



UNIVERSITY OF  
CENTRAL  
ARKANSAS™

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COLLEGE OF  
BUSINESS

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# Faculty Development Plan

April 2018

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## COLLEGE OF BUSINESS MISSION AND VISION

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### Vision

Our vision is to be a recognized leader in developing business talent and ideas that create growth and opportunity in Arkansas and globally.

### Mission

We educate a diverse population of current and future business professionals to successfully and ethically meet the challenges of the global business environment. Through active engagement with the local, regional, national, and global communities, our faculty strive to deliver a high-quality business education via experiential education, a relevant curriculum, and scholarly contributions. We pursue continuous improvement opportunities to add value for our College and its stakeholders.

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## FACULTY DEVELOPMENT PLAN

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Faculty development is a crucial component of the College of Business (COB). This document will guide faculty in their developmental activities and guide the Department Chair and dean in faculty evaluations. Faculty will be evaluated or classified in the following areas, each of which is addressed separately in this Plan:

▶ **Faculty Annual Self-Evaluation and Planning Report**

Each faculty member will be evaluated annually by his/her supervisor in an examination of three areas of responsibility (where applicable): teaching, intellectual contributions, and service. Contributions in these areas will be evaluated for their innovation, engagement, and impact/quality.

▶ **Faculty Qualification**

At the beginning of each calendar year, each faculty member will be identified as one of the following: Scholarly Academic, Practice Academic, Scholarly Practitioner, Instruction Practitioner, or Other.

▶ **Faculty Sufficiency**

At the beginning of each academic year, each faculty member will be identified as either participating or supporting.

▶ **Academic Rank and Tenure**

Academic rank and tenure status are assigned by UCA when a faculty member is hired. A faculty member may seek promotions in accordance with appropriate timelines and qualifications.

▶ **Graduate Faculty Status**

Faculty who teach graduate-level courses must be identified as graduate faculty by UCA's Graduate Dean.

This Faculty Development Plan is guided by the following documents and statements:

- The mission statements of UCA and the COB
- Guidelines for AACSB accreditation standards
- The UCA Faculty Handbook
- The COB Strategic Plan

Contents of this Faculty Development Plan is effected by the COB Executive Committee upon recommendation of the Faculty Development Committee and approved by a majority vote of the 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. (The UCA Faculty Handbook can be found at <http://uca.edu/go/facultyhandbook>.)

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# FACULTY ANNUAL SELF-EVALUATION AND PLANNING REPORTS

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## Purpose

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 as follows:

- ▶ Tenure-track faculty are expected to engage in all three areas.
- ▶ Non-tenure-track faculty may not be expected to engage in all three areas. The Department Chair and faculty member will discuss their responsibility areas.

Each faculty member is expected to engage in these 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 report their activities and future plans in Digital Measures by February 1 each year. These reports are evaluated by the Department Chair to assess a faculty member's annual performance and discussed in a one-on-one meeting between the faculty member and Department Chair. The results of the evaluation are used to determine future deployment, 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 following subsections outline (1) the primary performance areas considered during the performance planning and evaluation process, and (2) the annual faculty evaluation process.

## 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.

The typical full-time faculty member teaches four courses (12 hours) per semester (unless they have been granted a release for research, administration, or other purposes).

An important means of assessing teaching effectiveness is the **teaching portfolio**. Appendix A outlines the required items for a teaching portfolio and offers a non-exhaustive list of additional items that can be used to demonstrate a faculty member's excellence in teaching. Faculty are encouraged to maintain a teaching portfolio, which is updated annually; however, presentation of a teaching portfolio is mandatory for mid-tenure review and must accompany all applications for advancement.

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).

One of the highest level of intellectual contribution is publication of research in peer-reviewed journals. 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. In order to develop and sustain such a program, faculty are encouraged to submit an article for peer review on an annual basis. Faculty should direct their research submissions to journals that appear in indexes (e.g., Australian Business Deans Council, Association of Business Schools, and Cabell's) and avoid publishing their research in predatory journals that are listed in indexes such as the Scholarly Open Access listings.

A variety of intellectual contribution types that support and align with the COB mission may be included in your portfolio including articles published in peer reviewed journals, un-refereed journal articles, textbooks, presentations at professional meetings, grantsmanship, and more. (See Appendix B for a list of examples and types of intellectual contributions).

Each faculty member's portfolio of intellectual contributions (not necessarily each IC individually) should demonstrate quality and impact. It is the faculty member's responsibility to demonstrate and document the quality of their ICs that will be used in determining annual evaluation, faculty qualification, and promotion and tenure. (See Appendix B for a list of examples of quality/impact indicators.)

In accordance with AACSB nomenclature, there are three classifications of research, each important in its own right, and the COB recognizes the importance and value of all three.

- ▶ 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.

Based on our mission as a primarily teaching institution, scholarship in an applied sense with one's discipline as well as pedagogically-focused research are emphasized.

### Service

The University is itself a community and is a part of a larger community. As such, every faculty member must serve as an effective organizational and societal citizen. Service calls for faculty contributions beyond teaching and intellectual contributions. Faculty are expected to serve the University community (e.g., department, college, and University committees) as well as 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. (Examples of specific contributions through service are found in Appendix C.)

## Annual Faculty Evaluation Process

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 annual performance report and the annual performance meeting are described in greater detail below.

### **Annual Performance Report**

The annual performance report (APR) for each faculty member is to be completed by February 1st each year. The report itself is specific to the activities of the previous calendar year (or previous five-year period) and future plans for the current calendar year. Most of the performance report comes directly from a custom report in Digital Measures. The APR includes but is not limited to the following:

- ▶ Classes taught the previous calendar year;
- ▶ Grades given;
- ▶ Number of advisees;
- ▶ Other teaching activities from previous years;
- ▶ A portfolio of intellectual contributions such as publications, consulting, grants, etc.;
- ▶ Service activities;
- ▶ Planned teaching, intellectual contribution, and service activities for the current academic year;
- ▶ The engagement, innovation (or creativity), and impact of past activities;
- ▶ Distribution of effort among teaching, research, and service; and
- ▶ Other information of interest in assessing faculty performance.

(Appendix D contains a guide to preparing the annual performance report.)

The APR relies almost solely on information entered in Digital Measures by the faculty member no later than February 1<sup>st</sup> of each year. Faculty may access this report and examine its content at any time. It is highly advised that faculty enter information as it occurs throughout the year. Some information is automatically populated (e.g., classes and grades) and some information is added by the Department Chair (e.g., faculty qualification, faculty sufficiency, and faculty rank; each covered later). The resulting document is termed the annual performance report. It includes the DM custom report plus any information included by the chair.

Three specific portions of the APR are discussed in detail below:

#### **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%).

Full-time faculty who do not have responsibility in one or more of these areas should consult their Department Chair about appropriate distribution of effort among the remaining responsibilities.

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. 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 documented by faculty members themselves in Digital Measures each calendar year (see Appendix D).

#### **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. The Faculty Plan in its entirety becomes a major part of the APR. The Faculty Plan includes a summary of professional accomplishments from the previous calendar year as well as goals for the current calendar year. This documentation supports the mission and core values of the COB and helps focus faculty members efforts' on these important areas. Appendix D contains more detailed information about the plan and the process to submit it.

### **Performance Report**

Chairs also add descriptive summaries of the faculty member's performance in the areas of teaching, research and service. This 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).

### **Annual Performance Meeting**

According to the UCA Faculty Handbook, chairs must meet annually with each faculty member in their department in the Spring following the February 1 deadline for completion of the APR. Other conferences/meetings may be held in addition to this spring semester conference, as needed by faculty or chair. In the COB, these meetings serve three primary functions:

- ▶ First, members view, discuss, and sign their APR 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.
- ▶ Second, the annual performance meeting is a discussion of the faculty member's goals for the upcoming year and support needed to accomplish these goals. As part of the Faculty Plan, one's upcoming goals should be aligned with the mission and goals of the University, college and department.
- ▶ Third, potential faculty qualification status changes (if any) should be examined, and any other matter of importance between faculty and chair. This discussion should include progress toward tenure and/or promotion.

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.

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.

In accordance with the UCA Faculty Handbook, upon completion the APR Faculty Plan (as the faculty's performance report) will be reviewed and kept on file in the Dean's Office.

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## FACULTY QUALIFICATION

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### Purpose

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.

Standard 15 of AACSB's Accreditation Guidelines addresses how schools maintain and deploy academically or professionally qualified faculty by categorizing faculty into one of five categories. 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). Faculty who are not identified in one of these four categories, falls into the fifth category: Other.

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.

### Faculty Qualification Categories

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.

**Scholarly Academic (SA).** Scholarly academics are expected to sustain currency and relevance through the creation and dissemination of scholarly output. Faculty must meet the following three (3) criteria to be appointed as a scholarly academic:

1. Degree (one of the following)
  - a. Holds a doctorate (or is ABD) in, or related to, faculty's teaching field from an accredited business program or an accredited program in a discipline appropriate for the courses and degree programs in the UCA College of Business.
  - b. Holds a doctorate not related to the field of business, but has additional significant academic and/or professional preparation in the teaching field.
  - c. Holds a JD degree and is teaching business law, legal environment of business courses, or other courses consistent with their academic training.
2. Publication of a minimum of three (3) peer reviewed journal (PRJ) publications in the most recent five-year period.<sup>a,b</sup>
3. Academic and/or professional engagement in a minimum of two additional academic engagement activities (AEA) or one additional academic engagement and one additional professional engagement activity (PEA) in the most recent five-year period. (See Appendix E for a list of AEAs and PEAs.)

<sup>a</sup> A faculty member with internal administrative responsibilities at the dean's level or higher may be considered SA or PA (depending on qualification at the time of hire) without meeting the PRJ requirements during current appointment and the three-year post-appointment period.

<sup>b</sup> New doctorates are considered SA for a period of five years after completion of their degree without supporting PRJs. ABD faculty working on a dissertation are considered SA for a period of three years if teaching in their area of academic preparation.

**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. Faculty must meet the following three (3) criteria to be appointed as a practice academic:

1. Degree (one of the following)
  - a. Holds a doctorate (or is ABD) in, or related to, faculty's teaching field from an accredited business program or an accredited program in a discipline appropriate for the courses and degree programs in the UCA College of Business.
  - b. Holds a doctorate not related to the field of business, but has additional significant academic and/or professional preparation in the teaching field.
  - c. Holds a JD degree and is teaching business law, legal environment of business courses, or other courses consistent with their academic training.
2. Publication of a minimum of one (1) peer reviewed journal (PRJ) publications in the most recent five-year period.<sup>a</sup>
3. Academic and/or professional engagement in a minimum of six (6) additional academic and/or professional engagement activities in the most recent five-year period. (See Appendix E for a list of AEAs and PEAs.)

<sup>a</sup> A faculty member with internal administrative responsibilities at the dean's level or higher may be considered SA or PA (depending on qualification at the time of hire) without meeting the PRJ requirements during current appointment and the three-year post-appointment period.

**Scholarly Practitioners (SP).** Scholarly Practitioners are expected to sustain currency and relevance through continued professional experience, engagement, and/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. (Substantial experience may be demonstrated by a significant length of time in leadership or management or other exemplary, quantifiable productivity.) Faculty must meet the following three (3) criteria to be appointed as a scholarly practitioner:

1. Degree (one of the following)
  - a. Hold a graduate degree in, or related to, their primary teaching field.
  - b. Faculty members with previous work experience deemed to be substantial enough in terms of responsibility and duration may be considered SP without having earned a graduate degree. Only rarely will an exceptional faculty member with outstanding industry, business, or government experience at a high level be considered SP without a graduate degree.
2. Publication of a minimum of two (2) peer reviewed journal (PRJ) publications in the most recent five-year period.
3. Academic and/or professional engagement in a minimum of three (3) additional academic and/or professional engagement activities in the most recent five-year period. (See Appendix E for a list of AEAs and PEAs.)

**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. (Substantial experience may be demonstrated by a significant length of time in management for a significant length or other exemplary, quantifiable productivity.) Faculty must meet the following three (3) criteria to be appointed as an instructional practitioner:

1. Degree (one of the following)
  - a. Hold a graduate degree in, or related to, their primary teaching field.
  - 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, or government experience at a high level be considered IP without a graduate degree.
2. Has relevant professional experience within the last five years.
3. Current professional engagement (one of the following):
  - a. Maintains current employment in the field.
  - b. Engage in a minimum of five (5) professional engagement activities in the most recent five year period. (See Appendix E for a list of AEAs and PEAs.)

**Other.** Faculty who do not meet the requirements to be classified as an SA, PA, SP, or IP, are classified as Other. Faculty losing qualification status resulting in classification as Other may be subject to the following:

- ▶ Develop a plan to regain their prior status by meeting the criteria specified above.
- ▶ No summer teaching (or lowest priority for summer teaching)
- ▶ No research release (teaching a 12/12 load)
- ▶ Post-tenure review
- ▶ Nonrenewal of contract

### Faculty Qualifications Table Summary of Sustained Engagement Activities

		Academic Research (Scholarly)	Applied (Practice)
Initial Academic Preparation & Professional Experience	Professional Experience Substantial in Duration & Level of Responsibility	<b>Scholarly Practitioner (SP)</b>  2 PRJs plus 3 AEAs and/or PEAs	<b>Instructional Practitioner (IP)</b>  Currently Employed in Area or 5 PEAs
	Doctoral Degree	<b>Scholarly Academic (SA)</b>  3 PRJs plus 2 AEAs (or 1 AEA and 1 PEA)	<b>Practice Academic (PA)</b>  1 PRJ plus 6 AEAs and/or PEAs

### Determination

At the beginning of each calendar year, Department Chairs will identify each faculty member's qualification as SA, PA, SP, IP, or Other. That identification is approved by the Office of the Dean (with input from the College of Business Executive Committee in atypical cases).

In general, faculty are hired into a particular faculty position that mandates a particular qualification. For example, new PhDs are hired as SA faculty, with the expectation that they will continue as SAs. These expectations support our vision, mission, and strategic plan. But on occasion, faculty may migrate to another qualification, based on their focus, so long as this direction is in alignment with the mission of the college. Typically, faculty only move horizontally (i.e., between IP and SP or between PA and SA), because of the degree requirements. Such moves must be approved by the Department Chair, and only with due consideration given to COB vision, mission, and strategic plan. The move from SA to PA deserves special mention, as it should be rare and never as a result of decline in research productivity and fewer PRJs.

Typically, if qualification criteria are not met exactly as written, for either a faculty member's initial hiring or maintenance of qualification, the faculty member is an Other. But on rare occasions, there may be significant extenuating circumstances in which most, but not all criteria are met, and consideration may be given to awarding a qualification. Such action must be approved by the dean, after positive endorsement by the faculty member's chair and by the Executive Committee (chairs, directors and deans).

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.

Satisfying SA, PA, IP, and SP status does not automatically ensure that a faculty member would be granted tenure or a promotion.

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## FACULTY SUFFICIENCY

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### Purpose

AACSB standard 5 indicates that a school must maintain a blend of faculty who are participating 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.

### Faculty Sufficiency Categories

#### **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. Appendix A includes examples of activities and involvements of participating faculty members.

#### **Supporting Faculty:**

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.

### Faculty Sufficiency Goals

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

- ▶ **Full-time faculty (both tenure-track and non-tenure-track)** typically will be participating faculty members because they are expected to be involved in helping to achieve the college mission via teaching, research, and/or service efforts.
- ▶ **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. Appendix A includes examples of activities and involvements of participating faculty members.

### Determination

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 F.

At the beginning of each calendar year, Department Chairs will identify each faculty member's status as participating or supporting. That identification is approved by the Office of the Dean with input from the College of Business Executive Committee in atypical cases.

## PROCESS AND CRITERIA FOR TENURE, PROMOTION, AND 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. Faculty will be expected to show the minimum productivity in ICs for promotion as summarized in the table below:

**Intellectual Contribution Requirements  
for Tenure and Promotion Consideration of Tenure-Track Faculty<sup>b</sup>**

Seeking Promotion	Minimum number of Intellectual Contributions (ICs)	Cumulative Totals
<b>To Tenured<sup>a</sup> Associate Professor</b>	Ten (10) total ICs of which Four (4) must be in peer-reviewed journals (in the previous five-year period)	Ten (10) total ICs of which Four (4) must be in peer-reviewed journals
<b>To Tenured<sup>a</sup> Full Professor</b>	Ten (10) total ICs of which Six (6) must be in peer reviewed journals (since appointment as Associate Professor)	Twenty (20) total ICs of which Ten (10) must be in peer reviewed journals
<sup>a</sup> In compliance with the UCA Faculty Handbook, the time period for seeking tenure is after five years (in the sixth year) of appointment as a tenure-track faculty member at UCA. A shorter tenure clock may be specified in a hiring contract.		
<sup>b</sup> Tenure-track faculty will be subject to the guidelines in effect at the time of initial employment with regard to the tenure decision. Faculty hired before the effective date of this Faculty Development Plan may choose to seek tenure and/or promotion under the old guidelines or the new (see Appendix H for the old guidelines).		

The required number of intellectual contributions (ICs) is the minimum required to apply for promotion. Meeting these minimums alone does not guarantee promotion. The department and college promotion and tenure committees will also evaluate the following as a part of their consideration of an application for promotion:

- ▶ Quality and impact of teaching, research, and service (see Appendices A through C)
- ▶ In order to be tenured or promoted, faculty members must possess and maintain their appropriate faculty qualification. Most tenure-track faculty possess PhDs, 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).

### Good Standing and Post-tenure Review

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 faculty qualifications section of this Faculty Development Plan. Where the Department Chair determines that there exists a pattern of unsatisfactory ratings or loss of faculty qualifications, the chair will inform the faculty member, in writing, of the need for post-tenure review. The specifics of post-tenure review can be found in the UCA Faculty Handbook and includes the need for a corrective plan.

## Non-tenure-track Faculty

Guidance and timelines for non-tenure track faculty are also provided in the UCA Faculty Handbook. The table below summarizes the minimum requirements to advance to the higher rank. 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.

### Activity Requirements for Advancement of Non-Tenure-Track Faculty

Seeking Promotion	Minimum Qualification (see Faculty Qualifications)	Specific Requirements (in most recent five-year period)
To Lecturer I	Instructional Practitioner (IP)	5 PEAs
To Lecturer II	Instruction Practitioner (IP)	8 PEAs and/or AEAs
To Senior Lecturer	Scholarly Practitioner (SP)	2 PRJs and 3 AEAs and/or PEAs

PRJ: Peer-Reviewed Journal Article  
AEA: Academic Engagement Activity; PEA: Professional Engagement Activity (See Appendix E)

### Good Standing

Similar to their tenure-track counterparts, non-tenure track faculty must maintain their appropriate faculty qualification, typically as an Instructional Practitioner (IP) or Scholarly Practitioner (SP). Where it is determined by the chair that there exists a pattern of unsatisfactory ratings or loss of faculty qualifications, the chair will inform the faculty member, in writing, of need for a corrective plan or nonrenewal of contract.

## GRADUATE FACULTY STATUS

### Purpose

UCA requires that all faculty who teach graduate-level courses be a member of the graduate faculty. ([www.uca.edu/graduateschool](http://www.uca.edu/graduateschool))

### Graduate Faculty Categories

Graduate faculty may be in one of three categories: Full Graduate Faculty, Associate Graduate Faculty, or Affiliated Graduate Faculty. Specific requirements for each category are summarized in a table below. In general, evidence of excellence in the following areas is required:

- ▶ Research/professional development is the distinguishing factor concerning the classification and term of graduate faculty appointment. (See Appendix B)
- ▶ Excellence in teaching. (See Appendix A)
- ▶ Excellence professional service. (See Appendix C)

In certain circumstances, the COB may wish to utilize professionals with expertise in their field to staff graduate courses. These individuals are valued members of the faculty with unique insight garnered through hands-on business experience, thus making them valuable resources for graduate students in business. The decision to appoint a faculty member to Affiliated Graduate Faculty status rests with the relevant Department Chair and requires approval by the Dean of the College of Business. All affiliated faculty should possess both a relevant advanced degree and significant work experience in an appropriate field

### Graduate Faculty Terms

Faculty are eligible for Graduate or Associate Graduate Faculty status for an initial three-year term, after which this status may be renewed for either three or eight years, based upon the following criteria and departmental recommendation. All Affiliated Graduate Faculty are appointed to three year terms.

**Summary of Requirements for Graduate Faculty Categories by Term**

Categories	Three-Year Appointment	Eight-Year Appointment
<b>Full Graduate Faculty</b>	<ul style="list-style-type: none"> <li>• Terminal degree in relevant field</li> <li>• One (1) PRJ in past three years<sup>a</sup></li> <li>• One IC in past three years<sup>a</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Terminal degree in a relevant field</li> <li>• Three (3) PRJs in past five years</li> </ul>
<b>Associate Graduate Faculty</b>	<ul style="list-style-type: none"> <li>• Appropriate Graduate degree in relevant field</li> <li>• Appropriate professional credentials, if applicable</li> <li>• Minimum of 3 years of related professional experience</li> <li>• Good professional reputation as evidenced by professional awards, letters of reference, etc.</li> <li>• One IC in past three years</li> </ul>	Faculty granted three year graduate faculty status for three consecutive terms according to the criteria listed above may be granted an eight year graduate faculty status in their subsequent appointment.
<b>Affiliated Graduate Faculty</b>	<ul style="list-style-type: none"> <li>• Relevant advanced degree</li> <li>• Significant work experience in an appropriate field</li> </ul>	n/a

<sup>a</sup> New hires having completed a terminal degree from an accredited institution in the past year are considered to be current in their field and automatically meet the research/professional development requirements for the 3 year appointment.

## FACULTY SUPPORT AND DEVELOPMENT

### Purpose

This section summarizes various types of support available to faculty in the College of Business. It is a non-exhaustive list as new resources and opportunities are often available. Support opportunities are summarized in this table and described in detail below:

### Summary of Faculty Support and Development

	Department Level	College Level	University Level
<b>Faculty Time, Salary, &amp; Advancement</b>	<ul style="list-style-type: none"> <li>• Mentors</li> <li>• Reassigned time for research or engagement</li> </ul>	<ul style="list-style-type: none"> <li>• COB Promotion and Tenure Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Merit and Equity Pool</li> <li>• Sabbatical Leave</li> </ul>
<b>Research</b>	<ul style="list-style-type: none"> <li>• Department funds (travel, journal submission fees, software, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Matching funds (limited)</li> <li>• COB Faculty Development Committee</li> <li>• S&amp;P's Research Insight (Compustat)</li> <li>• Business Research Centers</li> <li>• Graduate Research Assistants</li> <li>• Cabell's Publishing Directory Online</li> </ul>	<ul style="list-style-type: none"> <li>• Research Grants</li> <li>• Summer Research Stipends</li> <li>• Assistance with External Grant Writing</li> <li>• Torreyson Library with many research databases</li> <li>• SPSS Statistical Software</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• Department funds (student certifications, pedagogical travel, classroom and distance ed technology, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• COB Curriculum and Assessment Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Center for Teaching Excellence (CTE)</li> <li>• CTE grants</li> <li>• IST and Blackboard</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Department funds (continuing education, credentials, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Matching funds (limited)</li> <li>• COB Faculty Development Committee</li> </ul>	<ul style="list-style-type: none"> <li>• University Professional Development Grants</li> <li>• Digital Measures</li> </ul>
<b>Other</b>		<ul style="list-style-type: none"> <li>• COB Strategic Planning Committee</li> </ul>	

### Department-level Support

**Mentors** New faculty are paired with more-experienced faculty member, typically in the same discipline, to act as a mentor. This is an informal process, and new faculty should feel free to seek the guidance of other faculty and administrators as well. Mentors should assist new faculty in procedures including but not limited to preparation of materials for advancement and research expectations.

**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.

- ▶ Research reassignment – The College of Business recognizes the value of research and may grant reassignment for research activities. A reassignment for research should be discussed with the

Department Chair prior to the scheduling of a semester in accord with University deadlines.

- ▶ 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.

**Department Funds** A department's budget (and in some cases Foundation Account) is intended to support the activities of faculty members. This includes providing resources for day-to-day operations of the department and its faculty (e.g., computers, copiers, phones, etc.). Additionally, these funds support other research, teaching, and professional development opportunities on a limited basis. Faculty in need of funding are encouraged to include it in their annual goals (Annual Performance Report) and discuss it with their Department Chair. The availability of these limited resources is at the sole discretion of the Department Chair. Some examples of support from department funds are listed below:

- ▶ **Travel:** Every effort is made to fund travel for faculty who have had a paper accepted at a conference. Should additional funds be available, faculty may be able to travel to research or professional development seminars when they are not presenting.
- ▶ **Journal Submission Fees:** 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.
- ▶ **Teaching:** Department funds support teaching whether in the classroom or online. This may include student certifications, travel to pedagogical conferences, technology for instruction online or in the classroom, or other pedagogical support.
- ▶ **Credentials:** Funds may be requested for credentials such as certifying exams, memberships in professional organizations, continuing education, and other development activities.

## College-level Support

**COB Committees** are responsible for the oversight of various aspects of the operations of the College, including making recommendations for change. The standing committees of the COB include the following:

- ▶ **Executive Committee** consists of the Dean, Associate Dean, MBA Director, Department Chairs, and the Development Officer. The Executive Committee is the primary advisory body regarding the implementation of new policies. The remaining COB committees funnel recommendations through the Executive Committee or directly to the Dean.
- ▶ **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.
- ▶ **Faculty Development Committee** is responsible for recommending and reviewing faculty qualification and performance standards.

- ▶ **Curriculum and Assessment Committee** is responsible for oversight of the structure of curriculum and of the assurance of learning program of the College.
- ▶ **Promotion & Tenure Committee** is responsible for evaluating applications for advancement after they have been evaluated by the departments and make a recommendation to the Dean.

**Matching Funds** The College of Business Dean's Office has a limited budget to help support faculty endeavors. The funds are given at the request of the Department Chair. Faculty in need of funding are encouraged to include it in their annual goals (Annual Performance Report) and discuss it with their Department Chair. The availability of these limited resources is at the sole discretion of the COB Dean.

**Standard and Poor's Research Insight Database**, COMPUSTAT, is available through the College of Business subscription. This database provides thousands of financial statement data points for more than 20,000 active and inactive companies. COMPUSTAT is available by contacting the COB Director of Technology Services.

**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:

- ▶ **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).** 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).** ACRE's 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>)
- ▶ **Small Business Advancement National Center (SBANC).** 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>)

**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. To make a request of a graduate assistant's time, contact your Department Chair.

**Cabell's Publishing Directory** Online is available through an online subscription, which enables faculty to access this resource on campus by logging on to <http://www.cabells.com>. The "members only" section will provide access to this extensive list of information on business journals.

## University-level Support

**Merit and Equity Pool** When approved by the Board of Trustees, a pool of one-time or permanent money is distributed to the Colleges and Departments. The disbursement of those funds to individual faculty is determined by the Department Chair in consultation with the Dean and may be based on performance (merit) or salary comparisons to UCA faculty, CUPA averages, and/or AACSB salary surveys (equity).

**Sabbatical Leave** 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. (<http://www.uca.edu/academicaffairs/sabbatical-leave>)

**University Research Grants** 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. (<http://www.uca.edu/urc/>)

**Summer reassignment time for research** is available through summer research stipends, which are available at the University level. Proposals should be submitted first to the Department Chair. Proposals are routed through the college Faculty Development committee and the Dean. The University research committee makes final determinations. (<http://www.uca.edu/urc/summer-stipends/>)

**Assistance with external grant writing** is provided by 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/>).

**Torreyson Library** and its 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. (<http://www.uca.edu/library>)

**SPSS**, a statistical software package, is available to every faculty member and is included in the standard software installed on faculty computers. If it is not installed, contact IST for assistance with the installation.

**The Center for Teaching Excellence (CTE)** provides significant resources as a central facility to assist faculty in their continued improvement of teaching and learning. CTE's services include peer-reviews of teaching, training on teaching methodologies and technologies, as well as a variety of other services to develop teaching skills. They also offer recognition/certification for participation in their programs. (<http://www.uca.edu/cte>)

**CTE Grants for Professional Development** are available. 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. (<http://www.uca.edu/cte>)

**The Digital Measures Systems** database is used for reporting and recordkeeping of all relevant activities related to teaching, research and service. (<http://my.uca.edu> > Digital Measures tile)

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## APPENDIX A: TEACHING PORTFOLIO

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The teaching portfolio is used to demonstrate excellence in teaching through engagement, innovation, and impact. Faculty are encouraged to maintain a teaching portfolio, which is updated annually; however, presentation of a teaching portfolio is mandatory for mid-tenure review and must accompany all applications for advancement.

Below are required and optional items to include in your teaching portfolio. (References to Digital Measures placement is given when appropriate.)

### Required Teaching Portfolio Elements

- ▶ Student evaluations of teaching
- ▶ Selected 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  
(DM: Instructional Activities > Academic Advising)

### Optional Teaching Portfolio Elements

- ▶ Peer review of classroom materials and procedures, including a descriptive report based on a class visit (strongly recommended at least every two years)
- ▶ Videotapes of teaching performance
- ▶ Records of curriculum development activities, including the development of new courses or programs of instruction  
(DM: Instructional Activities > Curriculum Development)
- ▶ Professional recognition of teaching excellence or contributions  
(DM: Professional Development and Recognition > Awards and Honors)
- ▶ 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
- ▶ Student exit interviews or other appropriate departmental feedback concerning teaching excellence.
- ▶ Evidence of instructional growth, instructional supervision, and other teaching factors
- ▶ Direction of project or thesis at the undergraduate or graduate level.  
(DM: Instructional Activities > Directed Individual or Group Learning)

***See Appendix G for examples of how to demonstrate Engagement, Innovation, and Impact.***

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## APPENDIX B: INTELLECTUAL CONTRIBUTIONS

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### Intellectual Contribution Examples

The following list of outcomes and activities do not constitute an exhaustive list. They are intended to provide guidance in the planning process. (References to Digital Measures placement is given when appropriate.)

- ▶ Articles published in refereed journals  
(DM: Scholarship > Publications > Contribution Type...)
- ▶ Published research monographs  
(DM: Scholarship > Publications > Contribution Type=Monograph)
- ▶ Publication of scholarly or research-based books  
(DM: Scholarship > Publications > Contribution Type=Book)
- ▶ Submission of an external, competitive, peer-reviewed grant proposal  
(DM: Scholarship > Grants & Contracts > Type)
- ▶ Awarded competitive, peer-reviewed grants  
(DM: Scholarship > Grants & Contracts > Type=Funded)
- ▶ Articles published in the refereed proceedings of national or regional meetings  
(DM: Scholarship > Publications > Contribution Type=Conference Proceeding)
- ▶ Articles published in pedagogical publications  
(DM: Scholarship > Publications > Contribution Type=pick appropriate one)
- ▶ Chapters published in books  
(DM: Scholarship > Publications > Contribution Type=Chapter)
- ▶ Publicly available applied research study or cases  
(DM: Scholarship > Publications > Contribution Type=Research Report)
- ▶ Articles published in un-refereed journals  
(DM: Scholarship > Publications > Contribution Type > Mark No in Was this peer reviewed/referred)
- ▶ Textbooks  
(DM: Scholarship > Publications > Contribution Type > Book-Textbook)
- ▶ Publicly available and distributed novel instructional software  
(DM: Scholarship > Publications > Contribution Type > Software, Instructional)
- ▶ Presentation of invited or refereed papers to conferences  
(DM: Scholarship > Presentation > Type...)
- ▶ Refereed presentation at professional meetings  
(DM: Scholarship > Presentation > Type...)
- ▶ Article published in trade or professional journal (may be PRJs)  
(DM: Scholarship > Publications > Contribution Type > Article in Professional Journal (or Article in Public or Trade Journal)—if peer-reviewed, mark Yes)
- ▶ Presentation of applied research study or cases  
(DM: Scholarship > Presentation > Type... )
- ▶ Publication of book review  
(DM: Scholarship > Publications > Contribution Type > Book Review)
- ▶ Publicly available documentation of a significant creative pedagogical development  
(DM: if course related: Instructional Activities > Curriculum Development > Type...; if scholarship related: Scholarship > Publications > Contribution Type...)
- ▶ Publicly available study guide, text support materials, or case notes  
(DM: Scholarship > Publications > Contribution Type (Study Guide)
- ▶ Publicly available research working paper  
(DM: Scholarship > Publications > Contribution Type (Research Report)
- ▶ Presentation at faculty research seminars  
(DM: Scholarship > Presentation > Type...)

*Appendix B continues on the next page.*

## Quality of Intellectual Contributions

One's portfolio of intellectual contributions (not necessarily each IC individually) should demonstrate quality and impact. The following non-exhaustive list contains examples of quality/impact indicators:

- ▶ Journal quality demonstrated by journal indices
  - Australian Business Deans Council ranks quality using letters (A and B are the highest quality and are recommended targets)
  - Association of Business Schools ranks journal quality using numbers (higher numbers for higher quality; rankings of 3 or 4 are recommended targets)
  - Cabell's ranks journals by acceptance rate (lower acceptance rates indicate quality; 30% or lower is a recommended target)
- ▶ Other journal impact factors
  - IC receives an honor (e.g., best paper award)
  - Significant or notable reach of the IC can be demonstrated
  - Citations in Google Scholar
  - Download count
  - Textbook adoptions
  - Other noted references to or uses of work
- ▶ Research and resulting IC is undertaken with a student (graduate or undergraduate)
- ▶ IC is undertaken by invitation or with a particular audience or outlet in mind
  - Local or state level impact
  - Pedagogy
  - Practitioner
  - Other specialized audience
- ▶ IC is sole authored

***See Appendix G for examples of how to demonstrate Engagement, Innovation, and Impact.***

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## APPENDIX C: SERVICE ACTIVITIES

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### Service Categories and Examples

The following list of outcomes and activities do not constitute an exhaustive list. They are intended to provide guidance in the planning process. (References to Digital Measures placement is given when appropriate.)

#### Serving UCA

(DM: Service Activities > University or College or Department or Student Activities)

- ▶ Service as chair or member of college or university committee
- ▶ Organization and presentation of significant peer workshop(s)
- ▶ Significant contribution to accreditation and continuous improvement activities
- ▶ Serve as a sponsor or advisor of student professional organization
- ▶ 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

#### Serving the Professional and Academic Community

- ▶ Serve as editor or reviewer of a trade or professional journal, national proceedings or research casebook (DM: Service Activities > Professional)
- ▶ Represent UCA or COB as an elected/appointed official of state, regional, or national professional or academic organization (DM: Service Activities > Professional or Public)
- ▶ Use professional expertise to serve as elected/appointed official of professional community service organizations or board of directors (DM: Service Activities > Professional or Public)
- ▶ Non-compensated and university approved compensated consulting services to state, regional, or community organizations and companies (DM: Service Activities > Consulting)
- ▶ Significant application or professional skill to assist a community or professional organization at the state, regional, or national level (DM: Service Activities > Professional or Public)
- ▶ Organizing a state, regional, or national professionally related conference or conference session. (DM: Service Activities > Public or Professional)
- ▶ Delivery of a speech or presentation to major/national professional organization or government body (DM: Service Activities > Professional or Public)
- ▶ Provide professional development or other training to state, regional, community, or business organizations (DM: Service Activities > Non-Credit Instruction Taught)
- ▶ Provide professional development seminars to faculty or students (DM: Service Activities > Non-Credit Instruction Taught)
- ▶ On-going membership of a professional nature in community service or professional organization (DM: Service Activities > Professional or Public)

***See Appendix G for examples of how to demonstrate Engagement, Innovation, and Impact.***

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## APPENDIX D: PREPARING THE ANNUAL PERFORMANCE REPORT

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### Process for Annual Performance Evaluation (Meeting)

- ▶ Faculty member ensures DM is updated completely (by February 1st).
- ▶ Chair downloads each faculty member's Faculty Plan. The chair adds some required and optional information to evaluation.
- ▶ 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. Based on this meeting, the report may be altered by the chair.
- ▶ Both chair and faculty member sign the document, and the document is saved to DM and copied to the Dean.

### Faculty Instructions for Digital Measures (Due February 1<sup>st</sup>)

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.

#### Activities from Previous Year(s)

- ▶ Enter distribution of 100% effort to teaching (55-75%), research (20-35%), and service (5-25%) (DM: Faculty Annual Self-Evaluation > Other ... Not Reported Elsewhere)
- ▶ Enter number of advisees for both fall and spring semesters (DM: Instructional Activities > Academic Advising)
- ▶ Enter all prior activities under the following headings:
  - Instructional Activities including curriculum development activities.
  - Scholarship/Research/Creative Activities should include all your ICs and AEAs.
  - Service Activities should include all your ICs and PEAs.
  - Professional Development and Recognition includes awards, license, memberships and other.
- ▶ Enter noteworthy items that indicate or demonstrate qualities of innovation, impact or engagement. (DM: Faculty Annual Evaluation and Planning Reports > Annual Report Summary > Four areas of teaching, research, service and professional development/recognition). Here are some possible examples:
  - Awards, certifications or other recognition for teaching, research or service? (Some awards in DM but do not show up in the Faculty Plan unless this information is placed here).
  - Did the faculty member employ any new or innovative teaching methods or processes or technologies? Were there any notable outcomes from this?
  - 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.
- ▶ 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 demonstrates a focus on the activities that are important to the faculty member, his/her department, the College of Business, UCA, and the outside community. The goals are also a useful planning tool for the faculty member and his/her Department Chair to allocate resources.

*Appendix D continues on the next page.*

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. (DM: Faculty Annual Self-Evaluation and Planning Reports > Annual goals for teaching, scholarly, development, and service) Examples are provided below:

- ▶ TEACHING: planned courses; planned improvements for enhancing teaching effectiveness (e.g., incorporating innovative processes or technologies), training courses or IDC workshops planned, upgrades to course material, etc.
- ▶ RESEARCH: work planned or in process with research summarized and submission goals (e.g., journal, acceptance rate/tier, etc.); plan for developing streams of research; research at various stages of the pipeline; planned conferences/travel; needed resources
- ▶ SERVICE: descriptions of planned activities with level denoted (department, COB, UCA, community)
- ▶ DEVELOPMENT: training (CTE or others), memberships, certifications (new or maintenance).

## Chair Instructions for Digital Measures and Performance Meeting

Chairs add required and optional information to evaluation for each faculty member.

### Required DM Additions by Department Chair

- ▶ Faculty Qualification (DM: General > Administrative > Yearly Data)  
Complete all AACSB questions. In the Description box, include counts that support Faculty Qualification category

### Optional DM Additions by Department Chair

Descriptive evaluation of the faculty member in the areas of teaching, research and service including the following:

- ▶ Teaching: Summary/Highlights of Teaching Efforts including more detailed data from student evaluations
- ▶ Intellectual contributions: Summary/Highlights of Intellectual Contribution Efforts
- ▶ Service: Summary/Highlights of Service Efforts
- ▶ Summary: Overall Summary
- ▶ Evaluation of that area and a required recommendation (if applicable) for tenure and promotion or advancement

### Required Evaluation by Department Chair

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 and/or promotion
- ▶ Not making adequate progress toward tenure and/or promotion

### Document Signing and Retention

Both chair and faculty member sign the document. The signed report is kept by the chair, while a scanned copy is uploaded into DM for archiving. The dean should receive a copy of the report (either through DM or from the signed copy).

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## APPENDIX E: ACADEMIC ENGAGEMENT ACTIVITIES (AEA) & PROFESSIONAL ENGAGEMENT ACTIVITIES (PEA)

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### ACADEMIC ENGAGEMENT ACTIVITIES

The list of academic engagement activities is presented below along with the number of times it may be counted in a five-year period [in brackets]. (References to Digital Measures placement is given when appropriate.)

#### Publications, Presentations, and Grants (Intellectual Contributions from Appendix B)

- ▶ Articles published in refereed journals [unlimited]  
(DM: Scholarship > Publications > Contribution Type...)
- ▶ All other intellectual contributions from Appendix B [2 per type]

#### Grants/Awards

- ▶ Earning a research award or academic fellow status in a recognized academic society [2]

#### Leadership/Reviewing Activities

- ▶ Active service on editorial boards or committees [2]
- ▶ Leadership roles at regional and/or national conferences [1]
- ▶ Substantive leadership roles/positions in recognized academic societies and associations [1]
- ▶ Service as a reviewer for a peer reviewed journal [1]
- ▶ Service as a reviewer for an academic conference [1]
- ▶ Service as a reviewer for a pedagogical or academic professional publishing company [1]

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 E continues on the next page.*

## PROFESSIONAL ENGAGEMENT ACTIVITIES

The list of professional engagement activities is presented below along with the number of times it may be counted in a five-year period [in brackets]. (References to Digital Measures placement is given when appropriate.)

### Consulting Activities

- ▶ Consulting activities that are material in terms of time and substance [2]
- ▶ 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 [2]
- ▶ Documented service as a subject matter expert at the local, state, national, or international level [2]

### Leadership or Membership Activities

- ▶ Significant leadership role in professional associations [2]
- ▶ Active service on boards of directors [2]
- ▶ Active membership on administrative board [2]
- ▶ Leadership and/or active participation in professional events that focus on the practice of business, management, and related issues [2]

### Presentation or Scholarship Activities

- ▶ Presentation of applied research study or cases to professional audience or at professional development seminars [2]
- ▶ Testimony invited by legislatures or agency heads (Insurance commissioner, Game and Fish, Highway Transportation, etc.) [2]
- ▶ Writing publicly available reports for state and/or federal agencies [2]
- ▶ Development and/or presentation of continuing professional education or executive education programs [2]
- ▶ 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 [2]
- ▶ Interviews and/or quotations in general audience and professional journals [1]
- ▶ 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 [2]

### Certifications

- ▶ Obtaining or maintaining a relevant professional certification or license in one's teaching area [1]
- ▶ Relevant UCA IDC certification (e.g., on-line teaching certificate) [1]

### Professional Education

- ▶ Documented significant continuing professional education experiences [2]  
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 [2]

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. In rare exceptions, when very substantial work exists, a PEA may count more than twice.

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## APPENDIX F: EXAMPLES OF PARTICIPATING FACULTY ACTIVITIES & INVOLVEMENT

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### 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

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## APPENDIX G: ENGAGEMENT, INNOVATION, AND IMPACT

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In achieving our mission, we demonstrate the engagement, innovation, and impact (the three pillars as defined by the AACSB Standards) that makes our mission and actions relevant and valuable. The COB's definitions of engagement, innovation, and impact are defined below along with categories and examples.

### Engagement

The COB views engagement as building partnerships among our students, faculty, staff, board of trustees and the business community to advance (1) teaching and learning, (2) scholarly endeavors, and (3) service.

▶ Engagement in the classroom	Student projects • group assignments • classroom speakers
▶ Engagement in the campus community	Student recruitment
▶ Engagement in the academic community	Joint research among departments or universities • conference planner • moderator • paper reviewer or presenter • presentations • any of these activities with students (honor's thesis)
▶ Engagement in the business community (local, regional, national, and global)	Providing professional development • consulting • advisory board meetings • case competitions • guest speakers • certifications • RSO events • student professional development • internship coordination
▶ Engagement in the local community	Board memberships • summer camps • newspaper articles • radio interviews • service projects • community education
▶ Engagement in other ways	

### Innovation

The COB views innovation in its broadest context. Innovation includes new ideas, incremental changes to existing programs and structures, as well as replicative innovation. It invites faculty to continuously attempt changes and improvements. Innovation may include adapting to new markets or utilizing new or different techniques and approaches.

▶ Innovation in the classroom	Classroom techniques • technology • current/responsive courses • encouraging communication, critical/analytical thinking, collaboration, global-mindedness, ethics
▶ Innovation in academic programs	Courses • degree requirements/electives • current/response curriculum
▶ Innovation in scholarly activity	Research streams • analytical models • citations • journal quality
▶ Innovation in service activities	Integration of service and service learning • real case studies that benefit organization
▶ Innovation in business	Consulting • student projects that benefit organizations
▶ Innovation in other ways	

*Appendix G continues on the next page.*

## Impact

The COB defines impact as fundamentally how the College of Business collectively makes a difference and focuses on the outcomes in the business school's teaching, research, and service, and in the business community as a result of using the business school's resources to fulfill its mission.

▶ Impact by transferring knowledge	Teaching • workshops • publications/presentations • editorial board • conferences • authoring • experiential education • producing ethical/responsible behavior
▶ Impact by creating knowledge	Research • publications/presentations • citations and other uses of your research • building a research stream • influencing the discipline
▶ Impact by providing opportunities	Creating/administering professional organizations • encouraging diversity
▶ Impact by providing financial benefit	Gratis services to organizations • fundraising • cost savings • grants
▶ Impact by encouraging study	Summer camps • high-school outreach • raising interest/awareness of discipline
▶ Impact in other ways	

## APPENDIX H: PRIOR PROMOTION AND TENURE GUIDELINES

Faculty members who have an appointment date before the effective date of the Faculty Development Plan may choose to seek promotion and tenure under either set of rules:

- ▶ The rules presented in the body of this plan in the section entitled Process And Criteria For Tenure, Promotion, And Advancement; or
- ▶ The rules from the prior COB Faculty Development Plan, which are presented below.

### UCA COB Tenure-Track & Tenured IC Requirements (For faculty with appointment dates prior to July 2017)

Promotion Category	Minimum number of Intellectual Contributions (ICs) since last promotion or in previous 5-year period	Cumulative Totals
<b>Tenure</b>	Eight (8) total ICs of which Four (4) must be in peer-reviewed journals	Eight (8) total ICs of which Four (4) must be in peer-reviewed journals
<b>Associate Professor</b>	Nine (9) total ICs of which Five (5) must be in peer-reviewed journals	Nine (9) total ICs of which Five (5) must be in peer-reviewed journals
<b>Full Professor</b>	Ten (10) total ICs of which Six (6) must be in peer reviewed journals	Nineteen (19) total ICs of which Eleven (11) must be in peer reviewed journals