AGF members (previously known as non-tenure-track faculty) at the Darden School are important members of the academic community. They are tenure-ineligible salaried faculty who are voting members of the faculty and participate in all aspects of the Darden School's operation. AGF are governed by the terms of this section and the University of Virginia's policy on AGF (PROV-004, Employment of Academic General Faculty Members).

a. **Purpose** – AGF members serve an important purpose in the Darden School and are critical to its serving the mission. AGF serve a variety of objectives in the Darden School and include the following:

1. Contribute to students' knowledge and skills in specialized and enduring topics that are vital to their development as management professionals and leaders and are not typically delivered through traditional tenure-track appointments.
2. Span a number of topical areas that may not be delivered by tenure-track faculty, but are essential for the curriculum of the degree programs in the Darden School.
3. Provide flexibility to talented AGF who wish to maintain a narrow focus on teaching and curriculum-related activities rather than span the full spectrum of activities that include academic research.
4. Attract and retain AGF who operate at the forefront of practice and applied innovation that are important for students' development as management professionals and leaders.
5. Provide the means to attract non-traditional business faculty from related or affiliated disciplines (such as law, health care, economics, and psychology) and/or with practical experience (military, entrepreneurship, executive level).

b. **Professorial Tracks for Appointments –** The Darden School appoints two types of AGF: those on the teaching track and those on the practice track.

1. **Criteria for Appointments on the Teaching Track -** Candidates appointed on the teaching track will demonstrate a strong potential for: (1) excellence in teaching; (2) the ability to develop curriculum and course materials; (3) the ability to advance practice by communicating with the practicing manager, and (4) a willingness to participate in service opportunities. These candidates will satisfy the educational qualification requirements spelled out in the University of Virginia's policy on AGF, (PROV-004, Employment of Academic General Faculty Members).

2. **Criteria for Appointments on the Practice Track –** Individuals with a long and distinguished record of professional accomplishment may be hired on the practice track as a Professor of Practice.

   Candidates appointed to this rank bring a deep expertise in an area of business relevant to the Darden School's degree and non-degree programs. It is expected that over time, Professors of Practice will have a curricular impact on the Darden School's MBA programs and executive education. Generally, those appointed to this role progress through stages of teaching. It may start with shadowing faculty, occasionally teaching class sessions, co-teaching an existing elective course, and delivering a new elective course.

   Candidates are expected to build on their experience in practice and continue to advance practice through their teaching and/or writing accomplishments. Candidates are expected to maintain their expertise in their field and demonstrate their ability to advance the business practice or public policy by communicating with practicing managers through a variety of channels. This may include teaching in the Darden School Foundation's Darden Executive Education program, developing new Darden Executive Education programs, business consulting, writing for publications whose intended audience is primarily practitioners, and speaking to and writing for public-policy makers.

c. **Lecturer Rank Appointments –** The Darden School also appoints AGF to the lecturer ranks.

1. Criteria for appointment in the lecturer ranks require candidates to demonstrate a strong potential for: (1) excellence in teaching; (2) the ability to develop curriculum and course materials; (3) the ability to advance practice by communicating with the practicing manager; and (4) a willingness to participate in service opportunities. Consistent with the University of Virginia's policy on AGF, (PROV-004, Employment of Academic General Faculty Members), lecturers will generally not hold a terminal degree. Faculty hired in this category will be assigned to teach "tools" based topics. Examples of this include communication and software development.

d. **Initial Appointment Professorial Track** – Initial appointments for those on the professorial track may be at the rank of Assistant Professor, Associate Professor, or Full Professor. Faculty appointed to the practice track will be accomplished and nationally recognized practitioners in their field and will normally be appointed at the rank of Professor of Practice. Formal faculty titles must be used internally consistent with University of Virginia's policy on AGF, (PROV-004, Employment of Academic General Faculty Members) The Darden School does not normally hire faculty members on the practice track at the rank of Assistant Professor or Associate Professor.

e. **Initial Appointment Lecturer Rank–** Initial appointments for those on the lecturer track may be at the rank of Lecturer, Senior Lecturer, or Distinguished Lecturer.

f. **Reappointments in Rank after the Initial Appointment –** In the third year of the initial three-year appointment, or at the end of three one-year appointments, AGF are eligible for reappointment for an additional three-year term. Reappointment decisions are made based on a review of the progress toward the self-development goals during the three-year appointment and the Darden School's further need for the type and scope of services provided by the AFG member.

   This evaluation normally produces one of the following decisions:

   - Reappointment at the current rank for another three years.
   - Termination of the appointment in accordance with the University of Virginia's policy on AGF (PROV-004, Employment of Academic General Faculty Members).

g. **Annual Review Process – ** Darden's annual reporting and review process requires faculty to submit a Faculty Activity Report, updated CV, and a personal statement in January that summarizes accomplishments from the prior calendar year and plans for the coming year. AGF are reviewed as part of the Peer Review process every spring. It is chaired by the Senior Associate Dean for Faculty and examines accomplishments of the faculty for the last three calendar years. Feedback can provide guidance for the faculty as they prepare for promotion. Written feedback is provided to senior faculty and verbal feedback to assistant professors in late spring summarizing the committee's conclusions and recommendations, and written comparative information is provided to aid in self-reflection and self-development goals.

h. **Promotions –** The standards and criteria for promotion of AGF on the teaching track, lecturer rank, and the reappointment of AGF on practice track are detailed in Part II and Part III of this document, respectively. The procedures to be implemented are detailed in Part IV of this document.

i. **Expectation of Continued Employment (ECE) Review –** AGF members hired before January 3, 2017, who do not already serve with ECE as defined in PROV-004 and who

choose to undergo an ECE review, will be reviewed for ECE using the same standards described in Part II and criteria in Part III below for promotion of AGF.

3. PART II – COMMON STANDARDS FOR ADVANCING IN RANK AT THE DARDEN SCHOOL TEACHING TRACK AND LECTURER TRACK

As a body, the full-time faculty of the Darden School is committed to encouraging a wide range of intellectual activities. Each faculty member is encouraged to pursue their own aspirations and work toward fulfilling one's full potential while contributing to the advancement of the mission of the Darden School. However, as a faculty body, we are governed by a set of common standards and share a commitment to the study, teaching, and practice of business. All AGF candidates for promotion in rank at the Darden School must be considered both on their record of performance and their continued commitment to these common standards.

All successful AGF candidates for promotion must make contributions to two audiences: educators and practitioners. A candidate must contribute to the evolution of ideas in these two areas and produce a body of work that is relevant and significant to a broad area of business practice. Regardless of the form of work, or the audience to which it is addressed, this work must meet or exceed certain standards as described in Part II of this document.

All successful AGF candidates must uphold the Darden School community values (as described later in this document), accept a fair share of Darden School responsibilities, and contribute to the Darden commons. This requirement is over and above the normal service that all faculty provide to their respective academic communities.

There are four areas in which AGF at the Darden School are expected to contribute (not necessarily in any particular order): teaching, advancing scholarship in curriculum development, advancing business practice or public policy by communicating with practitioners, and service (including upholding the Darden School's community values).

a. Teaching Contributions

All successful AGF candidates must demonstrate that they are effective teachers in the Darden School classroom, whether it be the physical or virtual classroom (hereafter called the classroom to refer to both), effective in and committed to taking a general management perspective, and to developing well-rounded leaders through a participative, student-centered learning experience. Effective teaching at the Darden School is not about merely transferring subject knowledge to students; it also includes helping students develop as management professionals and leaders.

Teaching effectiveness at the Darden School has six components:

- Delivering engaging classes that explore important management problems with relevance to practice and help to create an inclusive, global learning experience;

- Engaging in student-centric classroom instruction in all degree formats in which participated that focuses on students' development as global leaders of business administration;
- Using practice-informed cases that are field-based and/or researched and/or employ experiential learning where appropriate;
- Sharing best teaching practices with colleagues through contributions to teaching teams (when applicable);
- Teaching using appropriate and innovative technology; and
- Supporting students' learning inside and outside the classroom.

In addition to its own expectations, the Darden School adheres to the Provost's requirement for evidence of effective teaching. To satisfy the ***requisite*** standard for teaching:

> *AGF candidates must demonstrate sustained commitment to classroom instruction and sustained effectiveness in classroom instruction. Student evaluations must be a part of the evidence in all cases, but by themselves they are not enough. Students are important judges of a teacher's fairness, organization, and personal qualities in the classroom, laboratory, seminar, or office; but the candidate's faculty peers are normally the better judge of the content of their pedagogy. Popular teaching and good teaching are not necessarily the same thing. Advising, availability to students and other forms of beneficial interactions between the candidate and students may be given appropriate weight as a part of the "student instruction" criterion, but are not, by themselves, a substitute for accomplished classroom instruction.*

A distinctive feature of the Darden School is its deep commitment to student instruction and, in particular, its use of the student-centered case and/or discussion method of instruction. The Darden School aspires to deliver the best educational experience in the world. A large part of the Darden School's leading reputation rests on its teaching excellence, which remains core to its mission.

Accordingly, ***excellence*** on this dimension is sustained *distinguished* commitment to and sustained *distinguished* effectiveness in classroom instruction.

b. Contributions to Scholarship: Advancing Curriculum

All successful AGF candidates must demonstrate that they have made significant scholarly contributions to the improvement of the curriculum of the Darden School through course design and course materials development. The ***requisite*** quantity and quality for promotion to a higher rank will be considered holistically. A candidate's efforts in curriculum development could consist of some or all of the following:

1. A series of individually excellent teaching vehicles that evoke fresh insight into issues of importance to managers. These are typically cases, but they can also

include simulations, in-class exercises, videos, interactive software, online materials, and other materials. Innovative field-research cases or other equivalent research-intensive teaching materials are highly valued. These are examples of creative work.

2. Teaching notes that support teaching materials with substantive learning objectives for developed materials, describe conceptual underpinnings, and offer effective "in-class" teaching plans. These notes should allow educators other than the case author to make effective use of these materials in their own classrooms.

3. Development of successful new courses or course modules, including documents that collect and present the intellectual contributions contained in the course materials. Such documentation will generally take the form of a comprehensive course note, a set of modules note(s), a book, or a set of articles addressed to managers or academics.

It is the candidate's responsibility to demonstrate the internal and external importance and impact of their materials.

Excellent course development makes significant and impactful contributions to educational programs in business management and to the understanding of business practice. In addition to facilitating significant student learning, excellent course development compels both educators and students to think about important business problems more productively than they did before.

Accordingly, ***excellence*** on this dimension is a *coherent body of work* that is significant and sufficient in quantity and quality to make an outstanding and impactful contribution to the improvement in the curriculum of the Darden School and other institutions. It is the candidate's responsibility to demonstrate the underlying analytical framework that underpins and integrates the work into a coherent body.

c. Contributions to Scholarship: Advancing Research

Academic general faculty are not required to research that is considered a) basic or discovery or b) applied scholarship*. Darden does support AGF faculty who choose to advance research and it will be considered for renewal and promotion as part of the totality of the faculty member's accomplishments. Achievements in academic research will not offset the need to meet the performance standards at each rank.

d. Contributions to Advancing Business Practice or Public Policy

Consistent with the Darden School's mission of improving business practice, teaching, scholarship, and course development activities should include significant efforts focused

* This reflects AACSB categories of intellectual contributions. The other component – teaching and scholarship is reflected in the section on advancing curriculum.

toward contributions that advance business practice and problem-solving activities. While work addressed for educators must be managerially relevant, intellectual contributions addressing practitioners should go beyond merely showing relevance, and must be produced in a form specifically addressed to and accessible by this audience.

All successful AGF candidates must demonstrate commitment, capability, and willingness to share their expertise, ideas, and insights with the world of practice through their teaching, writing, presentations, or problem-solving activities aimed directly at the practitioners. Such activities should be aimed at improving the practice of management or public policy, at understanding or improving the functioning of markets or other institutions of business and the role of business in society.

The goal of an individual AGF member should not be to ensure that they pursue all of the practitioner-oriented activities mentioned below. Rather, it should be to reflect upon their own record and ambitions as an educator and in doing so identifying those activities that lie at the intersection of their interests, abilities, and available access to a relevant audience, in the belief that such activities will advance practice. For these activities, a successful faculty member should strive for influence and impact.

A candidate's efforts in advancing practice could consist of some or all of the following avenues:

1. Teaching and leading effectively in Darden Executive Education and Lifelong Learning programs in their area of expertise and reputation.

2. Developing new Darden Executive Education and Lifelong Learning programs.

3. Business consulting and/or board work.

4. Writing for publications whose intended audience is primarily practitioners.

5. Engaging with leading media outlets.

6. Speaking to and writing for corporate audiences or policy makers.

In judging the ***requisite*** quantity and quality of the candidate's work for promotion to a higher rank, the work will be considered holistically on the dimension of advancing business practice through communicating with practitioners. The body of work could include articles in practice-oriented journals and outlets, books, book chapters, and other published outputs. Books or book chapters published by leading publishers, and reviewed by practitioners and/or academics, would also be taken into consideration as part of this holistic view. Originating and organizing major conferences/workshops/summits for practitioners, white papers, or position papers on key issues all form part of this category. These would be examples of creative work. The quality of interactions with practitioners based on speaking engagements, teaching, or business consulting would be judged by the

prominence of the organizations or firms engaging those services and the relevance of topics pursued.

It is the candidate's responsibility to demonstrate how their chosen efforts at communicating with practitioners advances business practice or public policy.

Excellence on this dimension is a *coherent body of work* that is significant and sufficient in quantity and quality to have led to an international reputation in the practitioner world and leads to an independent judgment (internally and externally) that the candidate is a *thought leader*.

e. Contributions to the Darden School Community (Service)

Given the aspirations of the Darden School to be among the leading schools of business in the world by making significant contributions to business education, thought leadership, and management practice, AGF candidates must also help build and maintain a high-quality environment for engaging successfully in the above activities.

This includes engaging in service to foster the well-being of the Darden School and the University: Being predominantly faculty-governed, all faculty have a responsibility to contribute to these important institution-building activities.

All recommendations for promotion, therefore, must be supported by persuasive evidence from those who are most familiar with these aspects of the candidate's contributions that the following requirements are met:

1. The candidate lives by the generally accepted Darden Norms of the Community, * the Darden School's values, as well as those of the University.†,‡

2. The candidate contributes their fair share to the Darden School's administrative, mentoring, and teaching responsibilities.

3. The candidate contributes to a collegial and productive teaching and research environment at the Darden School.

4. The candidate advances the Darden School's mission and those activities that support and foster it, including making the Darden School a global business school.

While these contributions are described in the context of the Darden School, candidates are also expected to make other contributions to the University of Virginia and have a responsibility to make service contributions to their broader professional communities. Contributions to the Darden commons is a requirement over and above the normal services that all faculty provide to their respective academic communities.

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* DARDEN'S STATEMENT OF NORMS
Darden aspires to provide everyone in our community a world-class experience built on principles of "collaborative excellence." To that end, we announce and endorse the following principles of behavior within our community:

- We the members of the Darden Community, across our many roles, treat everyone with courtesy and respect, and live by our values.
- We act with integrity: we do what we say.
- We communicate with positive intent and appreciation for what others have contributed to our results.
- We treat everyone with fairness.
- We have a joint responsibility to bring suspected incidents of misconduct forward.

Darden Community = faculty, staff, students, visitors, alumni, and anyone who represents Darden School in any way.

† The University of Virginia is a public institution of higher learning guided by a founding vision of discovery, innovation, and development of the full potential of talented students from all walks of life. It serves the Commonwealth of Virginia, the nation, and the world by developing responsible citizen leaders and professionals; advancing, preserving, and disseminating knowledge; and providing world-class patient care.
We are defined by:

- Our enduring commitment to a vibrant and unique residential learning environment marked by the free and collegial exchange of ideas;
- Our unwavering support of a collaborative, diverse community bound together by distinctive foundational values of honor, integrity, trust, and respect; and
- Our universal dedication to excellence and affordable access.

‡ http://www.virginia.edu/statementofpurpose/

4. PART III – CRITERIA FOR PROMOTION BY RANK – LECTURER

Having defined in Part II the common standards expected of each AGF member, this section addresses the specific criteria for promotion by rank.

This document is consistent with the practice established with the founding of the Darden School that recommendations for promotion shall be made to the Provost by the Dean with the advice of an Evaluation Committee and tenured faculty. In cases of promotion of AGF, the faculty review will be expanded to include AGF senior in rank to those under review. (See Provost's language for a description of the University of Virginia's promotion policy for AGF: PROV-004, Employment of Academic General Faculty Members).

To assist with reappointment decisions, the Dean will establish an Evaluation Committee that includes members of the Peer Review Committee. In addition, the Dean may appoint a member of the AGF of the Darden School to serve on the Evaluation Committee. A chair will be appointed from that committee, and the Senior Associate Dean for Faculty shall be an ex-officio member of the committee.

To assist with promotion decisions, the Dean will establish an Evaluation Committee that includes members of the Peer Review Committee and will have at least one AGF member whose rank is more senior than the candidate under review. In the event that no such person is available at the Darden School, the Dean will seek an appropriate AGF member from another school. A chair will be appointed from that committee, and the Senior Associate Dean for Faculty shall be an ex-officio member of the committee.

This Evaluation Committee for promotions will be known to the entire faculty and will advise the Dean on all decisions involving promotion of AGF up to and including the rank of Professor (Distinguished Lecturer), and on any other AGF personnel actions at the request of the Dean.

In addition to sharing its advice directly with the Dean, the committee shall, in the case of promotion decisions, make its recommendations known to the AGF at the rank of Associate Professor or Senior Lecturer and above, plus all tenured faculty for all candidates through the level of Associate Professor (Senior Lecturer). For candidates being considered for promotion to Professor, the recommendations will be made known to the tenured and AGF Full Professors for all candidates for Professor (Distinguished Lecturer). These same faculty groups will also advise the Dean.

a. Lecturer (Initial Appointment)

The initial appointment at the Lecturer rank is usually for a period of three years but could be shorter. Persons appointed to this rank are normally those who appear to have the capacity to become outstanding teachers and committed faculty members. By "committed faculty members," we mean individuals who appear likely to become committed to the Darden School's objectives and who show evidence of wanting to participate wholeheartedly in achieving these objectives. These objectives include: formal

instruction; a desire to produce and to publish educational materials to the advancement of global business education and the practice of business administration; and contributes to the operations of the Darden School's programs.

Persons holding their initial appointment at the rank of Lecturer will normally be evaluated for a further appointment during the third year of their employment but, at their choosing, may be evaluated prior to that time assuming the request is consistent with the normal Appointments calendar. Persons whose initial contract specifies a term of greater than three years will be evaluated in the final year of their contractual term. This evaluation will normally produce one of the following decisions:

- Appointment to Lecturer for an additional three-year term (or for an additional term to be determined), or
- Termination of the appointment at the end of the contract term. If the review produces a decision not to reappoint, the candidate will be terminated in accordance with the University of Virginia's policy on AGF (PROV-004, Employment of Academic General Faculty Members).

b. From Lecturer (Initial Appointment) to Lecturer (Subsequent)

- The criterion for persons receiving subsequent three-year appointments as Lecturer is: Demonstrated *commitment to and effectiveness in classroom instruction*; and
- Demonstrated through service within the Darden School the willingness to materially contribute to the management of the Darden School, the ability to work with their colleagues to further the Darden School's objectives, including supporting the strategic priorities of the Darden School, the capacity to contribute to the development of their area, and to actively participate in the activities of the respected professional societies in their field.

AGF Members holding the rank of Lecturer will be considered for promotion to Senior Lecturer after serving six continuous years. They may also choose to forego promotion review by opting out in writing. Choosing to postpone or forego promotion review does not preclude renewal.

The Senior Associate Dean for Faculty and Research and the AGF member may agree that the faculty member is ready for early promotion based on exceptional performance or prior experience.

c. From Lecturer (After Reappointment) to Senior Lecturer

Starting in the seventh year or later, a lecturer must have demonstrated their effectiveness in classroom teaching and in contributing significantly to the improvement of the Darden School's curriculum. They appear to have the capacity to make a substantial contribution to the Darden School as a leading institution of global graduate business education, and

are playing their part in making contributions to the Darden School community. The self-development emphasis at the rank of Lecturer (Subsequent Appointment), therefore, is usually as follows:

- Demonstrated *sustained commitment to and sustained effectiveness in classroom instruction*;
- Contributed significantly to the improvement of the Darden School's curriculum through the development of effective teaching materials and innovative course design;
- Demonstrated a commitment to advancing the practice of management or public policy by demonstrating an effective ability in communicating with practitioners; and
- Demonstrated through service within the Darden School the willingness to materially contribute to the management of the Darden School, the ability to work with their colleagues to further the Darden School's objectives, including supporting the strategic priorities of the Darden School, the capacity to contribute to the development of their area, and to actively participate in the activities of the respected professional societies in their field.

Meeting each of the ***requisite*** standards for contributions to teaching, curriculum development and advancing the practice of management is **not** sufficient to merit promotion to the rank of Senior Lecturer. To be considered for promotion, the candidate must be recognized as having met the standard of ***excellence*** outlined in Part II of this document on at least one of the dimensions of teaching and curriculum development (taken together) or advancing the practice of management or public policy. Alternatively, a candidate might achieve excellence through a tightly integrated set of accomplishments that span teaching, course development, and advancing the practice of management in a manner that is unique and compelling. (This recognition must be far enough above the bar such that the senior faculty of the Darden School would recognize their strengths.)

The Darden School's internal review will read and evaluate the representative body of work of the candidate in order to arrive at an independent judgment that the candidate has produced a *coherent body of work* that meets or exceeds the expectations of the rank. Mere counting of papers or teaching materials is not a substitute for a judgment produced by careful reading of the materials of the candidate.

Persons holding a subsequent appointment at the rank of Lecturer will normally be evaluated for a further appointment during the second year of their contract. This evaluation of a Lecturer normally will produce one of three decisions:

- Appointment to Senior Lecturer for an additional three-year term,
- Continue in the rank of Lecturer normally for an additional three-year term, or
- Termination of the appointment at the end of the contract term. If the review produces a decision not to reappoint, the candidate will be terminated in accordance with the University of Virginia's policy on AGF (PROV-004, Employment of Academic General Faculty Members).

Renewal and Non-Renewal Following Promotion Review:

Once promoted to Senior Lecturer, or if hired at Senior Lecturer rank, then after the first reappointment, the AGF Member will be reappointed for five-year terms and renewed based (PROV-004, Employment of Academic General Faculty Members).

An AGF member whose promotion review is unsuccessful may request reappointment with the same rank. The Darden School may renew the contract of a lecturer who has been denied a promotion but is not required to do so. Reappointment following an unsuccessful promotion review will be for three-year terms. If reappointed, future renewals are governed by PROV-004, Employment of Academic General Faculty Members.

d. From Senior Lecturer to Distinguished Lecturer

Persons appointed to Senior Lecturer rank should develop along the following lines to be successful for promotion to distinguished lecturer.

Promotion to Distinguished Lecturer entails achievements above and beyond the standards for promotion to Senior Lecturer on all dimensions: teaching, curriculum development, advancing business practice, and service (including upholding Darden School community values). Candidates are expected to have made significant contributions on each of these dimensions since promotion to Senior Lecturer. Therefore, persons appointed to this rank have achieved, except in exceptional circumstances, the following criteria:

- Demonstrated *sustained distinguished commitment to* and *sustained distinguished effectiveness* in classroom instruction.

- Demonstrated *sustained* ***excellence*** in designing courses and in the preparation of teaching materials, and in so doing, contributed significantly to the transformation of the pedagogy of the Darden School.

- Demonstrated an effective and significant ability to advance the practice of management or public policy. Relative to the criteria for earlier appointments, meaningful professional interaction with practitioners takes on greater importance for promotion to Distinguished Lecturer. The successful candidate must be professionally engaged in the broader world beyond academics. This engagement may take many forms appropriate to the candidate's field, but it must be the focus of a significant amount of the successful candidate's efforts.*

- Contributions to the Darden commons is a requirement over and above the normal services that all faculty provide to their respective academic communities. Accordingly, demonstrated significant commitment and capability to build the

* The Evaluation Committee may elicit, where appropriate, external letters in order to determine the candidate's depth and breadth of professional interaction with practitioners and their impact on practice.

Darden School as an institution and community is required of candidates to promotion. Scholarship and teaching being predominantly faculty-governed, all persons promoted to this rank should have contributed substantially to these important institution-building and service activities. Such contributions could include, for example, mentoring junior colleagues or students, helping with alumni engagement, and supporting advancement activities, among others. Demonstrated commitment includes role-modelling Darden School and University of Virginia values.

- Demonstrated significant leadership: Persons promoted to this rank should have demonstrated leadership in one or more professional activities vital to the Darden School or the University of Virginia, including leadership activities within their academic discipline, and extraordinary service in support of curriculum scholarship or teaching activities of the Darden School or the University of Virginia, such as holding major leadership appointments at the Darden School or University of Virginia.

The successful candidate's overall achievements and impact must presage important future contributions to the advancement of the Darden School's mission and to the vitality of the Darden School and the University of Virginia communities.

Service to the Darden School and the University of Virginia is an obligation of every regular faculty member. In no case, however, can it stand alone to justify the award of promotion to Distinguished Lecturer, nor can devoted service compensate for inadequate student instruction or educational materials contributions. Equally, a lack of service and substandard contributions to the Darden School community can be a reason to not award promotion.

An evaluation for promotion to Distinguished Lecturer normally will produce one of three decisions:

- Appointment to Distinguished Lecturer for a five-year term,
- Continue in the rank of Senior Lecturer normally for an additional three-year term, or
- Termination of the appointment at the end of the contract term. If the review produces a decision not to reappoint, the candidate will be terminated in accordance with the University of Virginia's policy on AGF (PROV-004, Employment of Academic General Faculty Members).

Renewal and Non-Renewal Following Promotion Review:

Once promoted to Distinguished Lecturer, or if hired at the Distinguished Lecturer rank, then after the first reappointment, the AGF member will continue to be reappointed for

five-year terms consistent with (PROV-004, Employment of Academic General Faculty Members).

An AGF Member whose promotion review is unsuccessful may request reappointment with the same rank. Reappointment following an unsuccessful promotion review will be for three-year terms. If reappointed, future renewals are governed by (PROV-004, Employment of Academic General Faculty Members).

5. CRITERIA FOR PROMOTION BY RANK – TEACHING TRACK

a. From Assistant Professor (Initial Appointment) to Assistant Professor (Subsequent Appointment)

Candidates for reappointment from Assistant Professor (Initial Appointment) to Assistant Professor (Subsequent Appointments) must meet the ***requisite*** self-development goals at the rank of Assistant Professor (Initial Appointment).

The initial appointment at the Assistant Professor rank is usually for a period of three years, but could be shorter or longer. Persons appointed to this rank are normally those who appear to have the capacity to become outstanding teachers and committed faculty members. By "committed faculty members," we mean individuals who appear likely to become committed to the Darden School's objectives and who show evidence of wanting to participate wholeheartedly in achieving the School's objectives. These objectives include: formal instruction; a desire to produce and to publish educational materials to the advancement of global business education and the practice of business administration; and contributes to the operations of the Darden School's programs. The self-development emphasis at this rank, therefore, is to:

- Demonstrate *commitment to and sustained effectiveness in classroom instruction;* and

- Demonstrate through service within the Darden School the willingness to materially contribute to the management of the Darden School, the ability to work with their colleagues to further the Darden School's objectives, including supporting the strategic priorities of the Darden School, the capacity to contribute to the development of their area, and to actively participate in the activities of the respected professional societies in their field.

Persons holding their initial appointment at the rank of Assistant Professor will normally be evaluated for a further appointment during the third year of their employment but, at their choosing, may be evaluated prior to that time assuming the request is consistent with the normal Appointments calendar. Persons whose initial contract specifies a term of greater than three years will be evaluated in the final year of their contractual term. This evaluation will normally produce one of the following decisions:

- Appointment to Assistant Professor for an additional three-year term (or for an additional term to be determined), or

- Termination of the appointment at the end of the contract term. If the review produces a decision not to reappoint, the candidate will be terminated in accordance with the University of Virginia's policy on AGF (PROV-004, Employment of Academic General Faculty Members).

AGF members holding the rank of Assistant Professor will be considered for promotion to Associate Professor after serving six continuous years. They may also choose to forego promotion review by opting out in writing. The Darden School may renew the contract of an Assistant Professor who foregoes review but is not required to do so.

b. From Assistant Professor (Subsequent Appointment) to Associate Professor

AGF candidates for promotion from Assistant Professor (Subsequent Appointment) to Associate Professor must meet the ***requisite*** self-development goals at the rank of Assistant Professor (Subsequent Appointment) and the standard of ***excellence*** outlined below.

Persons receiving a subsequent three-year appointment as Assistant Professor have demonstrated their effectiveness in classroom teaching and in contributing significantly to the improvement of the Darden School's curriculum. They appear to have the capacity to make a substantial contribution to the Darden School as a leading institution of global graduate business education, and are playing their part in making contributions to the Darden School community. The self-development emphasis at the rank of Assistant Professor (Second Appointment), therefore, is usually as follows:

- Demonstrated *sustained commitment to and sustained effectiveness in classroom instruction*;
- Contributed significantly to the improvement of the Darden School's curriculum through the development of effective teaching materials and innovative course design;
- Demonstrated a commitment to advancing the practice of management (or public policy) by demonstrating an effective ability in communicating with practitioners; and
- Demonstrated through service within the Darden School the willingness to materially contribute to the management of the Darden School, the ability to work with their colleagues to further the Darden School's objectives, including supporting the strategic priorities of the Darden School, the capacity to contribute to the development of their area, and to actively participate in the activities of the respected professional societies in their field.

Meeting each of the ***requisite*** standards for contributions to teaching, curriculum development and advancing the practice of management is **not** sufficient to merit promotion. To be considered for promotion, the candidate must be recognized as having met the standard of ***excellence*** outlined in Part II of this document on at least one of the dimensions of teaching and curriculum development (taken together) or advancing the practice of management. Alternatively, a candidate might achieve excellence through a

tightly integrated set of accomplishments that span teaching, course development, and advancing the practice of management in a manner that is unique and compelling. (This recognition must be far enough above the bar such that the senior faculty of the Darden School would recognize their strengths.)

The Darden School's internal review will read and evaluate the representative body of work of the candidate in order to arrive at an independent judgment that the candidate has produced a *coherent body of work* that meets or exceeds the expectations of the rank. Mere counting of papers or teaching materials is not a substitute for a judgment produced by careful reading of the materials of the candidate.

Persons holding their subsequent appointment at the rank of Assistant Professor will normally be evaluated for a further appointment during the second year of their contract. The evaluation of an Assistant Professor normally will produce one of three decisions:

- Appointment to Associate Professor for an additional three-year term;
- Continue in the rank of Assistant Professor normally for an additional three-year term; or
- Termination of the appointment at the end of the contract term. If the review produces a decision not to reappoint, the candidate will be terminated in accordance with the University of Virginia's policy on AGF (PROV-004, Employment of Academic General Faculty Members).

Renewal and Non-Renewal Following Promotion Review:

Once promoted to Associate Professor, or if hired at the Associate Professor rank, then after the first reappointment, the AGF member will continue to be reappointed for five-yearterms consistent with (PROV-004, Employment of Academic General Faculty Members).

An AGF member whose promotion review is unsuccessful may request reappointment with the same rank. Reappointment following an unsuccessful promotion review will be for three-year terms consistent with (PROV-004, Employment of Academic General Faculty Members).

The Darden School may renew the contract of an Assistant Professor who has been denied a promotion but is not required to do so. Reappointment following an unsuccessful promotion review will be for three-year terms. The faculty member's appointment may or may not be renewed at the Darden School's discretion, so long as the Darden School gives notice of non-renewal in accordance with, PROV-004, Employment of Academic General Faculty Members) Standards of Notice for Non-Renewal.

c. From Associate Professor to Full Professor

Persons appointed to Associate Professor rank should develop along the following lines to be successful for promotion to Full Professor.

Promotion to Full Professor entails achievements above and beyond the standards for promotion to Associate Professor on all dimensions: teaching, curriculum development, advancing business practice, and service (including upholding community values). Candidates are expected to have made significant contributions on each of these dimensions since promotion to Associate Professor. Therefore, persons appointed to this rank have achieved, except in exceptional circumstances, the following criteria:

- Demonstrated *sustained distinguished commitment to* and *sustained distinguished effectiveness* in classroom instruction.

- Demonstrated *sustained excellence* in designing courses and in the preparation of teaching materials, and in so doing, contributed significantly to the transformation of the pedagogy of the Darden School.

- Demonstrated an effective and significant ability to advance the practice of management or public policy. Relative to the criteria for earlier appointments, meaningful professional interaction with practitioners takes on greater importance for promotion to Full Professor. The successful candidate must be professionally engaged in the broader world beyond academics. This engagement may take many forms appropriate to the candidate's field, but it must be the focus of a significant amount of the successful candidate's efforts.*

- Contributions to the Darden School commons is a requirement over and above the normal services that all faculty provide to their respective academic communities. Accordingly, demonstrated significant commitment and capability to build the Darden School as an institution and community is required of candidates to promotion. Scholarship and teaching being predominantly faculty-governed, all persons promoted to this rank should have contributed substantially to these important institution-building and service activities. Such contributions could include, for example, mentoring junior colleagues or students, helping with alumni engagement, and supporting advancement activities, among others. Demonstrated commitment includes role-modelling Darden School and University values.

- Demonstrated significant leadership: Persons promoted to this rank should have demonstrated leadership in one or more professional activities vital to the Darden School or the University of Virginia, including leadership activities within their academic discipline, and extraordinary service in support of curriculum scholarship or teaching activities of the Darden School or the University of Virginia, such as holding major leadership appointments at the Darden School or University of Virginia.

* The Evaluation Committee may elicit, where appropriate, external letters in order to determine the candidate's depth and breadth of professional interaction with practitioners and their impact on practice.

The successful candidate's overall achievements and impact must presage important future contributions to the advancement of the Darden School's mission and to the vitality of the Darden School and the University of Virginia communities.

Service to the Darden School and University of Virginia is an obligation of every regular faculty member. In no case, however, can it stand alone to justify the award of promotion to Full Professor, nor can devoted service compensate for inadequate student instruction or intellectual contributions. At the same time, a lack of service and substandard contributions to the community can be a reason to not award promotion.

An evaluation for promotion to Full Professor normally will produce one of three decisions:

- Appointment to Full Professor for a three-year term,
- Continue in the rank of Associate Professor normally for an additional three-year term, or
- Termination of the appointment at the end of the contract term. If the review produces a decision not to reappoint, the candidate will be terminated in accordance with the University of Virginia's policy on AGF (PROV-004, Employment of Academic General Faculty Members).

Renewal and Non-Renewal Following Promotion Review

Once promoted to Full Professor, or if hired at the Full Professor rank, after the first reappointment, the AGF member will be reappointed for five-year terms consistent with Renewal and Non-Renewal Following Promotion Review. (PROV-004, Employment of Academic General Faculty Members).

An AGF member whose promotion review is unsuccessful may request reappointment with the same rank. Reappointment following an unsuccessful promotion review will be for three-year terms consistent with PROV-004, Employment of Academic General Faculty Members.

4. REAPPOINTMENT – PRACTICE TRACK

This Section addresses the specific criteria for reappointment of Professors of Practice. The initial appointment for a Professor of Practice is normally for a three-year period. However, in exceptional circumstances, an initial appointment of five years may be considered with the approval of the Provost.

Recommendations for reappointments shall be made to the Provost by the Dean with the advice of an Evaluation Committee. (See PROV-004, Employment of Academic General Faculty Members for a description of the University of Virginia's reappointments policy for AGF.)

To assist with the reappointment of Professors of Practice, the Dean will utilize the Darden School's Peer Review Committee as the Evaluation Committee for such reappointments. A chair will be appointed from that committee, and the Senior Associate Dean for Faculty shall be an ex-officio member of the committee.

This committee will be known to the entire faculty and will advise the Dean on all decisions involving reappointment of AGF on Practice Track, and on any other AGF personnel actions at the request of the Dean regarding Professors of Practice.

AGF on Practice Track at the Darden School are expected to contribute to teaching, curriculum development scholarship, advancing business practice or public policy by communicating with practitioners, and service (including upholding the Darden School's community values). However, the individual contracts of each Professor of Practice may vary on the proportion of effort devoted to each of these contributions. Consistent with their individual contracts, the self-development emphasis for Professor of Practice would include:

- Demonstrated *sustained commitment to and sustained effectiveness in classroom instruction*;
- Contributed significantly to the improvement of the Darden School's curriculum through the development of effective teaching materials and innovative course design;
- Demonstrated a commitment to advancing the practice of management (or public policy) by demonstrating an effective ability in communicating with practitioners; and
- Demonstrated through service within the Darden School the willingness to materially contribute to the management of the Darden School, the ability to work their colleagues to further the Darden School's objectives, including supporting the strategic priorities of the Darden School, and the capacity to contribute to the development of their area.

Meeting each of the ***requisite*** standards for contributions to teaching, curriculum development, and advancing the practice of management is **not** sufficient to merit reappointment. To be considered for reappointment, the candidate must be recognized as having met the standard of ***excellence*** outlined in Part II of this document on at least one of the dimensions of teaching or curriculum development or advancing the practice of management. Alternatively, a candidate might achieve excellence through a tightly integrated set of accomplishments that span teaching, course development, and advancing the practice of management in a manner that is unique and compelling. (This recognition must be far enough above the bar such that the senior faculty of the Darden School would recognize their strengths.)

The Darden School's internal review will read and evaluate the representative body of work of the candidate in order to arrive at an independent judgment that the candidate has produced a *coherent body of work* that meets or exceeds the expectations of the rank. Mere counting of papers or teaching materials is not a substitute for a judgment produced by careful reading of the materials of the candidate.

Persons holding Professor of Practice will normally be evaluated for a further appointment during the last year of their contract. An evaluation normally will produce one of two decisions:

- Reappointment to Professor of Practice for an additional five year term (or a term equivalent to their initial appointment), or
- Termination of the appointment at the end of the contract term. If the review produces a decision not to reappoint, the candidate will be terminated in accordance with the University of Virginia's policy on AGF (PROV-004, Employment of Academic General Faculty Members).

Renewal and Non-Renewal Following Reappointment Review:

Once reappointed, the AGF Practice Track member will continue to be reappointed for five - year terms (or a term equivalent to their initial appointment) and will be renewed consistent with (PROV-004, Employment of Academic General Faculty Members).

E. OUTSIDE EMPLOYMENT AND SUPPLEMENTAL COMPENSATION

1. Statement on Outside Employment and Compensation

It is assumed that the primary interest of full-time faculty members will be the University of Virginia's Darden School and that their time and energies will be primarily devoted to furthering the objectives of the School.

It is expected that full-time faculty members will not engage in outside activities for compensation without the knowledge and approval of the Dean.

2. External Consulting and Internal Overload

The Darden School follows the Provost's policy on External Consulting and Internal Overload. Faculty are expected to remain current on this policy, as it may change over time. The Senior Associate Dean for Faculty and Research will share information about this policy with the faculty on an annual basis.

F. FACULTY RESEARCH

It is the faculty's position that research activity be regarded as an important School activity in which most faculty members should involve themselves on a regular basis. Toward this end, it is recommended that a significant portion of the School's budget be allocated to research activities.

1. The Purpose of Our Research

The faculty of the Darden School is a community of scholars who conduct original research. We seek to advance knowledge, create new ideas, and engage in constructive dialogue on matters of consequence for business and society.

The audiences for our research are other academics, practitioners, regulators, and policy makers. Depending on their career stage, individual faculty members may target different audiences with their research. It is expected that faculty at early stages of their careers will contribute to the research mission by publishing primarily for other academics. Faculty at more advanced career stages will contribute by publishing for other academics and will also engage practitioner audiences. It is expected that the portion of work targeted to practicing managers would increase at later stages of a career.

In order to maximize the impact of our research, we seek to publish or promulgate our ideas in outlets that are widely read and well respected by their respective audiences. These outlets may include leading peer-reviewed academic journals, books, specialty-field journals, and other diverse media outlets, including influential mainstream periodicals that appeal to practitioner audiences. As the channels of knowledge acquisition and dissemination change, faculty should be attentive to emerging opportunities that may enhance the impact of their research and ideas.

Research also informs our teaching. Individual faculty members should seek not only to produce research but also to stay informed about the scholarship of others whose ideas may improve the curriculum of our various degree and non-degree programs.

2. The Purpose of Our Course Development

The faculty of the Darden School is also a community of unusually capable course developers, teachers, and scholars. Through innovative course design, careful implementation, and excellent delivery we seek to build the finest MBA, Executive MBA, Part-Time MBA and Executive Education programs in the world. We do so because we believe that our programs improve the world by developing and inspiring responsible leaders.

Consistent with these goals, our faculty members develop outstanding courses and programs, as well as the materials necessary for their implementation. Faculty are expected to maintain close ties with the business community so that they may better understand its present and emergent issues.

While the primary focus of our course-development efforts is our students, we also seek to influence the pedagogy of other leading business schools. To that end, we publish our teaching materials in outlets that make those materials available to our colleagues at other institutions.

3. Policy on Research Expenditures and Royalties

One of the desired results of research activity is the publication of findings. Where the Darden School has substantially supported the research, we will follow UVA policy on Ownership rights in Copyrightable Material. The Senior Associate Dean for Faculty and Research will interpret this policy to support the research, publications, and innovation efforts of the Darden School faculty.

Regarding the publication of cases, the University of Virginia, in an agreement with the Darden Foundation, ceded copyright of all case materials published to the Darden Foundation. Faculty wishing to include Darden cases or technical notes in scholarly work published by third parties should request written permission from either the director of Darden Business Publishing or the Darden Foundation.

4. Responsibility of Research, Course Development, and Doctoral Policy Committee

It is the responsibility of the Research, Course Development, and Doctoral Policy Committee, under its chair, to facilitate the attainment of the objectives and goals of research activity at the Darden School (see Section VI-F-1).

G. EXECUTIVE EDUCATION

1. Darden School Faculty and Executive Education

The Darden School's engagement with practicing managers is a hallmark of the institution and central to its Mission. Among the many ways in which faculty can engage with practicing managers, participation in Executive Education is one of unique importance to the school. Executive Education programs are a visible and public expression of the values of the school and the quality of our commitment to educating managers. These programs, and dimensions of these programs that include faculty quality, are regularly ranked and are thus a strong contributor to the Darden School brand. Finally, the programs have been a major contributor of resources to the school.

Given the importance of Executive Education, the Darden School faculty as a whole has a clear responsibility to support Executive Education activities in a manner consistent with Darden School's Mission. Central to this support are a number of activities. First, the faculty should provide counsel, advice, and recommendations (Section VI-A-3) through the Executive Education Programs Committee to ensure the long-term success of Executive Education programs. Second, the faculty should support Executive Education through their regular academic activities, such as generating and promoting thought leadership at the Darden School, innovating new teaching mechanisms, and developing new teaching materials.

Finally, a segment of the Darden School faculty will choose to devote time and energy, properly compensated, to program development, teaching, and leadership. Executive

Education itself has clear responsibilities to the faculty. These responsibilities ensure the robust engagement of faculty and are embedded in a desire to leverage faculty expertise to meet market needs for Executive Education. Among these responsibilities are the following:

- Providing executive education teaching opportunities to support faculty development
- Promoting faculty thought leadership in collaboration with the broader communications and marketing initiatives across the school
- Facilitating engagement with practicing managers. This may include, for example, seeking or facilitating opportunities for research (e.g., data collection) and case writing with existing or prospective organizations
- Producing thought-provoking executive programs that can advance faculty thinking about business activities
- Providing opportunities and assistance for new, junior, or early tenured faculty to design and/or deliver content connected to their expertise, contingent upon having identified a viable market for that expertise
- Regular review of existing portfolio of Open Enrollment (OE) programs, and providing feedback to faculty based on market intelligence regarding the value and viability of the entire portfolio and of individual OE programs
- Facilitating ongoing post-program evaluations and to the greatest extent possible providing support to faculty in the redesign or modification of a program as suggested by evaluations and/or market feedback
- Fair compensation for the development/design and delivery of Executive Education programs and for activity associated with custom-program acquisition
- Within reasonable cost and time constraints, soliciting market intelligence regarding needs and opportunities for Executive Education programs and content, and sharing this intelligence with faculty

There are a variety of ways the Darden School faculty can support Executive Education. The following activities are those that are especially important:

- Faculty are encouraged to consider Executive Education as an important means of engaging with practicing managers that can lead to meaningful teaching, research, professional interactions, and collaborative thought-leadership development opportunities.
- Faculty are encouraged to consider broadening the distribution of their thought leadership in conjunction with Darden School Communications and Marketing and Executive Education into media outlets and multimedia distribution channels directed toward practitioner audiences.
- While participation in Executive Education is not required of faculty, faculty who do choose to participate are expected to demonstrate the highest possible level of engagement, both to their programs and Executive Education in general, that is consistent

with their rank and other Darden School commitments. The following behaviors are representative of a high level of engagement:

- Seeking to understand the practicing managers' needs and challenges that could lead to new avenues of research and/or improvement in our degree and non-degree programs
- Seeking to develop relationships with senior leaders of Executive Education organizations and to engage such leaders in the Darden School's activities, including teaching in MBA and Executive Education classes
- Testing new ideas, researching findings, and teaching engagement innovations in Executive Education, and seeking practicing managers' feedback for improvement
- Helping younger faculty participate in Executive Education by offering opportunities and mentoring. Executive Education can be an important vehicle for faculty development leading to improved performance in all dimensions: research, course development, teaching materials, and thought leadership
- Assisting in succession planning and developing the next generation of Executive Education–capable teachers and idea generators

- Enhancing existing programs and developing new programs as Faculty Leaders. Faculty Leaders have an obligation to team with Executive Education in co creating the best content and delivery designs to meet custom program needs. They also have an obligation to work with the faculty team to adapt and improve the program as needed to better meet the organization's needs, including changing the content and the faculty team as needed. Faculty Leaders in OE programs have the responsibility to collaborate with Executive Education in market-development approaches. They also have a responsibility to develop a Faculty Leader successor so more faculty become proficient in leading programs.

H. FACULTY SECTION LEADERS FOR THE FULL-TIME FIRST-YEAR PROGRAM

1. Functions and Purposes

The purposes of the section faculty as a group and the faculty section leaders are

- To develop a consistent and effective learning environment within the section, including, if appropriate, assisting with social activities
- To assist in keeping track of student performance in areas where collective knowledge may be superior to individual faculty awareness of student performance or problems
- To facilitate coordination among courses by providing a forum for discussion and exchange of information
- To assist new faculty in becoming familiar with the FY Program as a whole and to receive their ideas and suggestions

- To convey to the MBA Program Committee chair suggestions for improving the overall FY Program

2. Meetings and Activities

The section faculty should meet at the start of each semester and at such other times as the section faculty deem appropriate for carrying out the functions of the section faculty group.

3. Faculty Section Leader's Responsibilities

The faculty section leader is responsible for calling and chairing the section faculty meetings and, in general, for providing leadership for the section faculty group in carrying out its functions.

I. MISCELLANEOUS

1. Faculty Meetings

a. Meetings of the Darden School Faculty

1. Purpose and Attendees

   The Dean shall periodically call for meetings of the Darden School faculty to discuss matters of School-wide interest and foster communication among the faculty, administrative staff, and Dean's Office.

   The Darden School faculty consists of all individuals who hold teaching and research appointments associated with the Darden School or administrative general faculty appointments associated with the Darden School. The Dean may invite to these meetings other members of the Darden School administrative staff who hold significant management positions related to the various academic support and outreach activities at the School.

   Members of other faculties of the University shall be eligible to attend these meetings by special invitation from the Dean.

2. Voting

   Eligibility to vote at meetings of the Darden School faculty shall be as follows:

   Faculty eligible to vote at meetings of the Darden School faculty either: (1) hold appointments at the Darden School without limit of time or are candidates for such appointments, or (2) hold at least one-year full-time non-visiting Darden School appointments and are currently engaged primarily in teaching or research at the Darden School.

The Dean shall provide a list at the beginning of the academic year indicating who is entitled to vote at faculty meetings because they meet these criteria. The list may require amendment during the year to allow for the addition of new faculty and changes in assignments.

Electronic voting may be used to resolve issues that cannot wait for the next regularly scheduled faculty meeting and that are not so significant that a special faculty meeting should be called. For an electronic motion to pass, it must receive an absolute majority of the voting faculty within two calendar weeks of the motion's having been disseminated.

If five or more members of the voting faculty object to an issue being resolved by electronic voting, the issue shall be deferred to the next scheduled faculty meeting or to a special faculty meeting.

b. Meetings of the Voting Faculty

The Dean may call special meetings of the voting faculty at the Dean's discretion.

c. Governance

A Secretary of the Faculty shall be appointed by the Dean.

Minutes of meetings of the Darden School faculty and voting faculty shall be maintained by the Secretary of the Faculty, and all matters pertaining to the educational policies and procedures of the Darden School shall be recorded in the *Academic Policies and Procedures Manual* by the Secretary of the Faculty.

The individual chairing a faculty meeting may presume that a quorum is present unless, upon call for a quorum count, it is determined a quorum is not present. If a quorum is not found, the meeting must be adjourned.

For the purpose of conducting the business of the Darden School's faculty, a quorum shall consist of a majority of those entitled to vote at a faculty meeting. During the nonacademic portion of the year, if a faculty meeting is required to address student petitions, a quorum will consist of one-quarter of those entitled to vote at a faculty meeting.

Robert's Rules of Order shall be used by the Dean or other chair of a faculty meeting to govern the conduct of business except in the determination of a quorum, as provided in this section.

2. Faculty Titles

Insofar as possible in the recruitment of new faculty, it will be School policy to engage individuals to whom the title "of Business Administration" will be appropriate and acceptable.

3. Faculty Handbook

The University of Virginia publishes a *Faculty Handbook* that contains relevant information about University policies and procedures that govern the faculty-University relationship, including the University's grievance procedures. Copies of this handbook are available in the Dean's Office.

4. Awards Made by or on Behalf of the Faculty

Awards made by or on behalf of the Darden School faculty or in which faculty members participate as representatives of the faculty or in a venue or setting that implies the awards are being made with faculty approval shall be established only with the consent and approval of the Darden School faculty.

Because certain awards were not established by the Darden School faculty, but are made by it or by faculty members representing the Darden School faculty or on occasions where the venue implies that the awards are being made with faculty approval, the following awards are hereby approved and should be considered approved from the time they were initiated: Samuel Forrest Hyde Memorial Fellowship, C. Stewart Sheppard Distinguished Service Award, William Michael Shermet Award, Wells Fargo Award for Excellence, Robert Strauss Award, and Frederick S. Morton Leadership Award.

It is the responsibility of the MBA Strategy Committee to review proposed awards to be made by or on behalf of the faculty or awards whose manner of granting implies that they are being granted with faculty approval. The MBA Strategy Committee will make a recommendation to the faculty with respect to the establishment of any such award.

Ths in 5. Faculty Roles in Student Enterprises, Businesses, and Ventures

a. Prefatory Comments

The number of students who are engaged in venturing, broadly defined, is significant. With the Batten Institute, we attract students interested in entrepreneurship, and we are committed to programs that will support their professional development.

Many of these ventures are conceived and developed, entirely or in part, while students are enrolled in the Darden School degree programs. Students, through a variety of means, can advance their projects by participating in a variety of for-credit courses (e.g. Directed Studies) as well as noncredit activities (e.g., the iLab, the business-concept competition).

Students naturally look to faculty for guidance and support in developing their ventures, and faculty can often be of great help to students in advancing their ventures.

b. Potential for Conflicts of Interest in Faculty Roles

Our role as faculty is to create and evaluate learning experiences for our students, experiences that lead to profound professional development. Given the need for freedom from bias, we need to avoid real or perceived conflicts between: (1) our role in supporting the professional development of our students, setting academic standards, and evaluating and grading student performance; and (2) faculty involvement in ventures (as paid business advisers, paid consultants, investors, equity holders, and board members).

c. Policy Regarding Faculty and Student Ventures

There is a strong presumption that faculty involvement in student ventures creates a conflict of interest. When actual and potential conflicts are present, faculty involvement in student ventures must not be permitted. When there is no real conflict—given (1) the nature of the faculty member's involvement in the venture, and (2) the faculty member's role in the student's educational activities—the appearance of a conflict of interest can be avoided by disclosure of the faculty member's involvement to the appropriate faculty members.

Consistent with the Provost's policies regarding faculty consulting and non-University activities, the following direction will mitigate risk.

Before a faculty member becomes involved in a student enterprise as a paid business adviser, paid consultant, board member, investor, equity holder, or in any similar role where the faculty member will gain a certain or prospective financial benefit, the faculty member must:

- advise the Dean in writing of the *proposed* arrangement, and
- gain *prior* approval from the Dean before the faculty member assumes any of the roles identified above.

The Dean may seek advice from a panel of faculty in situations warranting additional analysis and discussion.

In addition, the Faculty Private Entrepreneurial Ventures and Students policy enacted by the Operating Team provides additional direction and protections for students and faculty.

6. Teaching at Other Educational Institutions

A faculty member who engages in external consulting or professional activities for which compensation is offered must adhere to the UVA Policy on Consulting by Faculty and the Policy on Faculty Holding Appointments at Other Institutions or Organizations. Consulting activities must be reported annually to the Dean's Office, and faculty must certify that this

policy has been observed. Prior permission is not required except in cases where the consulting or professional activities involve teaching at another university.

A faculty member who wishes to engage in teaching at a university other than the University of Virginia for which compensation is offered must disclose the details of the relationship and obtain written approval from the Dean. The faculty member must obtain this written approval before engaging in the teaching activities. Lectures and addresses that provide honoraria are exempt from this requirement. Activities that compete with programs that are or may be offered by the Darden School Executive Education should be avoided.

The Dean will consider the following before approving the request:

- Is the teaching activity in a program that could compete with programs that are available at the Darden School?
- Will the activity provide a professional development experience for the faculty member?
- Will the teaching assignment enrich the Darden School community?

Permission is given one year at a time.

7. Visiting Appointments at Other Universities

A Darden School full-time faculty member who wishes to accept a visiting appointment at another educational institution must disclose the details of the relationship and obtain written approval from the Dean. The faculty member must obtain this written approval before accepting any appointment (part time, honorary, etc.). All faculty members must comply with the University's policies regarding conflict of interest and commitment, code of ethics, and academic appointments at other institutions.

The Dean will consider the following before approving the request:

- The appointment must be consistent with and supportive of the faculty member's professional goals and development
- The relationships should have the potential to contribute positively to the reputation of the Darden School and the University of Virginia
- Any appointment must recognize that one's primary commitment is to the University of Virginia. The appointment must not interfere with meeting commitments and expectations at the Darden School. Extended absences or absences on a regular basis are to be avoided
- Any communication or document associated with the organization should make clear that the faculty member is in a visiting or adjunct position (ideally mentioning the full-time position at the Darden School at the University of Virginia)
- The position cannot be tenured or tenure-track

- The time associated with any compensation from the appointment while on the University of Virginia's payroll must be reported as consulting days

Permission is given one year at a time.

VII. COMMITTEES

A. STANDING COMMITTEES OF THE FACULTY

Standing committees of the faculty shall represent the faculty in key academic and academic-support areas. Each faculty committee shall be appointed annually by the Dean with a chair named who is responsible for the committee's effective operation and for reporting to the faculty.

1. Academic Standards Committee

Purpose: The Academic Standards Committee (ASC) is a committee of the faculty with the following responsibilities:

- Review of student grades at the end of each semester and at other times in accordance with the grading system adopted by the faculty for the purpose of:
  - Determining which students have not met the standards
  - Informing students who have not met established grade requirements that they are not eligible to continue in the MBA Program or that they have been placed on probation
  - Considering and acting upon petitions for readmission to the MBA Program; petitions to extend the normal time horizon for the completion of the program (also known as a Leave of Absence); petitions to return from a Leave of Absence; and action plans submitted by students in case of probation
  - Monitoring students' progress
- Notifying the Registrar that a student has successfully met the makeup requirements for an F grade in a core course, which includes the F grade being reported on the transcript as an RF or Remediated Fail if the course head of the relevant course advises the ASC in writing that the makeup activity has been completed satisfactorily
- Presenting to the faculty for approval the names of those students who, having fulfilled the established grade and course requirements, are candidates for the MBA degree
- Selecting the students qualified to receive the Darden School Faculty Award for academic excellence. The procedures for selection are those approved by the faculty
- Reporting periodically to the faculty regarding the committee's activities

See also Section II-H, Standards.

Membership: The committee consists of five faculty members appointed by the Dean.

2. Doctoral Program Operating Committee

Purpose: The Doctoral Program Operating Committee is responsible for the implementation and execution of faculty-approved motions and procedures concerning the Doctoral Program.

Membership: The committee will be chaired by the Director of the Doctoral Program and include the major-field advisers for each active doctoral offering.

3. Executive Education Programs Committee

Purpose: The Executive Education Programs Committee is a committee of the faculty responsible for providing advice and recommendations to the faculty and the Dean on matters of mission, strategy, curriculum, faculty engagement, governance, and organization of non-degree education programs conducted for individuals, businesses, and other organizations. The committee also regularly reviews Executive Education performance and provides advice and counsel to the President and Chief Executive Officer for Darden Executive Education regarding matters of strategy, operations, and the integration of Executive Education with other educational and developmental activities of the School. The committee is expected to report at least annually to the faculty.

Membership: Members of the committee shall be appointed by the Dean and shall include the President and Chief Executive Officer for Darden Executive Education as an ex officio member, and at least seven additional faculty members, one of whom shall be appointed by the Dean to serve as chair. No more than two additional ex officio members may be appointed.

4. MBA Strategy Committee (MBA SC)

Purpose: The MBA SC is responsible for the strategy and coordination of all Darden MBA programs. Specifically, the MBA SC is responsible for ensuring that all MBA program formats deliver an educational experience consistent with the spirit of a single Darden MBA degree. In that capacity, it must endorse any significant changes proposed by the program committees of any of the individual program formats. The MBA SC is also charged with providing leadership on the future direction and strategy of Darden's Master's degree programs, and bringing recommendations regarding policy, direction, and strategy to the faculty at large.

Membership: Senior Associate Dean for MBA Programs (chair), , Senior Associate Dean Professional Degree Programs, Senior Associate Dean for Faculty and Research, Senior Associate Dean, and Global Chief Diversity Officer.

5. MBA Program Committee (MBA PC)

Purpose: The MBA PC is responsible for the design and delivery of the (Full-Time) MBA Program, consistent with the Darden School's Policies and Procedures Manual. The MBA Strategy Committee is required to work with the MBA PC to ensure that the multiple formats in which the MBA is offered are consistent with the notion of a single Darden MBA. The chair of the MBA PC is required to submit an annual report to the faculty on the state of the Full-Time Program, highlighting any changes from the previous year.

The MBA Program Committee can, with notification of the faculty, approve the following:

- Approve course name changes with the approval of the Area and review by the MBA Strategy Committee*
- Approve Directed Studies to be offered for four years with the concurrent approval of the Dean's office and Area
- Exercise administrative authority over the faculty-approved concentrations:
  - Approve courses in concentration
  - Approve modification in requirements for concentrations

Membership: Associate Dean of the Full-time MBA (chair); a representative from each of the academic areas (currently Accounting, Finance, Global Economies and Markets, Leadership and Organizational Behavior, Communication, Marketing, Technology and Operations Management, Quantitative Analysis, and SEE [Strategy, Ethics and Entrepreneurship]), appointed by the Dean's office in consultation with each Area; the Assistant Dean of the Full-Time MBA; and a representative from Admissions, Students Affairs, the Career Development Center, and Academic Operations, appointed by the Dean's office in consultation with each department.

6. Research, Course Development, and Doctoral Policy Committee

Purpose: The Research, Course Development, and Doctoral Policy Committee is a committee of the faculty responsible for bringing to the faculty recommendations on matters of policy concerning the School's research and course development and the Doctoral Program. The committee shall also represent the faculty in providing advice and counsel to the Senior Associate Dean for Faculty and Research and the Dean on the goals, strategy, and major policies of the School concerning research, course development, and the Doctoral Program. The committee shall work to encourage, facilitate, and improve all aspects of the research, course development, and doctoral activities; make proposals to the Senior Associate Dean for Faculty and Research and the Dean covering School-sponsored research, course development, and doctoral activities; and make recommendations to the Senior Associate

* *Course name changes for courses primarily or exclusively offered in the Executive MBA or the Part Time MBA would be approved by the Professional MBA Program Committee. Review by the MBA Strategy Committee would ensure there is no duplication or conflict.*

Dean for Faculty and Research and the Dean concerning proposals of individual Darden School faculty members for School-sponsored research or course development.

Membership: The committee shall be appointed by the Dean and will include the Director of the Doctoral Program and the Senior Associate Dean for Faculty and Research.

7. Professional MBA Program Committee

Purpose: The Executive MBA Program Committee is responsible for administering the Executive Format Program in accordance with the policies and plans of the faculty. In managing the Executive Format MBA Program, committee responsibilities include scheduling, coordination of the workload, coordination of the curriculum, issuance of assignments, evaluation of the classroom and distance-learning experience, coordination of the grading and student-evaluation process, integration of appropriate co-curricular and professional-development activities, and the general management and administration of the program. The chair of the Program Committee shall also serve as the Associate Dean of the MBA for Executives Program.

The Professional MBA Program Committee can, with notification of the faculty, exercise administrative authority over the faculty-approved focus areas:

- Approve courses in focus areas.
- Approve modification in requirements for focus areas.

Membership: Members of the committee shall normally be the faculty teaching in the required curriculum of the Executive Format Program and the Associate Dean for the Executive MBA Program, who is appointed by the Dean and serves as the chair. Ex officio members of the committee shall include the Senior Associate Dean for Degree Programs and the Assistant Dean.

8. MSBA Program Committee

Purpose: The MSBA Program Committee is responsible for administering the MSBA in coordination with the McIntire School and in accordance with the policies and plans of the faculty. In managing the MSBA Program, committee responsibilities include scheduling, coordination of the workload, coordination of the curriculum, issuance of assignments, evaluation of the classroom and distance-learning experience, coordination of the grading and student-evaluation process, integration of appropriate co-curricular and professional-development activities, and the general management and administration of the program. The co-chair of the Program Committee shall also serve as the Academic Director of the MS Business Analytics.

Membership: Members of the committee shall include equal representation from McIntire and Darden. A minimum of three faculty from Darden will be appointed to the committee. Darden's and McIntire's Academic Directors serve as the co-chairs of the committee. Ex officio members of the committee shall include the Senior Associate Dean for Degree Programs and the Assistant Dean.

9. Peer Review Committee

Purpose: The Peer Review Committee is responsible for consolidating feedback to faculty based on their annual activity. The committee provides input to the Senior Associate Dean for Faculty regarding counsel to be shared with individual faculty members concerning their efforts and developmental recommendations.

Membership: The committee will be chaired by the Senior Associate Dean for Faculty and two professors who have chairs without term, who are appointed by the Dean.

B. OTHER SCHOOL COMMITTEES

The following committees are appointed by the Dean and serve at the pleasure of the Dean.

1. Appointments Committee

The Appointments Committee is composed of tenured faculty. It advises the Dean on appointments and promotions at the Darden School according to the criteria outlined in Section V-B, Appointments Policies and Procedures.

2. MBA Program Advisory Group

The MBA Program Advisory Group is established as a forum to discuss areas of mutual concern among full-time students and MBA Program faculty leaders. The group exists to bring to the attention of student and faculty committees, the Dean and senior administrators, the Darden Student Association, and University officials the problems, opportunities, and concerns arising from the continual pursuit of excellence in MBA Program education at the Darden School.

The MBA Program Advisory Group is chaired by the Executive Vice President of the Darden Student Association, who selects (in consultation with the Associate Dean for the Full-Time MBA) five students from the FY class for a two-year term. In addition, the committee includes the Associate Dean for the Full-Time MBA, the Assistant Dean of the MBA Program, and two faculty members selected by the Associate Dean for the Full-Time MBA.

C. AD HOC COMMITTEES

General Rule: When ad hoc committees are voted by the faculty, the faculty shall include in its vote, whenever possible, the date on which the committee shall report, and unless the report is not made on that day or the life of the committee is extended by further vote, the committee shall be discharged.

D. UNIVERSITY SENATE

1. Number of Representatives

The School is entitled to two elective seats in the University Senate.

2. Method of Election

Faculty representatives from the School hold office for four-year terms. Normally, the terms are staggered, with elections held biennially by the faculty.