Faculty Development Plan

July 2014

Dr. Michael Hargis, Dean
Dr. Ken Griffin, Associate Dean
Dr. Michael Rubach, MBA Director
Dr. Tom Oxner, Accounting Chair
Dr. Tammy Rogers, Economics, Finance, and Insurance and Risk Management Chair
Dr. Joe Cangelosi, Marketing & Management Chair
Dr. Jim Downey, Management Information Systems Chair
Carla J. Barber, Director of Technology Services
# TABLE OF CONTENTS

FACULTY DEVELOPMENT PLAN ........................................................................................................................................ 1
VISION, MISSION AND VALUES STATEMENT ...................................................................................................................... 1
AACSB ACCREDITATION CONSIDERATIONS .......................................................................................................................... 2
FACULTY PLAN AND EVALUATION ......................................................................................................................................... 5
  Performance Areas ............................................................................................................................................................... 6
  Faculty Performance Evaluation ........................................................................................................................................... 8
  Promotion, Tenure, Post-Tenure Reviews & Advancement ................................................................................................ 10
SUPPORT .................................................................................................................................................................................... 11

APPENDICES

Appendix A - Examples of Participating Faculty Activities & Involvement ................................................................. 16
Appendix B - Academic Engagement & Professional Engagement Activities ............................................................... 17
Appendix C - Professional Portfolio ..................................................................................................................................... 19
Appendix D - Faculty Plan Description and Process ........................................................................................................ 21
Appendix E - Annual Performance Report .......................................................................................................................... 23
Appendix F - UCA Grant Opportunities ............................................................................................................................ 25
Appendix G - Publication Plan ................................................................................................................................................ 26
Appendix H - COB Research Classification Guidelines ................................................................................................... 28
Appendix I - UCA College of Business Travel Policy ......................................................................................................... 30
FACULTY DEVELOPMENT PLAN

Faculty development is a crucial component of the College of Business (COB). The Faculty Development Plan includes the mission statement and core values, guidelines for AACSB accreditation standards, tenure and promotion guidelines, guidelines for the annual performance report, support services, and supporting appendices. This document will guide faculty in their developmental activities. Additional information may be obtained from the department chair or the dean.

COLLEGE OF BUSINESS
VISION, MISSION, AND CORE VALUES STATEMENT

COB VISION
Our vision is to be recognized as the business college of choice for undergraduate and masters programs among public business colleges in Arkansas and the region, with national recognition in selected fields or areas.

COB STATEMENT OF MISSION AND CORE VALUES
Our mission is to provide high quality business education to our undergraduate and graduate students through the delivery of a current, responsive, and innovative curriculum that promotes intellectual and professional development. We promote excellence through our scholarly endeavors and service to our stakeholders through strong engagement with the local, regional, national, and global business community.

In carrying out this mission, the College of Business is guided by the following core values and expects the following outcomes:

1. Intellectual Excellence.
   1.1. Educate students: We promote intellectual and professional development of students by emphasizing communication, critical and analytical thinking, collaboration, information management and a broad exposure to key business disciplines.
   1.2. Scholarship: We believe that faculty and students should engage in professional development and scholarly endeavors that promote and impact the application, creation and dissemination of knowledge through contributions to business practice, learning and pedagogical research, and discipline based-scholarship.
   1.3. Cultural competence: We maintain and develop current and responsive curriculum that prepares students for the global business environment through broad exposure to key business disciplines.
   1.4. Physical learning environment: We strive to provide a physical infrastructure with appropriate technology that provides an environment in which our students and faculty can thrive professionally and intellectually.

2. Community.
   2.1. Collegiality: We encourage transparency in our decision making practice through a process of shared governance based on interactions among faculty, staff, and students.
   2.2. Service: We pursue collaborative partnerships between our internal and external stakeholders to impact and promote life-long and experiential learning, research, service, and community engagement.

3. Diversity.
   3.1. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas.

4. Integrity.
   4.1. Ethics: We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students by promoting the awareness of professional ethical responsibilities.
   4.2. Responsibility: We commit to being responsible and accountable in our operations at all levels, including assessment and continuous improvement of our academic programs and transparency in our fiscal and operational proceedings.
AACSB ACCREDITATION CONSIDERATIONS

The College of Business at the University of Central Arkansas is an AACSB accredited institution. As such there are certain standards faculty in the College must meet in order to demonstrate expertise and maintain currency in their respective fields. AACSB outlines standards that require business schools to maintain and deploy faculty sufficient to ensure quality learning outcomes across the range of academic programs it offers and to support other important elements of its mission.

FACULTY SUFFICIENCY
AACSB standard 5 indicates that a school must maintain a blend of faculty who are participating and/or supporting. Standard 5 states that, normally, at least 75% of a school’s overall teaching portfolio and at least 60% of the teaching in each discipline, academic program, and location/delivery mode will be taught by participating faculty.

A participating faculty member actively engages in the activities of the school in matters beyond direct teaching responsibilities. Such matters may include policy decisions, advising, research, service commitments, and participation in the governance of the school. Participating faculty are eligible to serve as a member of College and University committees responsible for academic policymaking and/or other decisions. The individual may be eligible for, and participate in, faculty development activities and take non-teaching assignments, such as advising, as appropriate to the faculty role the school has defined. Normally, participating faculty members are long-term members of the faculty regardless of whether or not their appointments are of a full-time or part-time nature.

A supporting faculty member does not, as a rule, participate in the intellectual or operational life of the school beyond the direct performance of teaching responsibilities. Usually, a supporting faculty member does not have involvement rights on faculty issues, membership on faculty committees, or assigned responsibilities beyond direct teaching functions. Normally, a supporting faculty member’s appointment is on an ad hoc basis and is exclusively for teaching responsibilities.

In the UCA College of Business, we expect the following:

- tenured and tenure-track faculty members will be participating faculty members since they are expected to be involved in helping to achieve the college mission via teaching, research, and service efforts.
- Full-time non-tenure track faculty members will be participating faculty members since they are expected to help achieve the college mission via teaching and service efforts, at a minimum.
- Part-time non-tenure track faculty members typically fall into the category of supporting faculty members since they are usually only expected to fulfill direct teaching responsibilities. However, on rare occasions an adjunct faculty member serves on College advisory boards or in other capacities that could make them participating faculty.

Regardless of the normal expectations outlined above, the determination of a faculty member’s status as participating or supporting will be based upon an annual review of the actual level of involvement of each faculty member. Examples of appropriate teaching, research, and service activities that could be used to provide evidence of participating faculty member status are included in Appendix A.

FACULTY QUALIFICATIONS: ACADEMIC AND PROFESSIONAL ENGAGEMENT
Standard 15 of AACSB’s Accreditation Guidelines addresses how schools maintain and deploy academically or professionally qualified faculty. Standard 15 presents two faculty qualification categories that normally require doctoral degrees: Scholarly Academics (SA) and Practice Academics (PA). Standard 15 also presents two faculty qualification categories that normally require substantive, relevant professional experience: Scholarly Practitioners (SP) and Instructional Practitioners (IP). AACSB requires that all of the following requirements are met:

- 90% of faculty resources must be SA, PA, SP, or IP
- at least 40% of faculty resources must be SA
- at least 60% of faculty resources must be SA, PA, or SP
- SA, PA, SP, and IP ratios can be evaluated in a number of ways, but are most typically evaluated at the college, department, and programmatic levels.
Schools with graduate programs are expected to have SA and PA faculty ratios that exceed the minimum levels stated above.

Subject to AACSB guidelines, each College of Business develops their own criteria for these four categories (SA, PA, SP, IP) that are consistent with the school’s mission. UCA’s College of Business has developed the following requirements to earn initial appointment as SA, PA, SP, or IP and to sustain qualified status over time. The criteria for specifying qualified faculty status are based on the combination of initial academic preparation and/or professional experience and the demonstration of sustained academic (research/scholarly) and professional (applied/practice) engagement over time.

Faculty qualification status is determined in consultation with the department chair and approved by the College of Business Executive Committee and dean.

**Scholarly Academic (SA).** Scholarly academics are expected to sustain currency and relevance through the creation and dissemination of scholarly output. Within the UCA College of Business, faculty must meet the following criteria to earn initial appointment and to maintain appointment as a scholarly academic (SA):

- hold a doctorate in, or related to, the faculty member’s teaching field from an institution whose business programs are AACSB accredited, and
- meet the intellectual contribution guidelines of a minimum of three (3) peer reviewed journal (PRJ) publications in the most recent five-year period.
- SA status also requires that faculty undertake a variety of academic engagement activities and/or professional engagement activities linked to their academic training. The UCA College of Business expects faculty to engage in a minimum of two additional academic engagement activities or one additional academic engagement and one additional professional engagement activity in the most recent five-year period. Examples of appropriate engagement activities are provided in Appendix B.

Additionally, in accordance with AACSB standards/definitions, there are several other ways a faculty member can earn initial SA status or maintain that status. Using the standards as a basis for determination:

- A faculty member that is teaching in their area of academic preparation, is ABD, and working on a dissertation is considered SA for a period of three years.
- New doctorates are considered SA for a period of five years after completion of their degree without supporting intellectual contributions.
- A faculty member has a doctorate not related to the field of business, but has additional significant academic and/or professional preparation in the teaching field. The same continuing intellectual contribution and engagement activity requirements apply to faculty in this category.
- A faculty member holds a JD degree and is teaching business law, legal environment of business courses, or other courses consistent with their academic training. The same continuing intellectual contribution and engagement activity requirements apply to faculty in this category.
- A faculty member with substantial current internal administrative responsibilities at the dean’s level or higher is considered SA or PA (depending on qualification at the time of hire) without meeting the PRJ requirements.
- A faculty member with previous internal administrative responsibilities at the dean’s level or higher is considered SA or PA (depending on qualification at the time of hire) without meeting the PRJ requirements for a period of three years post appointment.

**Practice Academics (PA).** Practice academics are expected to sustain currency and relevance through scholarship and professional engagement. PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities directed towards creating substantive links between practice, consulting, and other forms of professional engagement. Within the UCA College of Business, faculty must meet the following criteria to earn initial appointment and to maintain appointment as a practice academic (PA):
hold a doctorate in, or related to, the faculty member’s teaching field from an institution whose business programs are AACSB accredited, and
meet the intellectual contribution guidelines of a minimum of one peer reviewed journal (PRJ) publication in the most recent five-year period.
PA status also requires that faculty undertake a variety of professional engagement activities linked to their area of business. The UCA College of Business expects faculty to engage in a minimum of six additional academic and/or professional engagement activities in the most recent five-year period. Faculty should engage in a variety of activities across the academic and professional engagement categories appropriate to their classification as PA. Examples of appropriate engagement activities are provided in Appendix B.

Scholarly Practitioners (SP). Scholarly Practitioners (SP) are expected to sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. SP status applies to practitioner faculty members who augment their professional experience with development and engagement activities involving substantive scholarly activities in their fields of teaching. Normally, at the time that a school hires an SP faculty member, that faculty member’s professional experience is current, substantial in terms of duration and level of responsibility, and clearly linked to the field in which the person is expected to teach. Within the UCA College of Business, faculty must meet the following criteria to earn initial appointment and to maintain appointment as a scholarly practitioner (SP):

- hold a graduate degree in, or related to, their primary teaching field and have engaged in relevant academic or professional activities within the last five years, and
- meet the intellectual contribution guidelines of a minimum of two peer reviewed journal (PRJ) publications in the most recent five-year period.
SP status also requires that faculty undertake a variety of academic and professional engagement activities linked to their discipline. The UCA College of Business expects faculty to engage in a minimum of three additional academic and/or professional engagement activities in the most recent five-year period. Faculty should engage in a variety of activities across the academic and professional engagement categories appropriate to their classification as SP. Examples of appropriate engagement activities are provided in Appendix B.

Instructional Practitioners (IP). Instructional Practitioners (IP) are expected to sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience. Normally, at the time that a school hires an IP faculty member, that faculty member's professional experience is current, substantial in terms of duration and level of responsibility, and clearly linked to the field in which the person is expected to teach. Within the UCA College of Business, faculty must meet the following criteria to earn initial appointment and to maintain appointment as an instructional practitioner (IP):

- hold a graduate degree in their primary teaching field and have relevant professional experience within the last five years, and
- maintain current employment in the field.
- If IP faculty are not currently (or recently) employed in the area they are teaching, they must engage in a minimum of five professional engagement activities in the most recent five year period to maintain their IP status. Examples of appropriate engagement activities are provided in Appendix B.
- Faculty members with previous work experience deemed to be substantial enough in terms of responsibility and duration may be considered IP without having earned a graduate degree. Only rarely will an exceptional faculty member with outstanding industry/business/government experience at a high level be considered IP without a graduate degree. The burden of proof for determining IP status of individuals in both categories rests with the department chair through consultation with the Executive Committee and dean.

Satisfying SA, PA, IP, and SP status does not automatically ensure that a faculty member would be granted tenure or a promotion. Faculty members may lose SA, PA, IP, and SP status if they do not provide sufficient evidence of research
and/or professional activity within the most recent five year period. Each year the Associate Dean of the College of Business (in consultation with department chairs) will evaluate every faculty member during the period of July 1 through August 15 for any change in status. This will be done by examining all PRJs plus all engagement activities for the previous five years. Note that not all engagement activities count for maintaining qualification; some can only be counted once in the five year period (e.g., serve as a reviewer for an academic journal) while the rest typically may only be counted twice. The Associate Dean will notify all faculty members in writing of their current status. Faculty losing qualification status will be asked to develop a plan to regain their prior status by meeting the criteria specified above. Qualifications are summarized in the table below.

**FACULTY QUALIFICATIONS TABLE**

<table>
<thead>
<tr>
<th>Initial Academic Preparation &amp; Professional Experience</th>
<th>Sustained Engagement Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Academic Research/Scholarly</td>
</tr>
<tr>
<td></td>
<td>Applied/Practice</td>
</tr>
<tr>
<td>Professional Experience</td>
<td>Scholarly Practitioners (SP)</td>
</tr>
<tr>
<td>Substantial in Duration &amp; Level of Responsibility</td>
<td>2 PRJs plus</td>
</tr>
<tr>
<td></td>
<td>3 AEs or PEAs</td>
</tr>
<tr>
<td>Doctoral Degree</td>
<td>Scholarly Academics (SA)</td>
</tr>
<tr>
<td></td>
<td>3 PRJs plus</td>
</tr>
<tr>
<td></td>
<td>2 AEAs (or</td>
</tr>
<tr>
<td></td>
<td>1 AEA and 1 PEA)</td>
</tr>
<tr>
<td></td>
<td>Instructional Practitioners (IP)</td>
</tr>
<tr>
<td></td>
<td>Currently Employed in Area</td>
</tr>
<tr>
<td></td>
<td>Or</td>
</tr>
<tr>
<td></td>
<td>5 PEAs</td>
</tr>
</tbody>
</table>

**FACULTY PLAN AND EVALUATION**

College of Business faculty are expected to support and contribute to the COB mission through a commitment to excellence in teaching, research/intellectual contributions, and service. Each faculty member is expected to engage in all three areas by providing innovative and impactful teaching and research, as well as service to the college, university, and external community.

To support these objectives, each faculty member is expected to develop an annual plan designed to enhance excellence in teaching, intellectual contributions and service. Two structures are used to support and sustain the planning and performance evaluation process. The first is the annual performance report (or evaluation), which is used to assess annual performance (in teaching, research, and service), progress toward tenure and promotion (for tenure-track faculty) or advancement (for non-tenure track faculty), as well as aid in decisions such as awarding merit. The second is the promotion/tenure/advancement criteria and processes (including post-tenure reviews), which is designed to assess, monitor, and reward excellence in the three areas of teaching, research, and service.

The following subsections outline: (1) the primary performance areas considered during the performance planning and evaluation process; (2) the annual faculty evaluation process; and (3) the process and criteria used to evaluate applications for tenure and promotion (for tenure-track faculty) or advancement (for non-tenure track faculty). Please note, The UCA Faculty Handbook provides descriptive statements about the university's governance and administrative structure, the responsibilities, assignments and reports appropriate to the faculty, and policy statements, guidelines, and procedures on matters which are of significance to the faculty. Statements presented here for the College of Business are meant to support, not to supersede, university guidelines and procedures.
PERFORMANCE AREAS

TEACHING
The University of Central Arkansas is committed to excellence in instruction for its students. Effectiveness in teaching is, therefore, of primary importance in evaluating faculty members during the annual performance review and for decisions regarding tenure, promotion, and/or advancement. Although no definition of effective teaching can be completely adequate, the university expects its faculty to bring innovative knowledge, scholarship, dedication, and energy to the classroom and to present the various disciplines offered by the university in a manner which assists students to understand, to develop intellectual discipline, and to develop as thinking human beings.

An important means of assessing teaching effectiveness is the teaching portfolio. The emphasis is on achieving positive student learning outcomes. The purpose of the teaching portfolio is to encourage broad, diverse attention to currency of the content, pedagogical innovation, and continuous improvement in the teaching activity. The teaching portfolio should include (1) student evaluations of teaching effectiveness for all fall and spring classes; (2) course syllabi, tests, and samples of student work; and (3) a statement of the faculty members’ teaching philosophy, efforts to improve teaching, and future directions for teaching.

A teaching portfolio may also include additional components such as evidence of effective student advising and a peer review or chair review of classroom materials and procedures, including a descriptive report based on a class visit. Peer reviews, if used, must include at least one visit to a class period, a review of the course syllabus and assignments, and a description of the primary mode of teaching, based on a conversation with the faculty member being visited. The peer review is intended to be a constructive, diagnostic description rather than an evaluation of the faculty member’s teaching style. Faculty members may request peer or chair review at any time. The development and inclusion of additional, optional components of the teaching portfolio will be determined by each faculty member in consultation with his or her chair.

Four general categories of evidence of instructional effectiveness are listed next, along with representative activities. Classroom management evidence may include measures of student pre- and post-test performance, video records of classroom teaching, and statements from students and alumni and professional recognition(s) for classroom teaching, and statements from students and alumni and professional recognition(s) for classroom teaching effectiveness. Evidence of instructional growth includes successful completion of appropriate postgraduate education, completion of professionally-related seminars, and evidence of important teaching improvements. Instructional supervision evidence includes documentation of mentoring activities, successful direction of honors work, graduate studies, independent study, and internships. Other factors include student teaching evaluations, teaching weekend and other extra class demands, effective participation in team teaching, a semester schedule of three or more preparations, and special responsibilities or requirements. Examples of specific contributions and their relative importance are found in Appendix C.

NOTE: Faculty need prior approval from the Department Chair and Dean of the College of Business before accepting teaching assignments outside of the College.

INTELLECTUAL CONTRIBUTIONS
Although teaching is the primary function of the university, neither good teaching nor the general health of the institution can be maintained without a faculty which continually seeks deeper understanding, higher levels of scholarship, greater professional distinction, and the addition of intellectual capital to one’s discipline. Faculty members, therefore, are expected to demonstrate significant achievement in scholarship, research, and other important forms of professional activity appropriate to a given discipline (i.e., faculty should make an impact). Although it is impossible to define the nature and limits of professional activity in general, published scholarship and research, grantsmanship, and papers given at professional meetings serve as examples of such activity.

Intellectual contributions to a research portfolio are categorized under eight primary areas, and are listed below with their representative activities. Evaluation and planning are not limited to the identified activities. Examples of specific contributions and their relative importance are found in Appendix C.
Research includes scholarship published in refereed journals, proceedings articles, non-refereed professional publications, trade journals, publicly available monographs, research-based book chapters or cases. Instructional development is demonstrated by publications in pedagogical journals; publication of a study guide, text or text support materials, or case notes; significant, publicly available curriculum or program developments; a competitive, pedagogical development grant; and other enhancements of the educational value of instructional efforts. Grant proposals written and submitted for federal, state, university, college, and private funds. Editing activities include editorial responsibilities and accomplishments with international, national, regional or other research journals, proceedings, research texts, and/or research casebooks. Presentations include presentation at international, national, regional or other refereed or non-refereed conferences. Consulting in area of expertise is encouraged to provide interaction and develop relationships with the business community. The practice of consulting also encourages faculty to develop and maintain currency in their field and disseminate this knowledge to practitioners. The college also recognizes that leading and teaching workshops and seminars for professional organizations extends the knowledge base in a manner consistent with applied scholarship. Reviewing for business journals and conferences is regarded as evidence of expertise and currency in one's field and can also be listed as a professional service activity. Growth is demonstrated by earning an appropriate advanced degree; completing comprehensive oral examinations, earning appropriate graduate credit hours, completing professionally-related courses, obtaining professional certifications, and attending professionally-related workshops/seminars. Each of these intellectual contributions are examples of engagement activities (academic or professional) used for faculty qualification.

In accordance with AACSB nomenclature, there are three classifications of research, each important in its own right. Applied or integration/application scholarship encompasses research that focuses on the application, transfer, and interpretation of knowledge to improve management practice in the various disciplines (e.g. economics, accounting, management, finance, etc.). Teaching and learning scholarship are creative activities that enhance the educational value of instructional efforts of the institution or discipline. Basic or discovery scholarship is research that involves the creation of new knowledge in a particular discipline.

The College of Business recognizes that research published in any refereed outlet creates academic currency for the faculty and enhances their teaching effectiveness. For these reasons faculty are encouraged to develop a program of research that is innovative and impactful within their discipline. Faculty should direct their research submissions to journals that appear in indexes such as Cabell's and avoid publishing their research in predatory journals that are listed in indexes such as the Scholarly Open Access listings. The College of Business has an established publication plan outlined in the Faculty Development Plan in Appendix G (http://uca.edu/business/files/2014/08/FacultyDevelopmentPlan_07-25-14.pdf). In order to develop and sustain such a program, faculty are encouraged to submit an article for peer review on an annual basis.

SERVICE

The university is itself a community and is a part of a larger community. For the university to be a community and serve the larger community, every faculty member must serve as an effective organizational and societal citizen. Service on departmental, college, and university committees and other service to the university calls for faculty contributions beyond teaching and intellectual contributions; these service contributions are expected and are to be considered in both promotion/tenure decisions and the evaluation of faculty. Faculty are also expected to serve the community outside the university by contributing their professional skills and expertise. Such service should involve intellectual, academic, or professional qualities or abilities appropriate to and characteristic of a professional academician.

Service to the university reflects a faculty member’s contributions in institutional governance and academic support. Institutional governance is furthered by a faculty member’s accepting responsibilities such as committee assignments and Faculty Senate membership/leadership positions. Academic support involves service through activities such as assisting colleagues in their teaching and research activities, student recruiting, attending university functions, ceremonies and recognition events, public speaking to support the academic mission of the college and university, and mentoring and sponsorship of student professional organizations.

Service to the community considers factors such as providing community organizations with professionally-related expertise through joining or leading community organizations, developing and/ or providing professionally-related information/ training for community groups and organizations. Such activities include presentations, workshops, seminars, conferences, or courses and developing and/ or providing professionally-related information, advice, or assistance to
community organizations. Consulting activities are encouraged from both a research standpoint and a service standpoint since this type of activity creates valuable relationships and engagement with business stakeholders. Examples of specific contributions and their relative importance are found in Appendix C.

FACULTY PERFORMANCE EVALUATION

Evaluations are important in providing annual feedback to faculty and are critical in assessing progress toward tenure and promotion, supporting tenure and promotion decisions, and for post-tenure reviews, as well as for assessing progress toward advancement for non-tenure track faculty. Evaluations are mandated in the UCA Faculty Handbook. The process followed by the COB directly follows that guidance, except the slight modifications adopted in Fall 2005 that were approved by the Vice President for Academic Affairs (in particular selecting a Distribution of Effort for the three areas of teaching, research and service, covered below). It should be noted that the annual evaluation process involves several steps, and currently these are completed using the database management tracking system Digital Measures (DM). The steps included in the performance evaluation are delineated below, and include faculty completing a faculty plan. The use of DM is relatively new and is evolving continuously; as a result the actual process of completing these steps using DM may change.

FACULTY PLAN

To support our mission, each faculty member is expected to develop an annual plan designed to enhance excellence in teaching, intellectual contributions and service. This plan, labeled Faculty Annual Self Evaluation and Planning Report in the UCA Faculty Handbook, and shortened to Faculty Plan in the COB, is made in conjunction with and approved by the department chair, and is to be completed by February 1 of each calendar year. The Faculty Plan in its entirety becomes a major part of an individual’s performance report (discussed next). Appendix D contains more detailed information about the plan and the process to submit it. In accordance with the UCA Faculty Handbook, upon completion the Faculty Plan (as the faculty’s performance report) will be reviewed and kept on file in the Dean’s Office.

The Faculty Plan includes a summary of professional accomplishments from the previous calendar year as well as goals for the next calendar year. Accomplishments and goals should include the three areas of teaching, research, and service. Appendix C contains examples of the types of information that are relevant when determining teaching, research, and service excellence. Faculty members will be responsible for documenting evidence of accomplishments in these areas and also for updating this information as needed. The Faculty Plan is actually a Custom Report in Digital Measures (labeled Faculty Annual Self-Evaluation and Planning Report-College of Business). Faculty members do not actually “fill out” their plan; rather, they input information into DM (goals, teaching, research, and service data, etc.) and then “run” the Custom Report which downloads (as a Microsoft Word document). This Custom Report is the Faculty Plan; it is also a major part of the annual performance report.

An important topic of emphasis in the Faculty Plan is documenting areas in which the faculty member displayed innovation or creativity and/or significant impact in teaching, research or service. The plan should also include meaningful engagement activities with internal or external stakeholders or constituents. Faculty members should also consider innovation, impact and engagement efforts in their goals for the upcoming year. This documentation supports the mission and core values of the COB and helps focus faculty members efforts’ on these important areas.

FACULTY SELECTION OF DISTRIBUTION OF EFFORT

Through consultation and deliberation, the faculty have agreed to a proportional emphasis of these three primary activities as follows: teaching (55-75%); intellectual contributions (20-35%); and service (5-25%). As an institution with an emphasis on undergraduate education, the college emphasizes scholarship and instructional development. Given this, each faculty member therefore must apportion their effort distribution for the three areas such that the total equals 100%, adhering to the percentages above (teaching 55-75%, etc.). This distribution of effort refers to performance of the previous calendar year, as well as for the upcoming year. The distribution of effort designation is currently being documented by faculty members themselves in Digital Measures (under General Information/Administrative Data/Yearly Data). Like the Faculty Plan, this must be done by February 1 of each calendar year.
ANNUAL PERFORMANCE REPORT

The annual performance report for each faculty member is to be completed by February 1st each year. The report itself is specific to the previous calendar year. Part (or most) of the performance report comes directly from a Custom Report in Digital Measures (labeled Faculty Annual Self-Evaluation and Planning Report-College of Business) — the Faculty Plan. This includes all classes taught the previous calendar year, grades given, number of advisees, publications, consulting, grants, service activities, etc. It should be noted that this Custom Report relies almost solely on information entered by faculty member. Each faculty member must ensure that all applicable information is entered into DM by February 1st of each year. It is highly advised that faculty enter information as it occurs throughout the year. It should be noted that each faculty member has access to this Custom Report and should examine its content prior to the deadline date. The information contained in the Custom Report from DM, however, does not contain all relevant information needed to evaluate faculty performance for the previous calendar year. There are other items that faculty should include, in particular items that demonstrate innovative and/or impactful teaching, research or service activities. Significant engagement activities not already entered into Digital Measures should also be included. See Appendix E for specific information on the annual performance report.

In addition to the information provided by the Custom Report in DM and any additional information provided by the faculty member (into DM), the annual performance report also includes other important information. This information is entered by the chair, but becomes an official part of the performance evaluation after the faculty member signs (see Meeting below). The evaluation will include a faculty member’s qualification (SA/PA/SP/IP/Other), AACSB sufficiency (supporting or participating), and faculty rank. Chairs may include optional information, such as summaries of student evaluations, for example. The chair will include a descriptive summary of the faculty member’s performance in the areas of teaching, research and service. It should be noted that if a faculty member’s performance relies too heavily on factors which do not support the mission of the department, college, or university, the department chair has the responsibility to inform the faculty member that the situation could adversely affect evaluation. The performance report includes a formal evaluation of the faculty member with respect to teaching, research and service, as well as a recommendation for tenure and/or promotion (if applicable). See Appendix E for details.

The resulting document is termed the annual performance report. It includes the DM Custom Report plus any information included by the chair. Like the Faculty Plan, the output is a Word document; on the last page of the document is a place for both chair and faculty member to sign.

ANNUAL PERFORMANCE MEETING

According to the UCA Faculty Handbook, chairs must meet annually with each faculty member in their department. In the COB, these meetings serve two primary functions: First, members view, discuss, and sign their annual performance report and discuss goals for the next year. In the discussion between chair and faculty member concerning the performance report, a comparison of the previous year’s goals with actual performance should occur. Faculty members should ensure that all activities of importance are included in the report. The performance report may be altered based on this discussion, at the chair’s discretion. Both faculty and chair sign this report. When Digital Measures is fully operational, this report will be uploaded as a permanent document, with electronic signatures.

Second, the annual performance meeting is a discussion of the faculty member’s goals for the upcoming year. As part of the Faculty Plan, one’s upcoming goals should be aligned with the mission and goals of the university, college and department. Potential faculty qualification status changes (if any) should be examined, and any other matter of importance between faculty and chair.

Other conferences/meetings may be held in addition to this spring semester conference, as needed by faculty or chair. Modifications to the faculty member’s plan may be made during any of these sessions. Modifications may include but are not limited to addition or deletion of activities, weighted importance of various activities, and judgment criteria of activities. Any type of modification by the chair will be subject to discussion with an agreement by the faculty member.
PROMOTION, TENURE, POST-TENURE REVIEWS & ADVANCEMENT

The UCA Faculty Handbook describes the process and timelines for promotion, tenure, and post-tenure reviews for both tenure-track faculty and non-tenure-track faculty. Nothing in the guidance below abrogates anything in that document; rather, the purpose here is to provide clarity and criteria to the process used by the COB.

TENURE-TRACK FACULTY
Some criteria for tenure and promotion are provided in the UCA Faculty Handbook, which describes effective teaching, scholarship, and service, as well as time in service requirements. That document does not, however, provide any guidance on faculty qualification status (SA/PA/SP/IP) unique to the COB or on number of intellectual contributions (ICs) required for tenure and/or promotions, or to maintain tenure (post-tenure reviews). In order to be tenured or promoted, faculty members must possess and maintain their appropriate qualification, which is set by department chairs and the dean in consultation with the faculty member. Most tenure-track faculty possess PhD’s, and therefore must be Scholarly Academics-SA (or less frequently Practice Academics-PA) in order to be eligible for tenure or promotion. But while the faculty qualification status is a necessary prerequisite, it is not enough and the number of intellectual contributions (ICs) required is also considered (along with teaching and service).

Faculty will be expected to show the following minimum productivity in ICs for promotion: to associate professor: nine intellectual contributions, including five in peer reviewed journals; to full professor: since the last promotion, ten intellectual contributions, including six in peer reviewed journals.

For faculty to be granted tenure, the minimum research expectations are 8 intellectual contributions, including four in peer reviewed journals. Tenure-track faculty will be subject to the guidelines in effect at the time of initial employment with regard to the tenure decision. Decisions involving promotion will fall under the guidelines prescribed in the most recent Faculty Development Plan. Meeting the minimum research expectations does not guarantee promotion or tenure. Other important factors, including (but not limited to) the quality of the intellectual contributions, teaching, and service, are also considered.

For faculty to remain in good standing, both pre-tenure and post-tenure, the minimum level of research and engagement activities is specified in the AACSB Accreditation Considerations section. For example, for Scholarly Academics (SA), three PRJs and two engagement activities in the most recent five year period is required to maintain SA qualification (except for tenure-track faculty within five years of earning their doctorate). The table below summarizes intellectual contribution requirements.

<table>
<thead>
<tr>
<th>Promotion category</th>
<th>Minimum number of intellectual contributions (ICs) required since last promotion or in previous 5-year period.</th>
<th>Cumulative total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure</td>
<td>8 total ICs of which 4 must be in peer reviewed journals</td>
<td>8 total ICs of which 4 must be in peer reviewed journals</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>9 total ICs of which 5 must be in peer reviewed journals</td>
<td>9 total ICs of which 5 must be in peer reviewed journals</td>
</tr>
<tr>
<td>Full Professor</td>
<td>10 total ICs of which 6 must be in peer reviewed journals</td>
<td>19 total ICs of which 11 must be in peer reviewed journals</td>
</tr>
<tr>
<td>Post-tenure review</td>
<td>Depends on Qualification (SA/PA, etc.); see AACSB section. For SA faculty, this requires 3 PRJs and two engagement activities.</td>
<td></td>
</tr>
</tbody>
</table>
NON-TENURE TRACK FACULTY

Guidance and timelines for non-tenure track faculty are also provided in the UCA Faculty Handbook. Similar to their tenure-track counterparts, non-tenure track faculty must maintain their appropriate faculty qualification, typically an Instructional Practitioner (IP) or Scholarly Practitioner. The table below summarizes the minimum requirements to advance to the higher rank (thus to advance to Lecturer II, a faculty member must be IP and must have 8 PEAs or AEAs in the most recent five year period). Note that these are the minimum requirements for promotion; other important factors are also considered, such as contributions to the COB mission through teaching, service, and research.

**UCA COB NON-TENURE TRACK REQUIREMENTS**

<table>
<thead>
<tr>
<th>Promotion category</th>
<th>Minimum qualification</th>
<th>Specific requirements in most recent 5-year period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer I</td>
<td>Instructional Practitioner (IP)</td>
<td>5 PEAs</td>
</tr>
<tr>
<td>Lecturer II</td>
<td>Instructional Practitioner (IP)</td>
<td>8 PEAs or AEAs</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>Scholarly Practitioner (SP)</td>
<td>2 PRJs and 3 AEAs or PEAs</td>
</tr>
</tbody>
</table>

AEA: Academic Engagement Activity; PEA: Professional Engagement Activity

**SUPPORT**

In order to achieve the goals of the College of Business, the University and the College provides the following:

- COB Committees
- Opportunity for Sabbatical Leave
- Reassigned Time for Research and Engagement
- University Research Grants
- University Summer Reassigned Time for Research
- University Professional Development Grants
- Business/Research Centers
- Personal Computing
- Graduate Research Assistants
- Travel Funds on a Limited Basis
- University Torreyson Library
- College of Business Technology Services
- College of Business Publication Plan
- Instructional Development Committee Resources
- Annual Merit and Equity Pool
- Funds for Journal Submission
- Funds for Continuing Education
- Funds to Pay Certification Examination Fees
- Assistance with External Grant Writing
- Cabell’s Publishing Directory Online
- Digital Measures Systems database
- Standard and Poor’s Research Insight (Compustat)

**COB COMMITTEES**

Several key faculty committees are responsible for the oversight of various aspects of the operations of the College, including making recommendations for change. The Strategic Planning Committee is responsible for monitoring and reviewing the relevance of the mission and strategic plan of the College as well as developing strategies to monitor and
achieve them. The Faculty Development and Research Committee is responsible for recommending and reviewing faculty qualification and performance standards. The College Curriculum and Assessment Committee is responsible for oversight of the structure of curriculum and of the assurance of learning program of the College. The three committees described above funnel recommendations through the Executive Committee, which consists of the Dean, Associate Dean, MBA Director, Department Chairs, and the Director of Technology Services. The Executive Committee is the primary advisory body regarding the implementation of new policies. Other standing committees in the College include the Promotion & Tenure Committee, the Maintenance of Accreditation Committee, the Syllabus Committee, International Programs Committee, and the Diversity Committee. We also create ad-hoc committees (e.g., Faculty Excellence Award, MBA Graduate Policy, MAcc Graduate Policy) to address specific College or University needs. Some College committees have counterpart committees at the University level; the College committees will work closely with and support these University committees. If feasible, a faculty member serving on the College committee may be appointed to serve as the College’s representative on the University committee.

SABBATICAL LEAVE
The Sabbatical Leave program is available for those faculty members who have given seven or more years of full-time service to the University. The sabbatical leave may involve a summer, one semester, or a full academic year depending on the faculty member’s plans and wishes and the needs of the college and the university. More information is found in the University Faculty Handbook.

REASSIGNED TIME
The standard teaching load at UCA is twelve hours per semester. However, faculty who are involved in research, graduate teaching, and engagement activities may be eligible for reassignment to work on these projects. Departments may adjust class schedules to accommodate reassignments whenever possible. In general, an individual faculty will receive no more than three hours in reassigned time during any one semester.

a) Research reassignment – The College of Business recognizes the value of research and may grant reassignment for research activities. A reassignment for research should initially be requested through department chairs prior to the scheduling of a semester in accord with University deadlines.

b) Engagement activities reassignment - The College of Business recognizes the value of community service and outreach and may grant reassignment for these activities. Reassignment may be granted for working with the internship program, serving as assessment director, various fundraising activities, program development, sponsorship of national student competitions for organizations, working with students developing business plans for the Arkansas Governor’s Cup Competition, and other exceptional engagement activities.

UNIVERSITY RESEARCH GRANTS
University funds are available to support faculty research. These grants are used to defray clerical, supplies, publication costs, postage, equipment and other common expenses. Research which results in refereed presentations may also have travel expenses covered. Grants are awarded by the University Research Committee after recommendation by the College Research Committee. The COB Research Committee chair typically works with interested faculty to help them develop acceptable proposals and may ask faculty to present their research to other COB faculty.

Grant applications are accepted throughout the course of the academic year, however faculty are encouraged to submit applications to the department chair prior to any UCA mandated deadlines. A number of travel grants are also available for faculty to travel to present research funded by a URC grant. See Appendix F for a list of grant opportunities and contact information regarding each grant.

UNIVERSITY SUMMER REASSIGNMENT TIME FOR RESEARCH
Summer research stipends are available at the University level. Proposals should be submitted first to the department chair. Proposals are routed through the college research committee and the Dean. The University research committee makes final determinations.
Faculty Development Plan

UNIVERSITY PROFESSIONAL DEVELOPMENT GRANTS
Faculty may apply for a development grant to attend conferences, workshops and seminars consistent with the faculty development plan. These grants may come from internal or external sources. See Appendix F for additional information on various grant opportunities.

BUSINESS/RESEARCH CENTERS
The College of Business’s institutes and centers are driven by the College’s goals of education, scholarship, engagement and impact. The following are four of these mission-critical endeavors:

Small Business Advancement National Center (SBANC). The Small Business Advancement National Center (SBANC) is a multifaceted entrepreneurial and small business counseling and electronic resource information center. Instant, timely electronic business information is provided through the Small Business Advancement Electronic Resource. This connection serves as an extensive electronic link among small business owners, entrepreneurs, foundations, educational institutions, associations, international partners and local, state and federal government entities. SBANC maintains an extensive archive of small business and entrepreneurial related research. New research on modern business practices, up-to-date technologies, and the latest business related topics are added to the archive on a regular basis from many small business organizations worldwide. (http://www.sbaer.uca.edu)

Center for Insurance and Risk Management. The Center for Insurance and Risk Management seeks to serve as a resource for business students at all levels by providing exposure to educational and internship opportunities that allow for the accumulation of the knowledge, experience, and the skills needed to compete in the global marketplace and forge stronger links between students and practicing business professionals. (http://faculty.uca.edu/jbratton/)

Center for Logistics Education, Advancement, & Research (CLEAR). The Center for Logistics Education, Advancement, & Research (CLEAR) is three pronged: 1) To facilitate economic development by educating qualified logistics professionals; 2) To advance the discipline of logistics in Central Arkansas by raising awareness and facilitating the formation of industry groups; and 3) To conduct and fund research that will be of mutual benefit to the Arkansas logistics industry, UCA, and other center stakeholders. (http://uca.edu/business/centers/clear/)

Arkansas Center for Research in Economics (ACRE). The Arkansas Center for Research in Economics (ACRE) primary mission is to “Inquire → Educate → Transform”. The logic behind the center lies in the fact that the broader community tends to be unaware of the scholarly evidence regarding economic public policy. To help fill this gap, the ACRE center will have two components to almost all of the center’s activities: (1) An educational component: to train the next generation of citizens, researchers, teachers, voters, and business leaders; and (2) A research component: to generate the analysis and results that demonstrate economic policy’s tangible benefits. (http://uca.edu/acre)

PERSONAL COMPUTING
One personal computer is made available to each full-time faculty member with the appropriate software. The Office of University Information Technology supports research and instructional computer applications. A wireless cloud enables wireless Internet access from anywhere on the UCA campus.

GRADUATE RESEARCH ASSISTANTS
Graduate research assistants are available to faculty in each department in the College or, in some instances, graduate assistants may be assigned to individual faculty members. Research assistants are utilized primarily for research purposes to provide them with professional experience.

COLLEGE OF BUSINESS PUBLICATION PLAN
The College of Business maintains a publication plan designed to encourage and reward faculty research leading to publication. The annual research incentive fund is divided among eligible faculty. The annual award recipients are determined by the COB Faculty Development and Research Committee that allocates awards according to the Publication
Plan included in Appendix G. This committee is also charged with monitoring the classification of research into applied, pedagogical or basic, in accordance with AACSB definitions (see Appendix H).

**TRAVEL FUNDS**
Limited travel funds may be available to faculty for the purpose of attending meetings to present refereed papers or to provide professional and/or pedagogical development. Requests are initiated with the department chair. The COB travel policy is attached in Appendix I.

**UNIVERSITY TORREYSON LIBRARY**
The University Torreyson Library and staff provide faculty with resources and expertise, including databases, assistance for on-line and library searches and instruction for faculty and staff on doing searches.

**COLLEGE OF BUSINESS TECHNOLOGY SERVICES**
COB Technology Services provides support for the instructional, research, and technological needs of the faculty, staff, and students in the College of Business. The office maintains two networked computer labs for instructional and student use.

**INSTRUCTIONAL DEVELOPMENT COMMITTEE RESOURCES**
The University of Central Arkansas provides significant resources through the Instructional Development Center (IDC). The purpose of the IDC is to provide “a central facility to assist faculty in their continued improvement of teaching and learning.” ([http://www.uca.edu/idc/](http://www.uca.edu/idc/))

IDC resources are available to provide or supplement travel funds to enhance teaching, provide laptop computers, and various other training functions.

**FUNDS FOR JOURNAL SUBMISSION**
Many disciplines require submission fees when research papers are submitted for blind peer review. In most cases, department chairs have been able to provide submission fee reimbursement or obtain a university check in advance of submission. Additionally, certain journals have page fees to defray printing costs of accepted papers. Many departments pay some of these submission and page fees when funds are available with reference to the quality and prestige of the journal. The availability of these funds is at the sole discretion of the department chair.

**FUNDS FOR CONTINUING EDUCATION**
Faculty in some disciplines, in particular the accounting and insurance and risk management faculty, need continuing professional education (CPEs) hours to retain active licensure. Department funds may be used to pay for these CPEs in order to keep faculty qualified in their respective areas of expertise. The availability of these funds is at the sole discretion of the department chair.

**FUNDS TO PAY CERTIFICATION EXAMINATION FEES**
College funds may be allocated to pay certification fees in areas that are consistent with the mission of the college and the financial priorities outlined in the strategic plan. The availability of these funds is at the sole discretion of the department chair.

**ASSISTANCE WITH EXTERNAL GRANT WRITING**
The University of Central Arkansas provides a dedicated unit, the Sponsored Programs Office, designed to help faculty seek external funding for research projects. The following website outlines the resources available to faculty via Sponsored Programs ([http://www.uca.edu/sponsoredprograms/](http://www.uca.edu/sponsoredprograms/)).

**CABELL’S PUBLISHING DIRECTORY ONLINE**
The UCA College of Business has an online subscription to Cabell’s Publishing Directory that enables faculty to access this resource on campus by logging on to [http://www.cabells.com](http://www.cabells.com).

The “members only” section will provide access to this extensive list of information on business journals.
DIGITAL MEASURES SYSTEMS DATABASE
College of Business faculty utilize Digital Measures Systems database for reporting and recordkeeping of all relevant activities related to teaching, research and service.

STANDARD AND POOR’S RESEARCH INSIGHT DATABASE (COMPSTAT)
The College of Business subscribes to Standard and Poor’s Research InsightTM. This database provides thousands of financial statement data points for more than 20,000 active and inactive companies. COMPSTAT is available by contacting the COB Director of Technology Services.
APPENDIX A
Examples of Participating Faculty
Activities & Involvement

TEACHING ACTIVITIES BEYOND DIRECT TEACHING ACTIVITIES AND INVOLVEMENT
- Attend teaching/pedagogy workshops
- Participate in other faculty development events or activities
- Design and develop new curriculum and courses
- Participate in study abroad trips/courses in a faculty leadership role
- Participate in assessment activities
- Serve as an honors thesis director or provide independent/individual study opportunities for students
- Serve as faculty mentor for student business plan competition

RESEARCH ACTIVITIES
- Conduct original academic research
- Participate in funded research and/or grant activities
- Make presentations at academic/professional meetings
- Publish in academic or professional journals
- Publish in proceedings from scholarly meetings

SERVICE ACTIVITIES
- Serve on department, college, or university committee
- Serve in an administrative or supervisory role within the department, college, or university
- Serve as a faculty advisor for official student organizations
- Regularly attend and actively participate in department, college, or university meetings and activities
- Effectively advise students
- Participate in academic or professional organizations related to one’s field
- Serve as a journal editor or manuscript reviewer for journals related to one’s field
Faculty Development Plan

APPENDIX B
Academic Engagement Activities (AEA) & Professional Engagement Activities (PEA)

ACADEMIC ENGAGEMENT ACTIVITIES

Faculty should normally undertake a variety of academic engagement activities linked to the theory of business and management to sustain SA, PA, or SP status. Normally, any item below may not be counted more than twice during the most recent five year period (items that can only be counted once are so noted). The list of academic engagement activities includes the following:

PUBLICATIONS AND PRESENTATIONS

- Publication of article in peer refereed journals (PRJs) – this is in addition to the minimum required to achieve/maintain qualification status
- Publication of case studies, research monographs, book chapter, article in trade or professional journal, or any other significant scholarly activity
- Publication of scholarly or research-based books
- Publication of a book review
- Publication of significant pedagogical development (e.g., textbook, case book, instructors resource guide, other published pedagogical materials)
- Presentation of refereed papers (or invited papers) at conferences or being an author (or co-author) on such a paper
- Presentation of faculty research seminars - this item may only count once in a five year period

GRANTS/AWARDS

- Submission of an external, competitive, or peer-reviewed grant proposal
- Awarded competitive, or peer reviewed grants, or grants/research projects funded by companies or research agencies
- Earning a research award or academic fellow status in a recognized academic society

LEADERSHIP/REVIEWING ACTIVITIES

(each bulleted item below in this section may only count once in each five-year period)

- Active service on editorial boards or committees
- Leadership roles at regional and/or national conferences
- Substantive leadership roles/positions in recognized academic societies and associations
- Service as a reviewer for a peer reviewed journal
- Service as a reviewer for an academic conference
- Service as a reviewer for a pedagogical or academic professional publishing company

Note: Faculty engagement activities will be evaluated during the annual faculty planning and review process. Engagement activities that do not correspond with the items above will need to be approved by the department chair and College of Business Executive committee.
PROFESSIONAL ENGAGEMENT ACTIVITIES

Normally, faculty may undertake a variety of professional engagement activities to interact with business and management practice to sustain PA, SP, or IP status. Normally, any list item below may not be counted more than twice during the most recent five year period (items that can only be counted once are so noted). However, rare exceptions may exist for very substantial work. The list of professional engagement activities includes the following:

CONSULTING ACTIVITIES

▲ Consulting activities that are material in terms of time and substance
▲ Sustained professional work supporting qualified status; such as community or professional service that requires professional expertise related to the faculty member’s teaching or academic training
▲ Documented service as a subject matter expert at the local, state, national, or international level

LEADERSHIP OR MEMBERSHIP ACTIVITIES

▲ Significant leadership role in professional associations
▲ Active service on boards of directors
▲ Active membership on administrative board
▲ Leadership and/or active participation in professional events that focus on the practice of business, management, and related issues

PRESENTATION OR SCHOLARSHIP ACTIVITIES

▲ Presentation of applied research study or cases to professional audience or at professional development seminars
▲ Testimony invited by legislatures or agency heads (Insurance commissioner, Game and Fish, Highway Transportation, etc.)
▲ Writing publicly available reports for state and/or federal agencies
▲ Development and/or presentation of continuing professional education or executive education programs
▲ Serve as editor or reviewer of a trade or professional journal, textbook, or other business/management publication, or any other type of proceedings or research casebook
▲ Interviews and/or quotations in general audience and professional journals - this item may only count once in a five year period
▲ Practice-oriented intellectual contributions (e.g., delivering seminars or workshops) or participation in other activities that place faculty in direct contact with business or other organizational leaders

CERTIFICATIONS

▲ Obtaining or maintaining a relevant professional certification or license in one’s teaching area
▲ Relevant UCA IDC certification (e.g., on-line teaching certificate) – this item may only count once in a five year period

PROFESSIONAL EDUCATION

▲ Documented significant continuing professional education experiences
  ○ Note: If continuing professional education is part of the requirement for obtaining or maintaining a professional certification or license, it may not also be counted in this category
▲ Faculty internships

Note: Faculty engagement activities will be evaluated during the annual faculty planning and review process. Engagement activities that do not correspond with the items above will need to be approved by the department chair and College of Business Executive committee.
APPENDIX C
PROFESSIONAL PORTFOLIO
TEACHING, INTELLECTUAL CONTRIBUTION AND SERVICE
RELATIVE WEIGHTS, EXPECTATIONS AND EXAMPLES

TEACHING (55% TO 75%)
Aspiration: Teach four courses (12 hours) per semester

Required for judgment
- Student evaluations of teaching
- Copies of course syllabi, tests, and samples of student work
- Self-report of teaching philosophy, efforts to improve teaching, and future directions for teaching
- Evidence of effective student advising

Optional for judgment
- Videotapes of teaching performance
- Records of curriculum development activities, including the development of new courses or programs of instruction
- Professional recognition of teaching excellence or contributions
- Measures of student learning outcomes, including comparisons of pre-course, and post-course skills and knowledge
- Solicited and unsolicited letters and statements from students, alumni, and other beneficiaries of teaching effectiveness
- Evidence of instructional growth, instructional supervision, and other teaching factors
- Peer review of classroom materials and procedures, including a descriptive report based on a class visit (at least every two years)

INTELLECTUAL CONTRIBUTIONS: LEARNING AND PEDAGOGICAL RESEARCH, CONTRIBUTIONS TO PRACTICE, AND DISCIPLINE-BASED SCHOLARSHIP (20% TO 35%)
Aspiration: The following list of outcomes and activities are provided solely as examples. They do not constitute an exhaustive list. They are intended to provide guidance in the planning process.

- Articles published in refereed journals (PRJs)
- Published research monographs
- Publication of scholarly or research-based books
- Awarded competitive, peer-reviewed grants
- Articles published in the refereed proceedings of national or regional meetings
- Articles published in pedagogical publications
- Chapters published in books
- Publicly available applied research study or cases
- Articles published in un-refereed journals
- Textbooks
- Publicly available and distributed novel instructional software
- Presentation of invited or refereed papers to conferences
- Refereed presentation at professional meetings
- Article published in trade or professional journal (may be PRJs)
- Presentation of applied research study or cases
- Submission of an external, competitive, peer-reviewed grant proposal
- Publication of book review
- Publicly available documentation of a significant creative pedagogical development
Publicly available study guide, text support materials, or case notes
Publicly available research working paper
Presentation at faculty research seminars
Presentation at professional development seminars

SERVICE (5% TO 25%)

To the Institution and Discipline
- Serve as editor of a trade or professional journal, national proceedings or research casebook
- Service as chair of college or university committee
- Represent university or college as an elected or appointed official of national professional or academic organization
- Organization and presentation of significant peer workshop
- Significant contribution to accreditation and continuous improvement activities
- Delivery of a speech or presentation to major/national professional organization or government body
- Serve as a sponsor or advisor of student professional organization
- Serve as member of college or university committee
- Serve as a reviewer for journals and/or conferences
- Perform requested college service activity, e.g. serve on task force, ad hoc team
- Assist in significant recruiting and/or retention efforts by the university
- Attendance at university academic functions, including commencements, honor and recognition events

To the Community
- Use professional expertise to serve as elected or appointed official of professional community service organizations.
- Provide training to state, regional, or community organizations
- Non-compensated and university approved compensated consulting services to state, regional, or community organizations and companies
- On-going membership of a professional nature in community service or professional organization
- Significant application or professional skill to assist community organization
APPENDIX D
FACULTY PLAN
DESCRIPTION AND PROCESS

The COB Faculty Plan is designed to provide a summary of the previous year’s performance and accomplishments, as well as goals for the next calendar year. The Faculty Plan is a critical document used in both the annual performance report as well as gauging progress toward tenure or promotion and in maintaining qualification status (SA/SP, etc.). It is due to chairs by February 1 of each year.

Currently the Faculty Plan (labeled Faculty Annual Self Evaluation and Planning Report in the UCA Faculty Handbook) is provided by Digital Measures (DM), and becomes part of the Faculty Evaluation Report (Appendix E). However, because DM was only adopted in 2013, the actual location, nomenclature and even the composition of important elements within DM is changing and subject to change in the future. Still, DM provides an electronic means of both submitting and tracking the Faculty Plan.

The Faculty Plan provides a summary of the previous year’s performance and accomplishments; this is contained in a Custom Report in DM (labeled Faculty Annual Self-Evaluation and Planning Report-College of Business). It is important to stress that this Custom Report is the Faculty Plan for each faculty member. This is the plan that will be used by chairs and actually becomes a major part of the faculty member’s annual performance report or evaluation. Each faculty has access to their own plan (Custom Report) in DM. Chairs have access as well, and will run this report in February of each year as part of the annual performance report. The plan itself is not “filled out”; rather faculty enter appropriate data (see below) into DM and then the report is “run” by the faculty member (or chair).

The summary of performance and accomplishments from the previous year is automatically included in this Custom Report. The Custom Report includes summaries of four areas, including teaching, research, service and professional development and recognition. Some of the information comes directly from UCA’s Banner database system, with no faculty intervention. This information includes classes taught in that year (note that the report must use the correct start and end dates, January 1 to December 31 of the appropriate year), some student evaluation scores, and grade distributions. It also includes some information entered into DM by chairs and/or deans, such as AACSB sufficiency and qualification and committees. But much of the data on the previous year is entered directly by faculty into DM. This includes publications, conferences, service activities, awards, etc. It is therefore imperative that faculty members keep DM up to date, but especially by February 1st of each year.

Digital Measures also has areas in which goals may be entered for the upcoming year. Each of the four areas (teaching, research, service and professional development and recognition) include a place for inserting annual goals along with a space for the result of the goal. There is also a place to insert any additional comments on the four areas (under Faculty Annual Evaluation and Planning Reports/Annual Report Summary), in particular specific areas of innovation, impact and engagement that may not have not been covered in the Custom Report. This last section is particularly critical. The following section summarizes what should be entered.

WHAT TO ENTER IN DIGITAL MEASURES

While some of the items in the Faculty Plan (and annual performance report) are entered directly by DM or the chair/dean, there are several important items that must be entered by faculty. These items fall into two categories: previous year’s activities and goals for the upcoming year.

PREVIOUS YEAR ACTIVITIES

Many items from the previous year are entered automatically. Three items are left to faculty, however.
1. Enter number of advisees for both fall and spring semesters (located in Instructional Activities/Academic Advising). This process may be automated in the future, but at present is not.

2. Enter noteworthy items that indicate or demonstrate qualities of innovation, impact or engagement. These items are entered in the section Faculty Annual Evaluation and Planning Reports/Annual Report Summary, for the four areas of teaching, research, service and professional development/recognition. Here are some possible examples:
   a. Did the faculty member win any awards, certifications or other recognition for teaching, research or service? Note that some awards may be entered into DM but do not show up in the Faculty Plan unless this information is placed in this area.
   b. Did the faculty member employ any new or innovative teaching methods or processes or technologies? Were there any notable outcomes from this?
   c. Has there been any intellectual contribution that was particularly impactful? This contribution may have been published in a previous year, but the impact is just emerging.

3. Faculty should enter any additional information they wish to be considered concerning the previous year, which does not fit elsewhere; use the same section, Faculty Annual Evaluation and Planning Reports/Annual Report Summary.

GOALS FOR UPCOMING YEAR
A key part of the Faculty Plan is considering and documenting goals for the upcoming year. This process permits faculty members to focus on the activities that are important to themselves, their department, the College of Business, UCA, and the outside community. A faculty member’s goals should be aligned with the mission and goals of their department, and by extension the COB and UCA. The process of thinking through goals should include milestone events planning for tenure, promotion and post-tenure reviews. Goals for the upcoming year are entered into the relevant Annual Goals section of each of the four main areas (teaching, research, service and professional development/recognition). Here is a summary of some of the goals that should be included:

1. TEACHING: what classes do you expect to teach in the upcoming year? Describe any planned improvements for enhancing teaching effectiveness, such as incorporating innovative processes or technologies, training courses or IDC workshops planned, upgrades to course material, etc.

2. RESEARCH: it is critical for faculty to plan ahead in research. In order to be tenured or promoted, and to maintain tenure, peer-reviewed articles are required (see section on AACSB Accreditation Considerations). Having research at various stages of the pipeline at all times helps alleviate this requirement. Goals should reflect this thinking. Faculty should specifically state in the research goals specific submission objectives for article(s) to be submitted in the upcoming year, including targeted journal, acceptance rates, authors, and timeline. In addition, as faculty gain research experience, they should strive to enhance their research impact, by submitting to higher-tier journals for example.

3. SERVICE: service goals should include descriptions of planned activities for service to the department, COB, UCA, and the community at large (local, national or global). Professional service activities should be included as well.
APPENDIX E

ANNUAL PERFORMANCE REPORT

The annual performance report or evaluation is required each year in February for each full time faculty member. The report provides a performance summary for the previous calendar year, goals for the upcoming year, and an evaluation of the faculty member by the chair in the three areas of teaching, research and service, as well as an overall evaluation and recommendation for tenure and promotion (if applicable). The report is signed by both faculty member and chair, with a copy to the dean. It is archived in Digital Measures (starting after 2014).

The report itself consists of the faculty member’s Faculty Plan, which comes directly from DM, with some additional information supplied by either the faculty member or the chair. Some of this additional information comes from DM (but is not part of the Faculty Plan), but some comes from other sources. One piece of information is the selection of distribution of effort. It is filled out in DM by the faculty member. Other optional information may be added by the chair, such as more detailed data from student evaluations. The chair may include a descriptive evaluation of the faculty member in the areas of teaching, research and service, along with an evaluation of that area and a required recommendation (if applicable) for tenure and promotion or advancement. The report ends with a place for faculty member and chair to sign.

The descriptive evaluation section filled in by the chair, includes a descriptive evaluation in the following format (this comes from DM):

Teaching: Summary/Highlights of Teaching Efforts

Intellectual contributions: Summary/Highlights of Intellectual Contribution Efforts

Service: Summary/Highlights of Service Efforts

Summary: Overall Summary

The performance report includes a formal evaluation of the faculty member with respect to teaching, research, and service, using the following categories:

▲ far exceeds minimum requirements
▲ exceeds minimum requirements
▲ meets minimum requirements
▲ needs to improve performance to meet minimum requirements

The performance report also includes a recommendation for tenure and/or promotion, if applicable (not applicable for tenured full professors or senior lecturers):

▲ making adequate progress toward tenure
▲ not making adequate progress toward tenure
▲ making adequate progress toward promotion
▲ not making adequate progress toward promotion

The process consists of the following:

1. Faculty member ensures DM is updated completely (by February 1st).
2. Chair downloads each faculty member’s Faculty Plan; this download is a Microsoft Word document. To this document, additional information is added (distribution of effort, descriptive evaluation, recommendation, etc.). The result is a Word document of the entire annual performance report.
3. Faculty and chair meet (annual performance meeting; by the end of February). During this meeting, the complete performance report is presented to the faculty member; after discussion (and changes if necessary), both chair and faculty member sign the document.

4. The signed report is kept by the chair, while a scanned copy is uploaded into DM (starting after 2014) for archiving. The dean should receive a copy of the report (either through DM or from the signed copy).
<table>
<thead>
<tr>
<th>Faculty Development (FD) Grants</th>
<th>Hunt and Farris FD Grants</th>
<th>UCA Foundation Grants</th>
<th>Summer Stipends (URC)</th>
<th>Faculty Research (URC)</th>
<th>Dissemination of Research (URC)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Budget</strong></td>
<td>Awards up to $500</td>
<td>Amount varies: usually $300-$1000</td>
<td>Awards up to $3000</td>
<td>Award amount varies</td>
<td>Matching Awards up to $400</td>
</tr>
<tr>
<td><strong>Purpose of grant</strong></td>
<td>To support improvement of teaching and curriculum development</td>
<td>To support improvement of teaching and curriculum development</td>
<td>To encourage creative programs and provide seed money for future programs</td>
<td>To support increasing a faculty member’s knowledge to benefit future UCA students.</td>
<td>To support research and creative activities</td>
</tr>
<tr>
<td><strong>Reviewing Body</strong></td>
<td>Faculty Development Committee</td>
<td>Faculty Development Committee</td>
<td>UCA Foundation Grants Committee</td>
<td>University Research Council</td>
<td>University Research Council</td>
</tr>
<tr>
<td><strong>Normally funds</strong></td>
<td>Travel to workshops to improve teaching</td>
<td>Travel to workshops to improve teaching</td>
<td>Faculty projects; conferences; speakers; publication startups</td>
<td>Research</td>
<td>Research, Equipment (not computers), research travel (not for dissemination)</td>
</tr>
<tr>
<td><strong>Does not fund</strong></td>
<td>Equipment; faculty salaries; faculty reassigned time; travel to present research; normal department travel</td>
<td>Equipment; faculty salaries; travel to present research; normal department travel</td>
<td>Equipment; faculty salaries; faculty travel</td>
<td>Normal academic responsibilities in curriculum development or teaching</td>
<td>Normal teaching and curriculum development activities</td>
</tr>
<tr>
<td><strong>Committee meets</strong></td>
<td>September 30, January 31, April 15</td>
<td>Awarded at April meeting of Committee</td>
<td>October &amp; February</td>
<td>February</td>
<td>November and April</td>
</tr>
<tr>
<td><strong>Special consideration to projects involving</strong></td>
<td>Pedagogical workshops with active participation</td>
<td>Travel in July, August and September (funds rollover)</td>
<td>Coordination with multiple units and outreach to the community</td>
<td>Seed money for long-term projects using outside money</td>
<td>Requests for disseminating research funded by the URC</td>
</tr>
<tr>
<td><strong>Contact</strong></td>
<td>450-5240</td>
<td>450-5240</td>
<td>Kathy Carroll 450-5288</td>
<td>Patti Hornor <a href="mailto:phornor@uca.edu">phornor@uca.edu</a></td>
<td>Patti Hornor <a href="mailto:phornor@uca.edu">phornor@uca.edu</a></td>
</tr>
<tr>
<td><strong>Website</strong></td>
<td>uca.edu/idc/</td>
<td>uca.edu/idc/</td>
<td><a href="http://www.uca.edu/foundation">www.uca.edu/foundation</a></td>
<td>uca.edu/urc/</td>
<td>uca.edu/urc/</td>
</tr>
</tbody>
</table>
APPENDIX G
PUBLICATION PLAN
REVISED JUNE 2014

The Publication Plan is designed to foster quality faculty research by providing monetary bonuses each year (assuming the availability of funds). All faculty members, including tenure-track, non-tenure track, part-time and adjunct are eligible. The plan provides incentives (monetary bonuses) to faculty that publish in academic journals. The basic guidelines follow.

1. Articles published must contain a minimum of 1200 words (approximately 4 pages). Research may include any business or pedagogical theme. To be counted under this plan, an article must be either published or accepted for publication. Articles must be published (or accepted for publication) from journals that are either peer-reviewed or editor-reviewed. Articles that are not reviewed will not be considered. Conference papers, including conference proceedings, will not be considered.

2. Faculty are awarded “shares”, based on journal quality and number of authors (see below). The number of shares an author (faculty member) receives in a particular year determines the monetary award. Each article will count for three consecutive years (again assuming funds are available). Thus a faculty member who gets an article published will receive the same number of shares for three consecutive years. What this means is that the number of shares for the entire business faculty in any given year will (approximately) triple, meaning the value for each share will be decreased by (approximately) a third. This will even or smooth out awards over a three year period, using a rolling average.

3. The Faculty Development and Research Committee will glean all article information from Digital Measures. If an article is not in Digital Measures, it will NOT COUNT for the current year. Faculty members will be reminded that Digital Measures vitae will be printed for this purpose early enough to ensure Digital Measures is updated. This usually occurs in early April of each year. The only documentation required from faculty members is proof that an article has been accepted (if already published, this is not required).

HOW SHARES ARE FIGURED

Shares in any given year depend on the quality of the journal and the number of authors. There are three tiers, A, B, and C, with tier A journals being a highest quality. Tiers are determined by published acceptance rates, which are obtained from Cabells. If a range is listed in Cabells (such as 21%-30% acceptance rate), then the midpoint between the two ranges becomes the acceptance rate used (in the above example, 21 + 30 / 2 = 25.5%). Should the journal NOT be listed in Cabells, then a petition must be initiated to the Associate Dean to obtain the official acceptance rate. The Associate Dean will be the sole arbitrator of acceptance rates, including those not listed in Cabells. This process takes time, so faculty should ensure that the Associate Dean has the acceptance rate in sufficient time to be counted for a particular year. If a peer-reviewed journal ends up without an acceptance rate, the default tier shall be C. Here is how shares are calculated:

FOR PEER-REVIEWED JOURNALS

| Tier A: 30% or less acceptance rate | 4 shares per author; max 12 shares |
| Tier B: 31-50% acceptance rate | 2 shares per author; max 6 shares |
| Tier C: All others | 1 share per author; max 3 shares |

FOR EDITOR-REVIEWED JOURNALS

There will be a penalty if the journal is not peer-reviewed. The penalty will be to drop one Tier (for Tiers A and B). That is, all Tier A articles will drop to Tier B, all Tier B articles will drop to Tier C. Tier C articles will remain the same (in Tier C).

Notes about shares:
Solo authored article: counts double shares (for Tier A, this means 8 shares, for Tier B, 4 shares, for Tier C, 2 shares).
Because there is a maximum, it means that to get the maximum shares, there must be 3 authors or less. For example, if it is a Tier B publication, with three authors, each author gets 2 shares, which is the maximum number available (6 total). But if there are four authors (or more), then the number of shares is less. For example, a Tier A publication, with 4 authors, each author gets only 3 shares (because 4 authors * 3 shares = the max 12).

Here are share amounts per number of authors (up to 7):

<table>
<thead>
<tr>
<th>Tier</th>
<th>3 authors</th>
<th>4 authors</th>
<th>5 authors</th>
<th>6 authors</th>
<th>7 authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>3</td>
<td>2.4</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>B</td>
<td>2</td>
<td>1.5</td>
<td>1.2</td>
<td>1</td>
<td>0.9</td>
</tr>
<tr>
<td>C</td>
<td>1</td>
<td>0.75</td>
<td>0.6</td>
<td>0.5</td>
<td>0.4</td>
</tr>
</tbody>
</table>

**PUBLICATION PLAN PROCESS**

The process to determine shares is relatively simple. Sometime in the spring semester (usually early April), an email will be sent to all faculty members reminding them of updating Digital Measures and providing the necessary documentation. The Faculty Development and Research Committee will then print out each faculty member’s vita (usually obtained from the Dean’s office) and insert all new articles into a spreadsheet. The committee member will check Cabells for acceptance rates. The Associate Dean will provide acceptance rates for all articles not in Cabells. Based on the Tier and number of authors, each faculty member will be assigned shares for each article. The shares for the new year will be added to the shares for the previous two years to obtain total shares. The number of shares across all COB faculty will then be divided into the award amount to determine how much each share is worth. Faculty members must do the following for articles to be considered:

- Ensure Digital Measures is updated and correct
- Provide documentation proof of acceptance for any article not yet published
- Ensure the Associate Dean has the information to determine acceptance rate should the journal not be listed in Cabells (or accept a tier C).

**FINAL NOTES**

1. Faculty members must be appropriately qualified in accordance with AACSB standards to receive a publication bonus. For most tenure-track faculty, this means a Scholarly Academic (SA) qualification. For faculty with other appropriate qualifications (PA/SP/IP), refer to the first section (AACSB Accreditation Considerations), for specific information on qualifications. Under no circumstances will a faculty member with an “Other” qualification be considered for this bonus.
2. Changes to this document may be recommended by any faculty member, through the Faculty Development and Research Committee.
3. The use of any remaining funds in the incentive award fund will be determined at the end of the year. (Possibilities include: a reward for outstanding journal acceptances or divided among previous recipients).
4. Share value varies from year to year but typically fall between $125 and $250 per share, depending on the total productivity of the College of Business and the amount of the incentive award fund.
5. The Faculty Development and Research Committee is charged with reviewing publication incentive guidelines each year and recommending to the College Executive Committee changes designed to reflect increases in standards and/or reinforce quality improvement in faculty research. This committee also conducts an annual audit of publication classification per AACSB standards to ensure faculty appropriately classify their intellectual contributions as either learning and pedagogical research, contributions to practice, or discipline-based scholarship. Guidelines for intellectual contribution classification are included in Appendix H.
CHOOSING THE APPROPRIATE CATEGORY OF RESEARCH

1. Faculty in the College of Business (COB) in general conduct three types of research, teaching and learning (pedagogical), applied scholarship (contributions to practice), and basic or discovery (discipline-based theory). These categorizations of research are recognized by AACSB and delineated in Digital Measures, the college's online database for faculty research. The selection of a particular category for an article (or any intellectual contribution) occurs when documenting the article in Digital Measures.

2. Research of any kind conducted by faculty is important and contributes to the growing body of human knowledge. As such, there are no rules placed on faculty that would prevent one from conducting appropriate research in any of the three categories. However, as a whole, the type of research conducted by faculty at the COB should reflect the mission of both UCA and the COB. Given that this is a teaching institution, especially at the undergraduate level, one of the goals of the research program is to emphasize applied scholarship. As such, that means research involving contributions to practice in particular, and pedagogy secondarily, are of particular importance.

3. The differences between the three types of research are noted below (taken directly from Standard 2 of AACSB Eligibility Procedures and Accreditation Standards for Business Accreditation):

   **Applied or integration/application scholarship** that synthesizes new understandings or interpretations of knowledge or technology; develops new technologies, processes, tools or uses; and/or refines, develops, or advances new methods based on existing practice of business and management.

   **Teaching and learning scholarship** that develops and advances new understandings, insights, and teaching content and methods that impact learning behavior. Intellectual contributions in this category are normally intended to impact the teaching of business and management.

   **Basic or discovery scholarship** that generates and communicates new knowledge and understanding and/or development of new methods. Intellectual contributions in this category are normally intended to impact the theory, knowledge, and/or practice of business and management.

4. While the above descriptions add some insight to the distinctions between the three categories of research, further guidance on documentation is provided below. It is clearly recognized that at times the selection of the appropriate category is subjective and research may be difficult to classify. Faculty members are encouraged to use the following guidelines to aid in their research classification. The research classifications are abbreviated in the following manner: TL (Teaching and Learning), AS (Applied Scholarship), BD (Basic/Discovery):

   **A. CATEGORIZING BASED ON THE JOURNAL OR CONFERENCE**

   A1. Appropriate classification may be determined based on the type of journal (or conference). If it is a purely theoretical journal, then BD, if practitioner focused, it is AS, if a pedagogical journal or conference, then TL. Frequently a journal is *mostly* applied or practitioner focused, meaning an article therein is *probably* AS.

   A2. Readership: who typically reads this journal (or conference proceeding)? If it is only academics, then it may be BD. If practitioners, then AS. If teachers, then TL. If readership consists of a mixture of academics and practitioners, then classification depends on the article itself.
B. CATEGORIZING BASED ON THE ARTICLE ITSELF

B1. What is the primary contribution of the research? If it is focused on management, or practices, or implications of these, it is probably AS. If it focuses on curriculum, or teaching aids or teacher-learning activities, it is probably LP. If the contribution is primarily theoretical, then BD may be appropriate.

B2. What problem is being answered (or solved)? If it is a problem involving practitioners of any kind (managers, end-users, accountants, etc.), then the focus is likely AS. If it is an issue involving teaching or students, it is likely TL. If it is theoretical in nature, it is likely BD.

B3. Previous literature/theory: in the literature review of the research, what is the focus of the literature? Practitioner? Purely theoretical? If literature cited applies theory to practice, then AS may be appropriate.

B4. Models: if the paper presents a new model for testing, it may be BD (though clearly some new models involve practitioners, signifying this could be AS). If the paper merely tests a revised model, or a model on a different population, it is most likely AS.

B5. Implications: what are the implications of the paper? If most of the implications (or the most important implications) revolve around practitioners (managers, end-users, etc.) or practice, the research is probably AS. If most of the implications (or the most important implications) revolve around teaching, then the research is probably TL. If most of the implications (or the most important implications) are purely theoretical or of interest primarily to academics, then the research is probably BD.

5. Nothing in these recommendations is intended to limit appropriate research of any kind. The intent of these guidelines is to enable faculty to make a more informed decision when classifying a particular research effort.

6. The College of Business Research Committee is hereby assigned to train faculty and monitor classification of research. Each spring the committee will personally examine all new inputs into Digital Measures, comparing title, abstract (if available), type of journal, and how the article was classified by the faculty member. The committee may seek additional clarification and input from the author in this endeavor. It is, however, the researcher’s responsibility to appropriately classify all research efforts, and all classifications will be made solely by the author.
Chairs will be responsible for inquiring about the travel plans of the faculty and prioritizing them at the beginning of the year. Faculty members should inform the chairs of their travel plans during the yearly planning process.

Chairs of departments will allocate the travel money in their departments with the following priorities:

1. Presentation of UCA faculty research at national disciplinary conferences
2. Presentation of UCA faculty research at national interdisciplinary conferences
3. Presentation of UCA faculty research at regional conferences
4. Travel to conferences that have significant involvement by our faculty, as program chairs, session chairs, editorships, directorships
5. Travel to conferences to serve as a discussant
6. Travel to conferences for professional enrichment

Chairs are encouraged to offer partial funding when possible in order to support the plans of all faculty, tenured, tenure-track, and non-tenure track.