

Faculty Development Plan



Dr. Pat Cantrell, Dean

Adopted: Fall 2010
Revised; 3.7.2011
Revised: 9.20.2011

TABLE OF CONTENTS

COB Vision, Mission and Core Values Statement	1
AACSB Accreditation Considerations	2
Faculty Plan and Report.....	4
Support	4
Promotion & Tenure.....	9
Faculty Evaluation Plan	9
Methodology	11
Administration of Evaluation Process	15
Revision of Annual Plan	15
Appendices	
Appendix A – Faculty Planning Form	16
Appendix B – Summary Evaluation Form for Faculty	19
Appendix C – Professional Portfolio.....	22
Appendix D – UCA Grant Opportunities.....	25
Appendix E – Publication Plan	26
Appendix F – COB Research Classification Guidelines	29
Appendix G – UCA COB Travel Policy.....	32

COLLEGE OF BUSINESS FACULTY DEVELOPMENT PLAN

Faculty development is a crucial component of the College of Business. The Faculty Development Plan includes the mission statement, an explanation of support services, promotion and tenure guidelines, and guidelines for AACSB accreditation standards.

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 the leading regional public business college in Arkansas, 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 and responsive curriculum that promotes intellectual and professional development. We promote excellence through our scholarly endeavors and service to our stakeholders through strong engagement with the regional and global business community. In carrying out this mission, the College of Business is guided by the following core values:

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 the application and creation of knowledge in business practice and education.
- 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 promote life-long and experiential learning, research, service, and community interaction.

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. Standard 10 of AACSB's Accreditation Guidelines addresses maintaining faculty expertise by requiring that 90% of faculty resources are either academically qualified (AQ) or professionally qualified (PQ).

Each university develops their own AQ and PQ faculty criteria subject to AACSB guidelines that is consistent with the school's mission. UCA's College of Business has developed the following requirements to earn initial appointment as AQ or PQ and to maintain AQ and PQ status.

Academically Qualified (AQ)

To be considered academically qualified (AQ) faculty must:

- 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 peer reviewed journal (PRJ) publications in the most recent five-year period.

AQ status may be satisfied if the faculty member holding a doctorate not related to the field of business has additional academic preparation.

Additionally, by AACSB definitions there are several other ways a faculty member can be considered AQ. 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 AQ for a period of three years.
- New doctorates are considered AQ for a period of five years after completion of their degree without supporting ICs.
- A faculty member holds a JD degree and is teaching business law or legal environment of business courses. The same continuing intellectual contribution requirements apply to faculty falling in this category.
- A faculty member with substantial current internal administrative responsibilities at the dean's level or higher is considered AQ without meeting the PRJ requirements.

Professionally Qualified (PQ)

To be considered professionally qualified (PQ), faculty should hold a graduate degree in their primary teaching field and have recent relevant professional experience within the last five years. In addition, there are a number of ways faculty can achieve PQ status:

- A faculty member may conduct research in field, or participate in educational conferences and seminars deemed appropriate to their teaching assignment.
- Other activities that may contribute to the PQ status of a faculty member are:
 - Consulting activities in the area of teaching or serving on advisory boards.
 - Obtaining or maintaining a relevant professional certification or license.
 - Community or professional service that requires professional expertise related to the faculty member's teaching.
 - The creation of pedagogical materials or participation in pedagogical activities as a professional for an academic textbook company.
- Faculty members with previous work experience deemed to be substantial enough in terms of responsibility and duration may be considered PQ 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 PQ without a graduate degree. The burden of proof for determining PQ status of individuals in both categories rests with the department chair through consultation with the dean.

Satisfying AQ or PQ status does not automatically ensure that a faculty member would be granted tenure or a promotion. Faculty members may lose AQ or PQ 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 will evaluate every AQ faculty member during the period of July 1 through August 15 for any change in status. The Associate Dean will notify all faculty members in writing of their current status. Faculty losing AQ or PQ status will be asked to develop a plan to regain their previous highest level status.

FACULTY PLAN AND REPORT

To support our mission each faculty member is expected to develop an annual plan designed to enhance excellence in teaching, intellectual contributions and service. The plan, made in conjunction with and approved by the department chair, will be reviewed and kept on file in the Dean's Office. The annual planning form will be provided by the department chair or copies can be obtained from the Dean's office. A sample copy of the annual planning form is included in Appendix A. This form is due to the department chair by January 15 each year.

The plan should include a research agenda which includes target conferences and publications. Faculty Annual Report and Performance Summary forms which are distributed each year during February are to be completed each Spring. A sample copy of the Faculty Annual Report Form is included in Appendix B. It is important that each faculty member develop realistic research goals consistent with the mission of the University and the College. 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 teaching, research, and service and also for continually updating this information.

The College of Business has adopted Sedona as our database management system. All faculty have the ability to log on to <https://sedonaweb.com/> and update their annual information at any time. Faculty are encouraged to update Sedona as soon as new information becomes available and are required to update by January 15 every year. An administrative feature enables the department chairs, the associate dean and dean to generate up-to-date faculty activity reports to aid in assessing progress toward annual goals. Immediately prior to the annual evaluation period, chairs will print each faculty member's Faculty Annual Report and Performance Summary.

SUPPORT

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

- Opportunity for Sabbatical Leave
- Reassigned Time for Research
- Reassigned Time for Academic Outreach
- University Research Grants
- University Summer Reassigned Time for Research
- University Professional Development Grants
- Small Business Advancement National Center
- 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
- Sedona Systems database
- Standard and Poor's Research Insight (Compustat)

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 outreach activities may 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) *Academic outreach 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 such as SIFE, Phi Beta Lamda, and others, working with students developing business plans for the Arkansas Governor's Cup Competition, and other exceptional community 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 D 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.

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 D for additional information on various grant opportunities.

Small Business Advancement National Center

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. SBANC's website, posted below, contains additional information on their services and data.

<http://www.sbaer.uca.edu>

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.

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 G.

University Torreyson Library

The University Torreyson Library and staff provide faculty with resources and expertise, including data bases, assistance on 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 three networked computer labs for instructional and student use. Visit the COB website at <http://www.uca.edu/business> to view a listing of other services and facilities that are available in the college.

College of Business Publication Plan

The College of Business maintains a publication plan designed to encourage and reward faculty research leading to publication. The typical annual research incentive fund contains between \$15,000 and \$20,000 to be divided among eligible faculty. The annual award recipients are determined by the COB Research Committee that allocates awards according to the Publication Plan included in Appendix E.

The Research Committee is also 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. The COB Research 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 F.

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.” The following web address links to this site:

<http://www.uca.edu/divisions/academic/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 site, the Office of Academic Research and Sponsored Programs, 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/>

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 the following website:

<http://www.cabells.com>

The "members only" section will provide access to this extensive list of information on business journals.

Sedona Systems database

College of Business faculty utilize Sedona Systems database for reporting and recordkeeping of all relevant activities related to teaching, research and service.

Standard and Poor's Research Insight Database (Compustat)

The College of Business subscribes to Standard and Poor's Research Insight™. This database provides thousands of financial statement data points for more than 20,000 active and inactive companies.

PROMOTION & TENURE

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.

The criteria for decisions concerning tenure and promotion are provided in the Faculty Handbook.

Statements presented here for the College of Business are meant to clarify, not to supersede, University guidelines and procedures. In Fall 2005, the college adopted a Faculty Evaluation Plan that was approved by the Vice President for Academic Affairs. That evaluation plan follows.

FACULTY EVALUATION PLAN

This document establishes performance standards and measures for the diverse contributions of College of Business faculty to support and fulfill the missions of the university, the college and the departments. The Faculty Evaluation Plan encourages and rewards faculty quality, diversity, innovation and other contributions to the mission that have been developed by the faculty and administration of the college.

The plan incorporates three sets of activities: teaching, intellectual contributions and service. Teaching is the effective delivery of instruction, demonstrated in course material and the teacher's currency in his or her instructional field(s). Intellectual contributions consist of learning and pedagogical research, contributions to practice, and discipline based scholarship publications that are available for public scrutiny. Learning and pedagogical research are creative activities that enhance the educational value of instructional efforts of the institution or discipline. Contributions to practice encompass 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). Discipline-based scholarship is research that involves the creation of new knowledge in a particular discipline.

Service consists of professional contributions to the university, college, department, profession, and the community in support of the mission of the college.

Teaching, intellectual contributions and service by each faculty member are viewed as a portfolio supporting the college's mission. The proportional emphasis among the three activities has been established based on the mission of the college.

Premises of Evaluation

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%). Furthermore, as an institution with an emphasis on undergraduate education, the college emphasizes applied scholarship and instructional development.

The plan recognizes the diverse, legitimate contributions of faculty to the university, college and departmental missions. It is impossible to anticipate all legitimate activities that contribute to the missions of the college and university as faculty continuously seek ways to enhance teaching, expand intellectual contributions, and focus on high visibility service activities.

The portfolio approach to faculty development integrates performance into mission and objectives of the college. The faculty portfolio may be described as a collection of the personal intellectual assets of the faculty member that are used to contribute to the missions of the college and university. The portfolio approach allows the faculty members, department chair, and the college dean to plan for the accomplishment of the mission and to evaluate whether the mission has been accomplished. All portfolio components (teaching, intellectual contributions, and service) contribute to the accomplishment of the university and college missions but in diverse ways.

Implementation of Faculty Evaluation

Annual implementation of this plan requires two steps. First, the faculty member plans his or her contributions to each evaluation criterion. Second, the faculty member identifies and evaluates contributions for each criterion to be made by the faculty member, subject to review, possible revision and final confirmation by the department chair and the college dean. Each faculty member is responsible for inputting these contributions to the COB database. Rewards cannot be expected for activities not listed and described on this database.

The general structure, examples, and guidelines in Appendix C guide the faculty member in setting up the plan. At the end of the evaluation period, the faculty member develops a comprehensive self-report summary of his or her performance. This summary will be used as a basis for consultations during the annual review and planning process and, as appropriate, for pay, promotion, tenure and retention decisions. Descriptions of the evaluation process for representative and required judgmental criteria are provided in this document.

The following description of the evaluation process explains the plan's application, identifies the procedures to be used to administer the plan, defines a process for possible revision of the plan, and provides a recommendation for the plan's implementation.

METHODOLOGY

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 for both tenure and promotion. Although no definition of effective teaching can be completely adequate, the University expects its faculty to bring 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 must 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 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.

NOTE: Faculty need prior approval from the 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. 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 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.

Beginning July 1, 2005 faculty will be expected to show the following minimum productivity 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 hired under previous guidelines 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 factors, including the quality of the intellectual contribution, will be considered.

Post-tenure review expectations are also three peer reviewed journals in the most-recent five-year period. For faculty to remain in good standing, the minimum level of research productivity is 3 peer reviewed journal publications in the most recent five-year period in order to maintain AQ status and, in some cases, PQ status.

UCA COLLEGE OF BUSINESS PUBLICATION REQUIREMENTS		
Promotion category	Minimum number of intellectual contributions (ICs) required since last promotion or in previous 5-year period.	Cumulative total
Tenure	8 total ICs of which 4 must be in peer reviewed journals (PRJs)	8 total ICs of which 4 must be in peer reviewed journals (PRJs)
Associate Professor	9 total ICs of which 5 must be in peer reviewed journals (PRJs)	9 total ICs of which 5 must be in peer reviewed journals (PRJs)
Full Professor	10 total ICs of which 6 must be in peer reviewed journals (PRJs)	19 total ICs of which 11 must be in peer reviewed journals (PRJs)
Post-tenure review	3 PRJs in previous five years	

Faculty members are encouraged to develop a two-tiered approach to their research agendas. The first tier involves research that eventually gets published in lower acceptance rate journals. However, given the fact that research targeted toward lower acceptance rate journals in certain disciplines takes extensive time to create

and get accepted for publication, faculty are encouraged to develop and submit research to outlets with more rapid turnaround. 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 research agenda that includes research from both tiers.

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 the evaluation of faculty. Faculty are 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 with business stakeholders. Consulting activities can be initiated by the individual faculty member or via contact with Academic Outreach.

Additional information on Academic Outreach can be found on the Internet at the following address:

<http://www.uca.edu/outreach/>

ADMINISTRATION OF EVALUATION PROCESS

Each member of the college faculty will be provided with a copy of the departmental and college evaluation plans. If a faculty member performs important activities not proposed on the yearly plan, he/she is to notify the department chair. Upon notification, the department chair and the faculty member will agree on the inclusion and placement of the activity and that activity will be recorded in the faculty member's annual report and performance summary. Performance folders will be maintained by faculty. When the department chair is made aware of an activity by a faculty member from someone other than the faculty member, the department chair will consult with the faculty member and reach agreement on whether to include the information in the performance folder. Data in faculty performance folders will be discussed in depth with the faculty member during the annual performance review and planning sessions. Significant deviations should be discussed at the end of the semester where the deviation occurs. 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.

REVISION OF ANNUAL PLAN

Modifications to the faculty member's plan may be made during an annual review of the plan to be held each January or during the year by request of the faculty member or department chair. 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 and agreement by the faculty member.

APPENDIX A
2010 FACULTY PLANNING FORM
BASED ON FACULTY EVALUATION PLAN
Adopted Fall 2005

Name:

Department/Field:

After consultation with my department chair and subject to final approval by the Dean, my professional plans and commitments for the calendar year for teaching, intellectual contributions, and service are as follows:

Teaching (55%-75%)

Teaching responsibilities:

	Spring 2010	Summer 2010	Fall 2010
1			
2			
3			
4			

Plans for Enhancing Teaching Effectiveness in 2004: Anything new you plan to do regarding your course content and teaching methods, including curriculum development, new preps, website development, supplemental exercises, innovations of a pedagogical nature, and ***anything dealing with assessment.***

	Description of Activities to Enhance Teaching Effectiveness in 2010
1	
2	
3	
4	

Criteria for judgment: **Materials for Mid-Tenure Review and Tenure including:**(1) Student evaluations; (2) syllabi, tests, and samples of student work; (3) teaching philosophy, efforts to improve, and future directions; (4) and student advising. Optional peer reviews may be included. **Materials for Annual Review**

including: (1) Student evaluations; (2) efforts to improve and future directions, and (3) annual Performance Summary.

Service (5%-25%)

Planned Service to the University:

	Description of Planned University Service Activities
1	
2	
3	

Planned Service to the College:

	Description of Planned College Service Activities
1	
2	
3	

Planned Service to the Community/Profession (workshops, consulting, civic organizational activity, etc):

	Description of Community/Profession Activities
1	
2	
3	

Intellectual Contributions (20%-35%)

Primary areas: Peer reviewed journal articles, peer reviewed proceedings, other intellectual contributions including papers to be presented at academic or professional meetings, publicly available research working papers, papers presented at a faculty research seminars, papers to be submitted to trade journals, publications to be submitted to in-house journals, planned book reviews, plans to write cases with instructional materials, plans to develop instructional software, and any other plans to develop publicly available materials describing the design and implementation of new curricula or courses.

Topics & Targets: (Research in Progress)....add boxes as needed!

Name of Targeted Journal or Conference Proceedings or other description of Intellectual Contribution	
Acceptance Rate (% if applicable)	
Lead Author	
Co-authors	
Title of Manuscript or other relevant description	
Status	
Projected submission date	
Type of Research (basic, applied, pedagogical) or other relevant description	

Other Targeted Activity (Grants, textbooks, and other intellectual contributions):

	Description of Planned University Service Activities
1	
2	
3	

_____	_____	_____
Faculty	Chair	Dean
_____	_____	_____
Date	Date	Date

APPENDIX B

SUMMARY EVALUATION FORM FOR FACULTY

Faculty Member:

Academic Rank:

Status: (tenured/tenure-track/nontenure-track)

Department:

Calendar Year:

Teaching: Summary Highlights of Teaching Efforts

-

Intellectual contributions: Summary Highlights of Intellectual Contribution Efforts

-

Service: Summary Highlights of Service Efforts

-

Summary: Summary Comments of Faculty Members Efforts

-

SUMMARY EVALUATION FORM FOR FACULTY (2)

FACULTY EVALUATION BY DISTRIBUTION OF EFFORT

Area of Effort	Distribution of Effort	Evaluation
Teaching	55% to 75%: After consultation with your department chair please indicate: <input type="text"/>	<input type="checkbox"/> far exceeds minimum requirements <input type="checkbox"/> exceeds minimum requirements <input type="checkbox"/> meets minimum requirements <input type="checkbox"/> needs to improve performance to meet minimum requirements
Intellectual Contributions	20% to 35%: After consultation with your department chair please indicate: <input type="text"/>	<input type="checkbox"/> far exceeds minimum requirements <input type="checkbox"/> exceeds minimum requirements <input type="checkbox"/> meets minimum requirements <input type="checkbox"/> needs to improve performance to meet minimum requirements <input type="checkbox"/> NOT APPLICABLE
Service	5% to 25%: After consultation with your department chair please indicate: <input type="text"/>	<input type="checkbox"/> far exceeds minimum requirements <input type="checkbox"/> exceeds minimum requirements <input type="checkbox"/> meets minimum requirements <input type="checkbox"/> needs to improve performance to meet minimum requirements

Area of Effort	Distribution of Effort	Evaluation
Overall Evaluation	Distribution of Effort must equal 100%!	<p> <input type="checkbox"/> far exceeds minimum requirements <input type="checkbox"/> exceeds minimum requirements <input type="checkbox"/> meets minimum requirements <input type="checkbox"/> needs to improve performance to meet minimum requirements </p> <p><u>IF APPLICABLE:</u></p> <p> <input type="checkbox"/> making adequate progress toward tenure <input type="checkbox"/> not making progress toward tenure <input type="checkbox"/> making adequate progress toward promotion <input type="checkbox"/> not making progress toward promotion </p> <p><u>Not Applicable (NA)</u> for tenured full professors, or nontenure-track faculty</p>

Date of Evaluation: _____

Department Chair

Faculty Member

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 unrefereed journals.
- Textbooks.
- Publicly available and distributed novel instructional software.
- Presentation of invited or refereed papers to conferences.
- Refereed presentation 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

- 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

UCA GRANT OPPORTUNITIES

	Faculty Development Grants	Faculty Enhancement Grants	University Research Council	UCA Foundation Grants
Budget	Fixed amount annually; awards matching funds averaging \$300-\$1000	Varies annually; awards \$1000 to one faculty member per college	Fixed amount annually; award amount varies	Fixed amount annually; awards up to \$3000
Purpose of grant	To support improvement of teaching and curriculum development	To augment other funding and reward outstanding projects not funded elsewhere	To support research and creative activities	To encourage creative programs and provide seed money for future programs
Reviewing Body	Faculty Development Committee	Faculty Development Committee	University Research Council	UCA Foundation Grants Committee
Normally funds	Travel to workshops to improve teaching	Travel; equipment; faculty research; student research or travel	Equipment, travel, summer stipends	Faculty projects; conferences; speakers; publication startups
Does <i>not</i> fund	Equipment; faculty salaries; travel to present research; normal department travel	Faculty salary, stipends or reassigned time remunerations	Normal teaching and curriculum development activities	Equipment; faculty salaries; faculty travel
Committee meets	Monthly; proposals due 3 rd Monday of the month	Varies	Nov., Feb. & April	Oct. & March
Special consideration to projects involving	Hands-on workshops and active participation		Seed money for long-term projects using outside money	Coordination with multiple units and outreach to the community
Contact	Margaret Morgan 450-5110	Margaret Morgan 450-5110	Elaine McNiece 450-5064	Kathy Carroll 450-5288
Website	http://uca.edu/idc/grants/	http://uca.edu/idc/grants/	http://uca.edu/urc/	http://www.uca.edu/foundation/facultygrants.php

APPENDIX E

PUBLICATION PLAN

REVISED OCTOBER 2010

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). This is a change from previous years. 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. In addition, there will no longer be a “cap” for monetary awards, which was done to limit those who had larger numbers of publications.
3. The Research Committee will glean all article information from ***Sedona***. If an article is not in ***Sedona***, it will NOT COUNT for the current year. Faculty members will be reminded that ***Sedona*** vitas will be printed for this purpose early enough to ensure ***Sedona*** 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 gotten 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. There is a procedure in Sedona that starts this process. 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. 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, which is a change in that this program did not used to accept editor-reviewed journals. 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:

1. Solo authored article: counts double shares (for Tier A, that means 8 shares, for Tier B, 4 shares, for Tier C, 2 shares).
2. 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):

Tier	3 authors	4 authors	5 authors	6 authors	7 authors
A	4	3	2.4	2	1.7
B	2	1.5	1.2	1	.9
C	1	.75	.6	.5	.4

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 Sedona and providing the necessary documentation. The 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 rate. 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 Sedona 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.

FINAL NOTES

1. According to our accreditation standards, the minimum number of articles required of faculty members to be "Academically Qualified" is three referred journal articles in five years (typically new faculty members are Academically Qualified for the first five years after receiving their terminal degree). In order to receive any publication bonus, a faculty member must be Academically Qualified.
2. Changes to this document may be recommended by any faculty member, through the 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.

APPENDIX F

COB RESEARCH CLASSIFICATION GUIDELINES

CHOOSING THE APPROPRIATE CATEGORY OF RESEARCH

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

Learning and pedagogical research contributions influence the teaching-learning activities of the school. Preparation of new materials for use in courses, creation of teaching aids, and research on pedagogy all qualify as Learning and pedagogical research contributions.

Contributions to practice (often referred to as applied research) influence professional practice in the faculty member's field. Articles in practice-oriented journals, creation and delivery of executive education courses, development of discipline-based practice tools, and published reports on consulting all qualify as Contributions to practice.

Discipline-based scholarship (often referred to as basic research) contributions add to the theory or knowledge base of the faculty member's field. Published research results and theoretical innovation qualify as Discipline-based scholarship contributions.

4. While the above descriptions add some insight to the distinctions between the three categories of research, further guidance 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: LP (Learning/pedagogical), CP (Contributions to practice), DB (discipline-based)):

A. Categorizing based on the Journal or Conference

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

A2. Readership: who typically reads this journal (or conference proceeding)? If it is only academics, then it may be DB. If practitioners, then CP. If teachers, then LP. 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 CP. If it focuses on curriculum, or teaching aids or teacher-learning activities, it is probably LP. If the contribution is primarily theoretical, then DB 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 CP. If it is an issue involving teaching or students, it is likely LP. If it is theoretical in nature, it is likely DB.

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 CP may be appropriate.

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

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 CP. If most of the implications (or the most important implications) revolve around teaching, then the research is probably LP. If most of the implications

(or the most important implications) are purely theoretical or of interest primarily to academics, then the research is probably DB.

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 Sedona, 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.

APPENDIX G
UCA COLLEGE OF BUSINESS TRAVEL POLICY
Adopted September 9, 2009

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.