

HARMON
COLLEGE OF BUSINESS AND
PROFESSIONAL STUDIES

UNIVERSITY OF CENTRAL MISSOURI

Guide to Operating Procedures and Policies

Version: March, 2014

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Harmon College of Business and Professional Studies

Introduction to the Faculty Guide

The following pages provide an overview of the Harmon College of Business and Professional Studies and include policies and procedures that, in part, govern college operations and personnel. Ultimate authority for governance resides with the University of Central Missouri Board of Governors. University-wide policies and procedures are located on university web pages for the Board of Governors Policy Manual, the University Policy Office, Office of the Provost, and the UCM Faculty Guide.

The policies and procedures listed herein are not intended to conflict with university policies and guidelines. If such conflict is deemed to exist, university policies take precedent. In circumstances where no governing policy or guideline exists, professional judgment is applied.

Harmon College of Business and Professional Studies Mission Statement

We are a student-centered and professional community committed to continuous innovation and excellence in education, research and service.

-Approved May 4, 2012

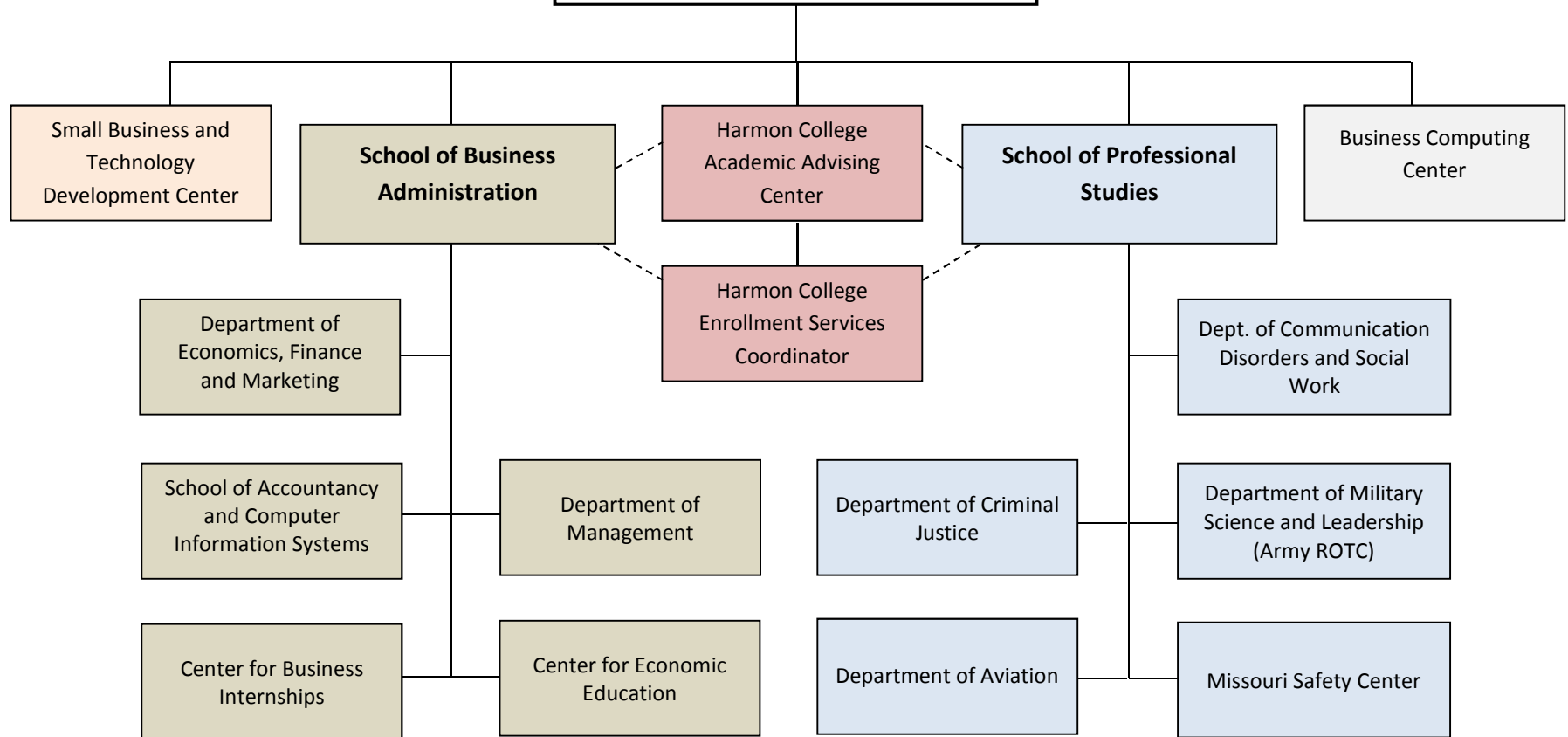
Faculty Guiding Principles

- Students are our first priority
- Facilitating student learning is the most important thing we do
- Scholarship makes us better educators
- Service is our profession
- Doing the right thing *is* the right thing.

-Affirmed May 4, 2012

Harmon College of Business and Professional Studies

Dean, Associate Dean



**Harmon College of Business and
Professional Studies**

School of Business Administration

Center for Business
Internships and
Economic Education

Master of Business
Administration Degree
Program

**School of Accountancy
and Computer
Information Systems**

Undergraduate Program in
Accounting

Undergraduate Program in
Computer Information
Systems

Business Law

Master of Arts in
Accountancy

Master of Science in CIS and
Information Technology

**Department of
Economics, Finance and
Marketing**

Undergraduate Programs in
Economics

Undergraduate Program in
Finance

Undergraduate Program in
Marketing

**Department of
Management**

Undergraduate Program in
Management

Undergraduate Programs in
Hotel and Restaurant Admin.
and Hospitality Mgt

Undergraduate Program in
Entrepreneurship and Social
Enterprise

Business Communication

**Harmon College of Business and
Professional Studies**

School of Professional Studies

**Department of
Aviation**

Undergraduate Program
in Professional Pilot

Undergraduate Program
in Aviation Management

Undergraduate Program
in Aviation Maintenance
Management (2+2)

Graduate Program in
Aviation Safety

Max B. Swisher Skyhaven
Airport

**Department of
Communication
Disorders and Social
Work**

Undergraduate Program
in Social Work

Undergraduate Program
in Speech Language
Pathology

Graduate Program in
Speech Language
Pathology

Welch-Schmidt Center
for Communication
Disorders

**Department of
Criminal Justice**

Undergraduate Program
in Criminal Justice

Graduate Program in
Criminal Justice

Institute of Justice and
International Studies

**Department of
Military Science and
Leadership**

Minor in Military Science

Army ROTC Program

**Missouri Safety
Center**

Division of
Transportation Safety

Institute for Public Safety
and Central Missouri
Police Academy

Undergraduate Program
in Crisis and Disaster
Management

Institute for Rural
Emergency Management

Harmon College of Business and Professional Studies

Governance and Standing Committees

Leadership Team

Serves as the primary administrative team for all functions within the Harmon College and lead group in college-wide strategic planning.

Membership: Dean; Associate Dean; Assistant Dean of Aviation; Chair of Accountancy and Computer Information Systems; Chair of Communication Disorders and Social Work; Chair of Criminal Justice; Chair of Economics, Finance and Marketing; Chair of Management; Chair of Military Science and Leadership; Director of Missouri Safety Center; Director of Small Business and Technology Development Center.

Terms of Service: Indefinite based on position.

Curriculum Committee

Serves as a review and recommending body for all curriculum proposals originating in college-based programs. This committee is prescribed as one component of the university's curriculum approval process, and considers items such as course revision proposals, new course proposals, revisions in existing program-level curriculum, and new program proposals. All proposals are recommended from the department-based curriculum process and department chair. This committee recommends approval or disapproval of proposals to the college dean.

Membership: One faculty member from each of the college's six standing academic departments which house degree granting programs.

Terms of Service: Two years. No term limits.

Special Provisions: A representative from this committee must also serve on the Faculty Senate University Curriculum Committee. Committee is comprised of faculty only.

Promotion and Tenure

Serves as a review and recommending body for all faculty applications for tenure and/or promotion. This committee is prescribed as one component of the university's promotion and tenure process, and evaluates candidates' dossiers according to department, college and university established guidelines. This committee also reviews and recommends to the dean,

department chairs and faculty updates to the Harmon College of Business and Professional Studies Promotion and Tenure Guidelines.

Membership: One faculty member from each of the college's six standing academic departments housing degree programs and a dean's designee (traditionally the Associate Dean).

Terms of Service: Faculty members, 3 years; Dean's designee, indefinite. No term limits.

Special Provisions: With the exception of the dean's designee, committee is comprised of faculty only.

Student Technology Fee

Reviews requests from departments and makes recommendations to the dean for allocations from the college's student technology fee fund. Operating guidelines are established by the committee under the provisions set forth in the university's policy governing use of student technology fee funds.

Membership: One faculty member from each of the college's seven academic departments and the manager of the Business Computing Center (BCC) (non-voting).

Terms of Service: Faculty members, 2 years; BCC manager, indefinite.

Special Provisions: Basic operations are governed by university policy. The college's administrative assistant notifies the committee chair of allocations from the university and maintains the student technology fee budget.

Harmon College of Business and Professional Studies Statement on Promotion and Tenure Guidelines

Guidelines for promotion and tenure for the Harmon College of Business and Professional Studies were originally developed by a work group of faculty representing each of the six tenure-granting departments in the newly formed college during the 2011-12 academic year. These guidelines were approved by majority faculty vote in September, 2012, with the following implementation timeline stipulated:

- For faculty with start dates on or after January 1, 2012, the new guidelines apply immediately.
- Until March 1, 2015, for a faculty member hired prior to January 1, 2012 and who is applying for tenure and/or promotion, that faculty member may elect to apply under the new college guidelines *or* those of the college under which the faculty member was originally hired. The specific promotion and tenure guidelines come from prior policies for the Harmon College of Business Administration, College of Health and Human Services, and College of Science and Technology.
- The new college guidelines apply to all Harmon College faculty as of March 1, 2015 regardless of hire date or college structure at time of hire.

Harmon College of Business and Professional Studies Promotion and Tenure Guidelines appear in Appendix A of this document.

Harmon College of Business and Professional Studies

Evaluation of Faculty

Faculty have a broad set of responsibilities including continual pursuit of high quality instruction, engagement of students in the learning process, achievement in scholarship and/or professional-based activities, personal professional development, maintenance of collegial relationships, fulfillment of university obligations, and participation in service within the university and profession. It is the goal of the administration of the Harmon College to provide sufficient support, resources and guidance for all faculty to be successful across the spectrum of responsibilities.

To ensure high standards and to promote reflection for continual improvement, the university and college require regular, standardized evaluations for each faculty member. Faculty employment, evaluation, and retention policies and procedures are prescribed by university policy and are detailed in the UCM Faculty Guide. Additional and/or clarifying procedures are outlined below.

General Procedures for All Full-time Faculty

Each year, all full-time faculty must complete an annual report using the university or college-prescribed format. The purpose of this report is to detail activities completed by the faculty member during the current academic year. Simultaneous to the annual report, all faculty must complete a development plan to detail planned activities in the coming and future academic years. The annual report and development plan are shared with the department chair (or appropriate department/program administrator, hereafter referred to as “chair”), are discussed during an individualized meeting with the chair no later than the end of spring semester, and remain housed in the departmental office. Copies of the annual report and development plan templates are in Appendix B.

During the individualized annual planning meeting, if the faculty member is in his/her third year of service or beyond, the chair will provide to the faculty member an evaluation using the university or college-prescribed standard evaluation form. With the exception of faculty in the first or second year of service, these evaluations are kept within the department. Based on information in the evaluation, which includes data from students’ evaluations of instruction and other forms of input, the chair may request the faculty member modify his/her development plan. A copy of the standard faculty evaluation form is in Appendix C. For circumstances in which a chair has significant concerns regarding a faculty member’s performance, the chair may share this information and the basis for the concern with the dean.

In the event a faculty member’s performance is deemed to not be meeting expectations in any or all categories as set forth in university, college and/or department guidelines, the chair may create an improvement plan, to be approved by the dean, for the faculty member to follow.

The plan may be presented informally for less serious concerns or as a formal, written document for more serious concerns. The improvement plan will specify perceived deficiencies, will state required outcomes and timelines, and will be discussed with the faculty member. The goal of the improvement plan is to provide confirm areas of concern, list mechanisms to facilitate improvement, and clearly indicate expected outcomes. College and university administration desire all faculty to achieve success.

For probationary tenure-track faculty, or for faculty in non-tenure-track positions, failure to achieve outcomes specified in the improvement plan may result in non-reappointment. For already tenured faculty members, failure to achieve outcomes specified in the improvement plan may lead to further action as outlined in the university's Dismissal for Cause policy.

Procedures for First and Second Year Full-time Faculty

Full-time faculty members in the first or second year of service are required to complete an annual report and development plan as described above. However, the standard evaluation follows procedures and timelines as set by UCM policy. For faculty in the first or second year of service, the standard evaluation requires a recommendation from the chair on whether the faculty member will be offered a new contract. First and second year faculty evaluations are routed to the dean for concurrence or objection and then forwarded to the university provost.

Faculty members with start dates falling in January – August are considered in the first year of service until the end of the first full academic year of service, which concludes in the year after the calendar year of hire.

Procedures for Part-time Faculty

At the conclusion of each semester, chairs evaluate all pertinent information related to the instructional performance of part-time faculty members. Based on this information and class coverage needs within the department, the chair determines whether to offer future instructional opportunities to the part-time faculty member. Final approval for the hiring of a part-time faculty member resides with the provost.

Harmon College of Business and Professional Studies Guidelines for Market Pay Eligibility

Market pay is defined by UCM's compensation policy. Faculty in disciplines designated as "market pay" disciplines may be eligible for salary which exceeds the university's base pay range. Actual pay is determined by using an approved salary benchmark appropriate for the discipline and rank of the faculty member. The university provost serves as final approver of disciplines requesting market pay status.

To qualify for market pay revisions, a faculty member in a market-pay designated discipline must meet and maintain program, college and university approved criteria. These criteria may include scholarship productivity, teaching effectiveness and service contributions. For example, faculty in the School of Business Administration must be classified as scholarly academics, practice academics, scholarly practitioners or instructional practitioners to qualify for market pay and/or market pay revisions. Business faculty should refer to the Maintenance of Status section of the School of Business Administration Guidelines for Determination of Faculty Qualifications for additional information.

Harmon College of Business and Professional Studies

Summer Teaching Eligibility and Support

Faculty members may be eligible for summer teaching assignments for additional compensation. Compensation is governed by university policy and may vary depending on course enrollment. Faculty members must complete the Harmon College Summer Teaching Request Form, distributed during mid-fall semester (and available in the appendices of this Guide), in order to express interest in receiving a summer assignment. Summer teaching assignments are not guaranteed, and the maximum load, except in rare circumstances approved by the dean, shall be six hours.

Determination of Eligibility and Assignment

The assignment of summer teaching is governed by departmental procedures. Criteria applied to determine eligibility, prioritization of course assignments, and teaching load may vary by department and may include (but not be limited to) any of the following:

- Subject matter expertise
- Faculty qualifications
- Anticipated demand for a particular course
- Frequency with which a faculty member has taught in previous summer sessions
- Seniority
- Faculty member's compliance with university policies and procedures
- Tenure status
- Documented quality of instruction

Special Provisions

Faculty members in the last three years of service before normal retirement may request higher priority in assignment of summer teaching load. In order to qualify, the faculty member must notify the chair and dean of this request and be eligible for normal retirement under university policy in the stated time frame. Such a request does not constitute actual notification of retirement. Higher prioritization under this provision can be granted for only one three-year period regardless of whether the faculty member actually retires. Higher prioritization is not guaranteed, and assignment is subject to other eligibility requirements.

Per university policy and procedures, summer session must be financially self-supporting. Departments work closely with the dean to ensure course offerings and types of faculty contracts are consistent with needs of students; strategic initiatives of the program, college and/or university; and requirement of financial viability.

Harmon College of Business and Professional Studies

Summer Research Support Program

Subject to funding availability, the Harmon College provides a summer stipend to assist eligible, full-time faculty members in fulfilling their roles as scholars. The stipend is intended to support high-quality scholarship in the faculty member's teaching discipline which is consistent with expectations identified in the college's tenure and promotion standards. The stipend may be received as an enhancement to the department budget in order to acquire tools for research projects, to fund travel, etc., or may be paid directly to the faculty member.

Eligibility Criteria

To qualify for a summer research stipend, a faculty member must satisfy all of the following.

- 1) Be employed as a full-time faculty member in the Harmon College of Business and Professional Studies and have served as such for at least four months prior to the application deadline.
- 2) Have one or more refereed, scholarly publications (including blind peer-reviewed books and monographs)¹ in the faculty member's professional area/discipline during the most recently completed calendar year, or have two or more refereed, scholarly publications (including blind peer-reviewed books and monographs)¹ in the faculty member's professional area/discipline during the most recently completed two calendar years. For example, if a faculty member has two qualifying publications in a given year, he/she would be eligible for a stipend in each of the next two years.
- 3) Have identified in the current year's approved Faculty Development Plan one or more research projects in the faculty member's discipline which indicate potential for ultimate refereed publication; presentation at a state, regional, national or international meeting; or similar scholarly outcome.
- 4) Have demonstrated intent to return to UCM for the upcoming academic year.

Stipend Amount:

The standard stipend is \$1,000, but the amount received will depend on the nature of the faculty member's scholarly activities. The stipend is determined as follows:

- 1) For prior publication(s) activity in which the applicant was sole author or whose co-authors were not employed by the Harmon College of Business and Professional Studies, the standard stipend applies.
- 2) For prior publication(s) activity in which the applicant had a single co-author within his/her discipline in the Harmon College, each author is eligible for a stipend of \$750. For example, if two faculty members in the same discipline coauthor a publication in a

given year, each faculty member would be eligible to receive \$750 in funding in the following year.

- 3) For prior publication(s) activity in which the applicant had two or more co-authors within his/her discipline in the Harmon College, each author is eligible for a stipend of \$500. For example, if three faculty members in the same discipline coauthor a publication in a given year, each faculty member would be eligible to receive \$500 in funding in the following year.
- 4) For prior publication(s) activity in which the applicant had one or more co-authors outside of his/her discipline but within the Harmon College, each author is eligible for a stipend of \$1250.² For example, if three faculty members all in different disciplines in the Harmon College coauthor a publication in a given year, each faculty member would be eligible to receive \$1250 in funding in the following year.

Application Process

- 1) Complete the Summer Research Support Program application form (available in the appendices of the Harmon College Guide).
- 2) Submit the application form and all accompanying documents to the respective department head for review and signature no later than noon on the last official day of finals during spring semester.
- 3) Late and incomplete applications will not be considered.
- 4) Each coauthor must apply in order to receive a stipend.³

Other Considerations

The qualifying criteria and varying stipends may create complexity in determination of the stipend amount for a qualifying faculty member. For example, if a faculty member were to have two qualifying publications, one of which is coauthored by a faculty member in his/her discipline and one of which is coauthored by a faculty member in a different discipline in the Harmon College, stipend amounts (2) and (4) would seemingly apply. In all cases, the dean has discretion over stipend amounts awarded and will serve as the final decision maker. In no case will a qualifying faculty member receive more than \$1250 in any one year.

¹Dissertations and works for which the faculty member has received or anticipates payment, such as textbooks contracted through commercial publishers, do not qualify under these guidelines for either evidence towards eligibility or funding for the current year.

²All qualifying scholarly activities must be related to the faculty member's teaching discipline.

³The stipend amount does not change if one or more coauthors fail to apply for funding under this program.

School of Business Administration Mission Statement

The faculty and staff of the School of Business Administration are committed to providing a student-focused, applied business education that inspires learning, responsibility and professional success.

-Approved March 25, 2013

School of Business Administration Tenets

In supporting the Guiding Principles of the Harmon College of Business and Professional Studies, we further affirm the following:

- **Scholarship**
Our scholarship informs our professions and the education we provide to students.
- **Engagement**
Our engagement in service to the institution, profession and community is a model for students as they progress through the learning process and become working professionals.
- **Students**
Our students should develop and exhibit personal responsibilities and behaviors consistent with expectations of future business professionals.

-Affirmed February 17, 2014

School of Business Administration Governance and Standing Committees

Strategic Planning Committee

Serves as the primary catalyst and facilitator for strategic planning for the School of Business Administration through reliance on the Harmon College strategic planning process and by making recommendations specific to the SoBA. This committee receives reports from the School's Learning Assurance Committee and makes curriculum revision recommendations to business departments, and helps provide supporting documentation to the college's Curriculum Committee based on analysis of assessment results. This committee also provides feedback as needed on AACSB continuous improvement review processes and accreditation in general.

Membership: Program coordinators, the department chair and one at large faculty member from each of the school's three academic departments.

Terms of Service: At large faculty members, two years (no term limits); Department chairs and coordinators, indefinite.

Special Provisions: Refer to strategic planning process chart for illustration of this committee's relation to the college's strategic planning process and other school committees.

Learning Assurance Committee

Develops, maintains and monitors the School of Business Administration assessment plan, coordinates with departments to generate course embedded assessment data, oversees formative and summative assessment techniques and procedures, provides written reports and analysis of assessment data to the school's Strategic Planning Committee, and makes recommendations to the SoBA Strategic Planning Committee on School-level assessment instruments and techniques.

Membership: Two faculty members from each of the school's three academic departments and the college's Associate Dean. The Associate Dean serves as chair.

Terms of Service: Faculty members, three years (no term limits); Associate Dean, indefinite.

AACSB Maintenance Committee

Monitors AACSB standards, reviews progress towards achievement of standards, and assists in preparation of documents and continuous improvement review report in advance of peer review team visits.

Membership: Dean-designated faculty member to serve as chair and one faculty member each from the Accountancy, Computer Information Systems, Economics, Finance, Management and Marketing degree programs.

Terms of Service: Term begins in semester following AACSB peer review team visit and ends in semester of subsequent peer review team visit (generally 5 years).

Special Provisions: Committee chair works closely with the college dean and associate dean to monitor maintenance status. Committee chair works closely with department chairs to ensure faculty vitae are received and stored.

Student Awards and Scholarships Committee

Oversees School of Business Administration scholarships and awards allocation mechanism, and determines scholarship recipients.

Membership: Two faculty members from each of the school's three academic departments.

Terms of Service: Two years (no term limits).

Special Provisions: Scholarship applications are processed by the university Foundation.

Special Events Committee

Plans the School of Business Administration annual awards reception. Determines the process for special awards such as Most Outstanding Business Leader. Determines recipients of special awards. Creates the script for the annual awards reception.

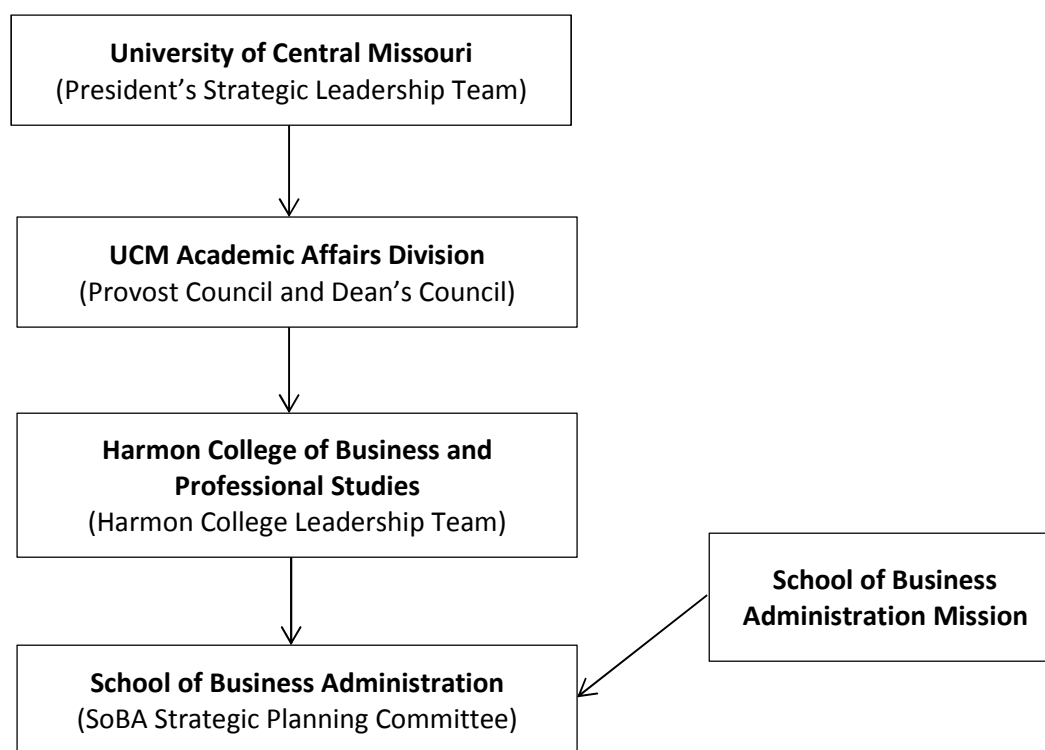
Membership: One faculty member from each of the school's three academic departments.

Terms of Service: One year (no term limits).

Special Provisions: Works closely with the college's Administrative Assistant.

School of Business Administration Overview of Strategic Planning Process

Strategic planning at the school-level is driven by the strategic directions of the university, strategic plan of the Harmon College of Business and Professional Studies, and mission of the school through the following relationship:

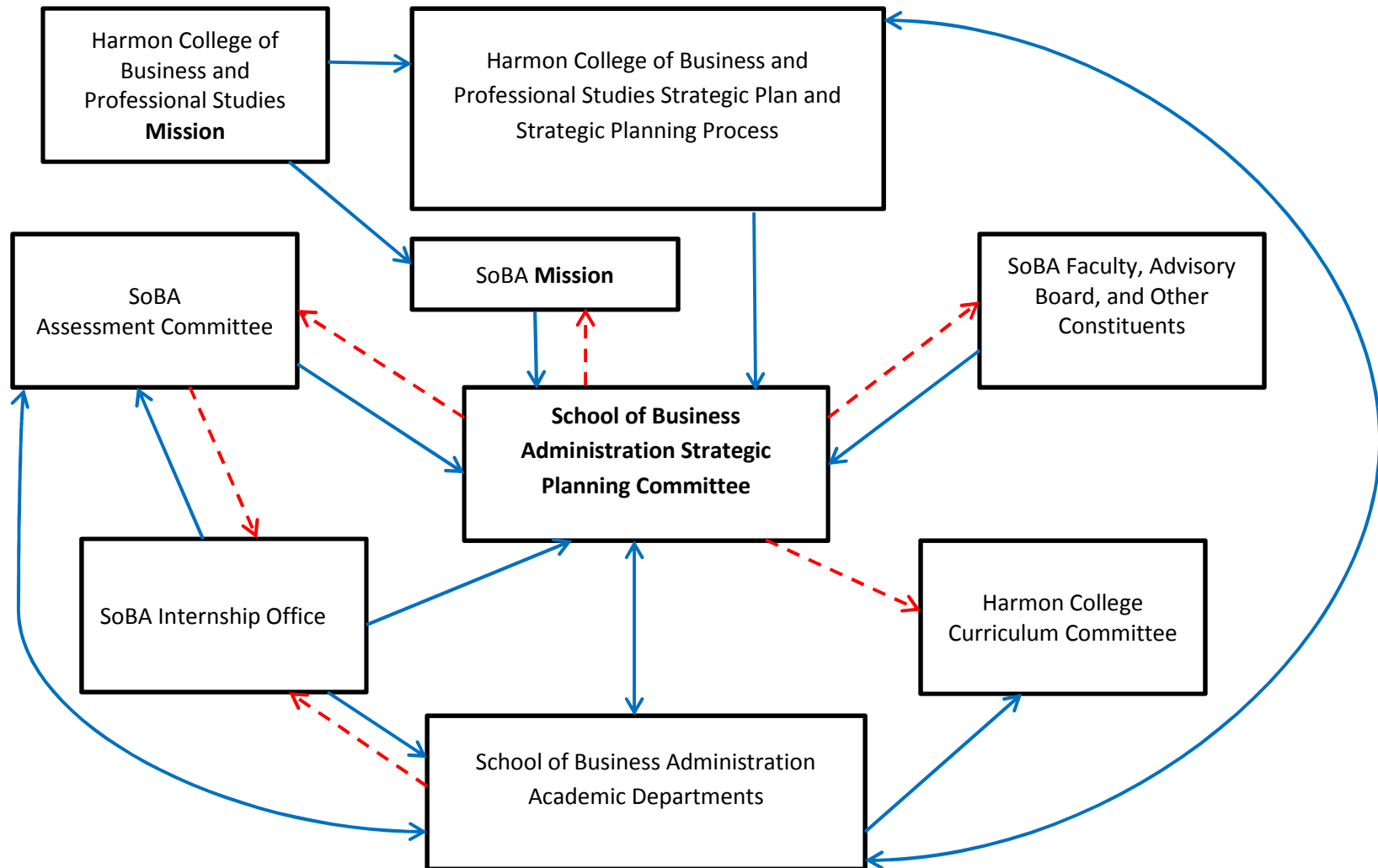


The SoBA strategic planning process is highly integrated within the Harmon College's strategic planning process. All faculty and staff in the college participate in the development of the college's plan. Thus, all faculty/staff within the SoBA participate in strategic planning at the college level. The SoBA Strategic Planning Committee is charged with reviewing the college plan and suggesting modifications and/or strategies specific to the SoBA. This review is conducted using additional information such as data/analysis from the school's Learning Assurance Committee, new directions in accreditation standards, suggestions from the advisory boards within SoBA, results from the SoBA Alumni Survey, and any other factors pertinent to the SoBA.

The relationship of the School of Business Administration Strategic Planning Committee to other committees and in the context of the strategic planning process is illustrated through the chart on the following page.

School of Business Administration Strategic Planning Process

- ↔ Directional Input/proposals/analysis
- - -> Feedback/requests/supporting documentation



School of Business Administration

Guidelines for Determination of Faculty Qualifications

In terms of currency, there are four categories into which faculty may be classified and be considered “qualified” under the 2013 AACSB standards. The categories are illustrated in Standard 15 and are generally defined by level of academic achievement and professional work experience as follows:

		Sustained engagement activities	
		Academic (Research/Scholarly)	Applied/Practice
Initial academic preparation and professional experience	Professional experience, substantial in duration and level of responsibility	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
	Doctoral Degree	Scholarly Academics (SA)	Practice Academics (PA)

Based on the mission of the School of Business Administration, and through interpretation of the standards, the following criteria shall be used to determine currency of faculty under this classification scheme.

Scholarly Academics (SA)

New Hires

Typically, newly hired faculty members will be considered SA if they have earned their research doctorate in a relevant* field within five years of the date of their hire. If, at the date of hire, it has been more than five years since earning the research doctorate, the faculty member will be considered SA if their doctorate is relevant to the field for which they are being hired, the faculty member has two relevant, scholarly publications (including blind peer reviewed journal articles or books and monographs published by commercial or university press) and the faculty member has at least one of the following:

- a. Additional scholarly publications in blind peer reviewed journal articles or books and monographs published by commercial or university press
- b. Other relevant published articles or proceedings as approved by department chair and dean
- c. Chapters in scholarly books
- d. Refereed presentation of a relevant scholarly work at a regional, state, national or international meeting
- e. Presentations of a relevant scholarly work at a workshop

- f. Poster session of a relevant scholarly work at a regional, state, national, or international meeting
- g. Invited presentations of a relevant scholarly work
- h. Relevant externally funded grants
- i. Relevant, active editorships with academic journals or other business publications
- j. Service on editorial boards or committees
- k. Relevant research awards
- l. Academic fellow status
- m. Relevant post-doctoral study
- n. Leadership positions in recognized academic societies and associations
- o. Active participation in recognized academic societies and associations

Current Faculty Members

A faculty member who is currently employed by the university will maintain SA status if s/he has received a research doctorate in a relevant field within the past five years. If it has been more than five years since a faculty member has earned his/her research doctorate, SA status will be maintained if within the last five years the faculty member has two relevant, scholarly publications (including blind peer reviewed journal articles or books and monographs published by commercial or university press) and the faculty member has at least one of the following:

- a. Additional scholarly publications in blind peer reviewed journal articles or books and monographs published by commercial or university press
- b. Other relevant published articles or proceedings as approved by department chair and dean
- c. Chapters in scholarly books
- d. Refereed presentation of a relevant scholarly work at a regional, state, national or international meeting
- e. Presentations of a relevant scholarly work at a workshop
- f. Poster session of a relevant scholarly work at a regional, state, national, or international meeting
- g. Invited presentations of a relevant scholarly work
- h. Relevant externally funded grants
- i. Relevant, active editorships with academic journals or other business publications
- j. Service on editorial boards or committees
- k. Relevant research awards
- l. Academic fellow status
- m. Relevant post-doctoral study
- n. Leadership positions in recognized academic societies and associations
- o. Active participation in recognized academic societies and associations

* In all cases, relevant means related to the field of teaching for which the individual is being hired. Note: Should at least one publication be deemed "high quality" based on standards set forth by the respective department and approved by the dean, the faculty member will not have to demonstrate activity beyond two scholarly publications.

Practice Academics (PA)

New Hires

Typically, newly hired faculty members will be considered PA if they have earned their research doctorate in a relevant* field and have had relevant* professional experience within five years of the date of their hire. The newly hired faculty member's professional experience should be substantial in terms of duration and level of responsibility and clearly linked to the field in which that individual is expected to teach.

Current Faculty Members

To maintain PA status, the faculty member is expected to demonstrate, on an annual, on-going basis, activity in at least one category below. The department chair will evaluate the depth of the experience(s) on an annual basis through the faculty development plan to determine whether activities are substantive. The depth of experiences will determine the degree of activity necessary.

- a. Consulting activities that are material in terms of time and substance
- b. Faculty internships
- c. Development and presentation of executive education programs
- d. Sustained professional work supporting IP status
- e. Significant participation in business professional associations and societies
- f. Relevant, active service on boards of directors
- g. Documented continuing professional education experiences
- h. Documented professional certifications in the area of teaching
- i. Participation in professional events that focus on the practice of business, management, and related issues
- j. Participation in other activities that place faculty in direct contact with business and other organizational leaders
- k. Other professional activities approved by the department chair and dean

Note: a faculty member hired with the classification of PA can change his/her classification to SA by engaging in those activities required for a faculty member to maintain SA status. The intent to change classifications should be demonstrated through the annual faculty development plans.

* In all cases, relevant means related to the field of teaching for which the individual is being hired.

Scholarly Practitioners (SP)

New Hires

Typically, newly hired faculty members will be considered SP if they have earned a relevant master's degree** and have had relevant* professional experience at the date of their hire. The newly hired faculty member's professional experience should be substantial in terms of duration and level of responsibility and clearly linked to the field in which that individual is expected to teach. In addition, to be considered SP, a faculty member must have augmented

their professional experience with development and engagement activities involving substantive scholarly activities in their field of teaching. To be considered SP, within five years of the date of hire, the faculty member must have one scholarly publication (including a blind peer reviewed journal article or a book or a monograph published by commercial or university press) and at least two of the following:

- a. Additional scholarly publications in blind peer reviewed journal articles or books and monographs published by commercial or university press
- b. Other relevant published articles or proceedings as approved by department chair and dean
- c. Chapters in scholarly books
- d. Refereed presentation of a relevant scholarly work at a regional, state, national or international meeting
- e. Presentations of a relevant scholarly work at a workshop
- f. Poster session of a relevant scholarly work at a regional, state, national, or international meeting
- g. Invited presentations of a relevant scholarly work
- h. Relevant externally funded grants
- i. Relevant, active editorships with academic journals or other business publications
- j. Service on editorial boards or committees
- k. Relevant research awards
- l. Academic fellow status
- m. Relevant post-doctoral study
- n. Leadership positions in recognized academic societies and associations
- o. Active participation in recognized academic societies and associations
- p. Other scholarly activities approved by the dean and the department chair

Current Faculty Members

Faculty members who are currently employed by the university will maintain their SP status if within the last five years the faculty member has at least one relevant, scholarly publication (including a blind peer reviewed journal article or a book or monograph published by commercial or university press) and the faculty member has at least two of the following:

- a. Additional scholarly publications in blind peer reviewed journal articles or books and monographs published by commercial or university press
- b. Other relevant published articles or proceedings as approved by department chair and dean
- c. Chapters in scholarly books
- d. Refereed presentation of a relevant scholarly work at a regional, state, national or international meeting
- e. Presentations of a relevant scholarly work at a workshop
- f. Poster session of a relevant scholarly work at a regional, state, national, or international meeting
- g. Invited presentations of a relevant scholarly work
- h. Relevant externally funded grants

- i. Relevant, active editorships with academic, professional, or other business/management publications
- j. Service on editorial boards or committees
- k. Relevant research awards
- l. Leadership positions in recognized academic societies and associations
- m. Active participation in recognized academic societies and associations
- n. Development and presentation of continuing professional education activities or executive education programs
- o. Other scholarly activities approved by the dean and the department chair

* In all cases, relevant means related to the field of teaching for which the individual is being hired. Note: Should at least one publication be deemed “high quality” based on standards set forth by the respective department and approved by the dean, the faculty member will not have to demonstrate activity beyond two scholarly publications.

** In limited cases, SP status may be appropriate for individuals without master's degrees if the depth, duration, sophistication, and complexity of their professional experience at the time of hire outweighs their lack of master's degree qualifications. In such cases, the dean, department chair, and faculty in the discipline in which the individual will be teaching must be in agreement as to the individual's professional experience

Instructional Practitioners (IP)

New Hires

Typically, newly hired faculty members will be considered IP if they have relevant^{*} professional experience within five years of the date of their hire and a relevant master's degree^{**}. The newly hired faculty member's professional experience should be substantial in terms of duration and level of responsibility and clearly linked to the field in which that individual is expected to teach.

Current Faculty Members

To maintain IP status, the faculty member is expected to demonstrate, on an annual, on-going basis, activity in at least one category below. The department chair will evaluate the depth of the experience(s) on an annual basis through the faculty development plan to determine whether activities are substantive. The depth of experiences will determine the degree of activity necessary.

- a. Consulting activities that are material in terms of time and substance
- b. Faculty internships
- c. Development and presentation of executive education programs
- d. Sustained professional work supporting IP status
- e. Significant participation in business professional associations and societies
- f. Relevant, active service on boards of directors

- g. Documented continuing professional education experiences
- h. Documented professional certifications in the area of teaching
- i. Participation in professional events that focus on the practice of business, management, and related issues
- j. Participation in other activities that place faculty in direct contact with business and other organizational leaders
- k. Other professional activities approved by the department chair and dean

* In all cases, relevant means related to the field of teaching for which the individual is being hired.

** In limited cases, IP status may be appropriate for individuals without master's degrees if the depth, duration, sophistication, and complexity of their professional experience at the time of hire outweighs the lack of master's degree qualifications. In such cases, the dean, department chair, and faculty in the discipline in which the individual will be teaching must be in agreement as to the individual's professional experience.

Maintenance of Status

Generally, SA faculty are appointed into tenure-eligible positions and carry an 18-hour academic year instructional load. Tenured SA faculty who do not maintain currency will be assigned a 24-hour academic year instructional load and are not eligible for market pay revisions. SA faculty not having achieved tenure who do not maintain SA currency are subject to non-reappointment.

Generally, PA faculty are appointed into non-tenure-eligible positions and carry a 24-hour academic year instructional load. A PA faculty member may be hired into a tenure-eligible position with an 18-hour academic year instructional load with the understanding that faculty member will transition to SA status during the probationary period. A PA faculty member in a non-tenure-eligible position not maintaining currency is subject to non-reappointment. A PA faculty member in a tenure-eligible position not maintaining currency or not making sufficient progress towards SA classification during the probationary period is not eligible for market pay revisions and is subject to non-reappointment.

Generally, IP and SP faculty are not hired into tenure-eligible positions. A faculty member classified as IP or SP at hire who does not maintain IP or SP status is not eligible for market pay revisions and is subject to non-reappointment. A plan to transition from IP to SP status or SP to IP status requires approval of the college dean and must be reflected in the faculty member's annual development plan.

-Approved by faculty February 17, 2014

School of Business Administration

Guidelines for Participating and Supporting Faculty

An important component of faculty sufficiency is the degree to which the faculty member participates, beyond teaching and research, in the life and activities of the institution. Every full-time faculty member, including individuals in non-tenure track positions, is expected to contribute meaningfully to the non-teaching activities of the School of Business Administration (SoBA), college, and/or university. Faculty members contributing in these roles are classified as “participating faculty”. Classification as participating is necessary for tenure, promotions, market pay, merit adjustments (if available), and eligibility for the Harmon College of Business and Professional Studies summer research stipend.

Although the university and the SoBA missions are teaching based, the following activities are critical to success in meeting these missions. Participating faculty are involved in:

1. Faculty governance--department, college, and university committee and faculty senate membership.
2. Student advising--professional (career) and academic consultation.
3. Extracurricular activities--business student organizations and engagement in on-campus professional activities.
4. Department, college, and university leadership.

The quality and quantity of involvement for a participating faculty member is expected to be significant and sustained. Determining significance and sustainability is the responsibility of the department chair and dean based on the college-based criteria used for tenure and promotion. The amount and type of service expected varies based on the needs of the department and college and qualifications of the faculty member. Participation activities are listed and discussed in the annual faculty development planning process to ensure continued engagement.

A supporting faculty member is an individual whose level of involvement in the life of the institution is limited to teaching duties. Supporting faculty members are typically employed on an ad hoc or part-time basis. Part-time faculty whose contracts are regularly renewed and who contribute to the non-teaching activities of the university may be classified as participating. Full-time faculty members considered supporting generally will have a higher than typical teaching load.

School of Business Administration

Overview of the Learning Assurance Program

The Learning Assurance Program, frequently referred to as Assurance of Learning or Assessment, is a multi-faceted approach to ensuring students earning Bachelor of Science in Business Administration (BSBA) degrees are achieving identified outcomes. In the context of programs in the School of Business Administration (SoBA), there are three phases in which “assessment” occurs.

First, assessment of students’ General Education achievement is measured by the university through the General Education Assessment (GEA). Second, assessment of outcomes achieved in the BSBA core is managed by the SoBA Learning Assurance Committee through a process tied to the university’s continuous quality improvement process (CQIP) model of assessment. Third, programs are individually responsible for assessment of major-specific outcomes.

The faculty-led core assessment process is described more fully in separate documentation and is the responsibility of all faculty teaching core courses and the departments offering those courses. The Learning Assurance Committee compiles a report, with or without recommendations, for departments and the SoBA Strategic Planning Committee (SPC) to summarize results from various assessment instruments. Based on the summary report and any additional information, when and where appropriate, departments and/or the SPC will make recommendations for curriculum or other changes.

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Harmon College of Business and Professional Studies

Appendix A: Promotion and Tenure Guidelines

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Harmon College of Business and Professional Studies Position on Promotion and/or Tenure

This document articulates the expectations that Harmon College of Business and Professional Studies (HCBPS) faculty members must meet or exceed in order to be eligible for consideration for promotion and/or tenure. It shall be the responsibility of candidates to explicitly address in their applications how they believe they have met or exceeded these expectations. In no way should these be construed as thresholds that, once reached, entitle candidates to positive recommendations and/or successful outcomes. While every effort is made in this document to outline as clearly as possible the criteria that will be used for decision-making, it is recognized within the college that promotion and tenure decisions are not only quantitative, but also qualitative in nature. For example, while extremely important in such decisions, collegiality/professionalism is difficult to quantify. However, this does not lessen its impact on such decisions.

While the UCM *Faculty Guide* treats promotion and tenure separately, it is the intent of HCBPS to (where applicable) treat them as joined. HCBPS Promotion and Tenure Guidelines are more stringent in some respects than minimum requirements stated in the UCM *Faculty Guide*. The UCM *Faculty Guide* should be consulted for any promotion and/or tenure procedure or matter not covered in the present document. Departments, with the approval of the HCBPS Dean, may establish requirements that are more stringent than those contained herein for the College. Credentials and terminal degree requirements are established by the faculty member's department, and approved by the Dean and Provost.

While the three categories upon which faculty are typically evaluated (Teaching, Scholarship, and Service) are all important, Teaching is the first “hurdle” that must be cleared (given the mission, workload assignments, and resource allocations of UCM). In addition, expectations in each category (especially in Teaching) increase as rank to which one desires to be promoted increases.

OVERVIEW OF MINIMUM CRITERIA TO BE CONSIDERED FOR PROMOTION and/or TENURE

From Instructor to Assistant Professor: must at least meet expectations outlined in Teaching, Scholarship and Service categories.

From Assistant Professor to Associate Professor: must demonstrate effective Teaching and at least meet expectations outlined in Scholarship and Service.

From Associate Professor to Full Professor: must demonstrate exemplary Teaching and exemplary Scholarship OR Service; must at least meet expectations in remaining category.

Teaching

In support of the mission of UCM, The Harmon College of Business & Professional Studies is committed to excellence in teaching. Teaching involves the dissemination of knowledge, the stimulation of critical thinking, and the development of intellectual expression. Requisite skills necessary for excellence in teaching include communication skills; the ability to interest and motivate students to achieve high standards; the ability to generate enthusiasm for learning; fostering respect for student diversity; ongoing participation in professional development; adaptation with respect to individual student needs and learning styles; and evaluating students fairly and impartially in all aspects of education and instruction.

The following outlines the minimum expectations pertaining to teaching in order to be considered for promotion and/or tenure:

Instructor to Assistant Professor

Candidates must provide a variety of evidence of teaching effectiveness (see Appendix 1) and meet all instructional expectations that have been established in the Faculty Guide.

Assistant Professor to Associate Professor

Candidates must provide a variety of evidence of teaching effectiveness (see Appendix 1) and meet all instructional expectations that have been established in the Faculty Guide.

Associate Professor to Full Professor

Full Professors have the responsibility to serve as role models in the classroom. Therefore, candidates seeking promotion to the rank of Full Professor must provide evidence of exemplary teaching. Candidates demonstrate a continual progression and maturity in their teaching by showing that their instructional contributions are significant and multifaceted and have developed to a high level which has been continuous since the last promotion or initial appointment, whichever occurred last. Candidates must provide a variety of significant evidence that documents exemplary teaching (see Appendix 1), and meets all instructional expectations that have been established in the Faculty Guide.

The evaluation of teaching effectiveness for promotion and/or tenure requires objective evaluation of the data available and the application of professional judgment. Individuals involved in the evaluation process should consider available information

which includes: (1) documented evaluations of the candidate by peers, the Department Chair, and students; (2) other documentation included in the dossier; and (3) any reliable information available through other sources. Therefore, the following items should be considered in evaluation of teaching performance.

Documented Evaluations

A. Peer Evaluations:

Each candidate applying for tenure and/or promotion must include in the dossier an evaluation of classroom performance conducted by one's peer(s). Areas for evaluation may include (but are not limited to) any of the items included in Appendix 1 for which evidence is available. It shall be the responsibility of the candidate to work with the Department Chair to arrange this activity and select the peer that will conduct the evaluation. While candidates may include more peer evaluation results, at a minimum, they must include the results from a peer evaluation conducted within 12 months of the date of application for tenure and/or promotion consideration.

B. Student Evaluations:

Faculty must administer a student evaluation tool approved by the college in every class of the fall and spring semesters. Exceptions must be approved by the Dean. In interpreting the student evaluations, differences in subject matter, type and level of class, class size, as well as other factors considered significant should be taken into account. All student evaluations administered since the previous promotion or initial employment in the Harmon College of Business & Professional Studies (not to exceed 7 years) are to be included in the candidate's dossier.

Other Documentation in the Dossier

Candidates are responsible for clearly outlining their case for promotion and/or tenure in the dossier. Thus, evidence should be provided to support the teaching attributes described in Appendix 1. Additionally, the candidate may want to provide evidence of teaching effectiveness as outlined in Appendix 2.

Other Documented or Verifiable Sources of Information

Individuals involved in the promotion and/or tenure process should evaluate documented and/or verifiable information concerning teaching performance available from sources other than the dossier and apply professional judgment in

making a decision. This evaluation may include (but is not limited to) information concerning the teaching attributes described in Appendix 1.

Scholarship

Definition of Scholarship

To be counted toward meeting the criteria, each instance of scholarship must be (1) discipline based or support the faculty member's discipline (including basic, applied and the scholarship of teaching research), (2) applicable to the academic program goals and objectives related to the faculty member's assignment in agreement with and endorsed by the faculty member's department chair, and (3) unique (meant to prevent the 'double-counting' phenomenon- meaning a paper presentation or conference proceedings that subsequently leads to a refereed publication can only be used in the one category or the other; not both) . Departments, with approval of the college dean, determine guidelines for journals, grants, and other scholarly products meeting sufficient quality to satisfy the following criteria.

Definition of Refereed

Refereed, which may be used interchangeably with "blind peer reviewed" or "juried by peers", is defined as a structured reviewing system in which at least two reviewers, excluding in-house review, evaluate the submitted works and advise as to acceptance.

Generally, the goal of all peer review processes is to verify whether the work satisfies the standards for the discipline, identify any deviations from the standards, and provide suggestions for improvements.

Continuum of Achievement in Scholarship

Instructor to Assistant Professor

Research consisting of a minimum of two refereed, scholarly publications (including blind peer reviewed books and monographs published by commercial or university press only) in the candidate's professional area – not including the dissertation – while in the rank of instructor. One or more of the following can substitute for only one of these two required publications:

- (1) Refereed paper presentation at regional, state, national or international meeting and the manuscript or abstract published in the proceedings (weight equals 1 for 1).
- (2) Refereed presentations and poster sessions (weight equals 3 for 1).

- (3) Externally funded grant (weight equals 1 for 1).
- (4) Chapter in book (weight equals 1 for 1).
- (5) Other non-refereed articles as approved by department chair (weight equals 4 for 1)

Assistant Professor to Associate Professor

Research consisting of a minimum of three refereed, scholarly publications (including blind peer reviewed books and monographs published by commercial or university press only) in the candidate's professional area – not including the dissertation – while in the rank of assistant professor. One or more of the following can substitute for only one of these three required publications:

- (1) Refereed paper presentation at regional, state, national or international meeting and the manuscript or abstract published in the proceedings (weight equals 1 for 1).
- (2) Refereed presentations and poster sessions (weight equals 3 for 1).
- (3) Externally funded grant (weight equals 1 for 1).
- (4) Chapter in book (weight equals 1 for 1).
- (5) Other non-refereed articles as approved by department chair (weight equals 4 for 1)

Associate Professor to Professor

Research consisting of a minimum of four refereed, scholarly publications (including blind peer reviewed books and monographs published by commercial or university press only) in the candidate's professional area while in the rank of associate professor. One or more of the following can substitute for only one of these four required publications:

- (1) Refereed paper presentation at regional, state, national or international meeting and the manuscript or abstract published in the proceedings (weight equals 1 for 1).

- (2) Refereed presentations and poster sessions (weight equals 3 for 1).
- (3) Externally funded grant (weight equals 1 for 1).
- (4) Chapter in book (weight equals 1 for 1).
- (5) Other non-refereed articles as approved by department chair (weight equals 4 for 1)

Service

Candidates for promotion or tenure are expected to present documentation supporting a strong record of service to the university and their profession or discipline. Department guidelines specify which, if any, professional memberships, certifications, and licenses are needed in support of the department's mission, program accreditation, or required to model for students an appropriate professional orientation.

Continuum of Achievement in Service

Instructor to Assistant Professor

All of the following minimum service expectations must have been met while the candidate was at the rank of Instructor.

Service to the University

At a minimum, the candidate must have provided service as a contributing member or chair of at least one university or faculty senate committee AND one college or departmental committee (no substitutions allowed).

Service to the Profession or Discipline

The candidate must document membership in any of the regional, state, national and international professional organizations or specialty professional associations specified in departmental guidelines to be relevant to the profession or discipline, necessary for program accreditation, or which serve to model for students an appropriate professional orientation. Opportunities for service to the professional discipline may vary substantially by discipline. Consequently, interpretation of these criteria at the department level is critical.

Assistant Professor to Associate Professor

All of the following minimum service expectations must have been met while the candidate was at the rank of Assistant Professor.

Service to the University

At a minimum, the candidate must have provided service as:

- A. A contributing member or chair of at least two university or faculty senate committees

AND

- B. A contributing member or chair of at least two college or departmental committees.

These need not be four different committees. For example, substantial service on a single committee for two years could be equivalent to substantial service on two different committees for only one year.

Alternatively, the candidate may satisfy two of the four service expectations through substitution of any other substantial acts of university service that are either specified in departmental guidelines or supported by letter from the Department Chair and Dean.

Examples of substantial acts of University service could include, but are not limited to:

- (1) Sponsorship of student organizations or management of significant student activities.
- (2) Student recruitment activities.
- (3) Procurement of significant external gifts or donations to advance university or departmental programs.
- (4) Significant contribution to accreditation reports for university and/or departmental programs.
- (5) Development of a new University sponsored community service program or substantial improvement to an existing University sponsored community service program
- (6) Contributions to departmental curriculum

Service to the Profession or Discipline

The candidate must document active membership in any of the regional, state, national and international professional organizations or specialty professional associations specified in departmental guidelines to be relevant to the profession or discipline, necessary for program accreditation, or which serve to model for students an appropriate professional orientation. Opportunities for service to the professional discipline may vary substantially by discipline. Consequently, interpretation of these criteria at the department level is critical.

Associate Professor to Full Professor

With regards to Service, it is the expectation that Full Professors will have demonstrated leadership and contributed significantly to the enhancement and/or reputation of the institution. All of the following service expectations must have been met while the candidate was at the rank of Associate Professor.

Service to the University

The candidate has the responsibility to substantiate and document that he/she has provided valuable and substantial service to the institution. This may be accomplished by discussing the impact of one's efforts expended:

A) Serving as Chair or other highly influential member of at least one university or faculty senate committee

AND

B) a contributing member or chair of three additional college, university, or faculty senate committees.

These committees need not be four different committees. For example, substantial service on a single committee for two years could be equivalent to substantial service on two different committees for only one year. Finally, the candidate is expected to demonstrate ongoing service to the department through continual contributions to various department initiatives.

Alternatively, two of the service expectations in category "B" above may be satisfied through any other substantial acts of university service that are either specified in departmental guidelines or supported by letter from the Department Chair and Dean.

Examples of substantial acts of University service could include, but are not limited to:

- (1) Sponsorship of student organizations or management of significant student activities.
- (2) Student recruitment activities.
- (3) Procurement of significant external gifts or donations to advance

- university or departmental programs.
- (4) Significant contribution to accreditation reports for university and/or departmental programs.
 - (5) Development of a new University sponsored community service program or substantial improvement to an existing University sponsored community service program.
 - (6) Contributions to Departmental curriculum

Service to the Profession or Discipline

The candidate must document both active membership and influential participation in any of the regional, state, national and international professional organizations or specialty professional associations specified in departmental guidelines to be relevant to the profession or discipline, necessary for program accreditation, or which serve to model for students an appropriate professional orientation. Opportunities for service to the professional discipline may vary substantially by discipline. Consequently, interpretation of these criteria at the department level is critical.

Promotion and Tenure Guidelines Appendix 1

Evaluation of Effective Teaching

While there is no one, complete definition of effective teaching on which everyone can agree, effective teaching performance should demonstrate:

1. Effective presentation and creation of an effective learning environment in the course.
2. Appropriate pedagogy that is good for the class, teacher, and discipline.
3. Work as appropriate and required on curriculum development and special teaching techniques.
4. Use of appropriate tests for the class, teacher, and discipline.
5. Keeping current in discipline and area(s) of expertise as required for effective teaching performance.
6. Preparation and distribution of appropriate syllabi to students in each course.
7. Propriety of course content and applications.
8. Maintenance of scheduled office hours and additional availability as required to perform teaching related duties.
9. Ability to answer questions and counsel students concerning courses, discipline, and University matters.
10. Integrity and ethical conduct with students and peers.
11. An attitude of dignity and respect toward students and peers.
12. Sharing knowledge and opinions with students and colleagues and considering opinions of students and colleagues.
13. Ability to work effectively with students and peers on teaching related matters.
14. Ability to express opinions to students and colleagues on topics and issues for which a logical, well developed point of view is held.
15. Effective communication skills.
16. Ability to interest and motivate students to achieve high standards.
17. Fair and impartial evaluation of students in all aspects of education and instruction.
18. Ability to generate enthusiasm for learning.
19. Respect for student diversity.

Promotion and Tenure Guidelines Appendix 2

Additional Documentation of Teaching Effectiveness

In addition to the types of evidence identified in the *UCM Faculty Guide*, and those required (i.e., peer, department chair, and student evaluations) by the College, examples of teaching effectiveness may include but are not limited to the following:

1. Documentation or evidence showing student pre/post content knowledge before and after a course.
2. Reflection by the candidate on the implementation of professional development plans for improvement of the candidate's teaching skills to enhance student performance.
3. The presentation of data reflecting student performance on exit exams.
4. Evidence of significant contribution to program review leading to enhanced student learning and program improvement.
5. Evidence of significant contribution to accreditation review leading to enhanced student learning and program improvement.
6. Documentation reflecting course audits conducted by the candidate and/or colleagues.
7. Distinguished teaching awards or other recognition.
8. Grants that have been obtained by the faculty member to enhance teaching skills.
9. Invitations from other educational institutions or agencies to demonstrate effective teaching.
10. Demonstration of skill in instructional design through incorporation of current research and technology to enhance teaching effectiveness.
11. Mentoring and promoting student research.

Harmon College of Business and Professional Studies
Appendix B: Faculty Annual Report and Development Plan

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**HARMON COLLEGE OF BUSINESS & PROFESSIONAL STUDIES
FACULTY ANNUAL REPORT**

Due to Department Chair by May X, 20YY

DATES COVERED BY THIS REPORT: MAY X, 20XX – May X, 20YY

Note: This report has been designed to provide a consistent format for faculty annual reports that is congruent with the UCM guidelines for promotion and tenure. The numbering system and instructions are primarily based on the UCM Faculty Guide instructions for promotion & tenure dossier preparation. For annual report purposes, please leave all criteria/headings intact, and type NA for those not used this year. When assembling the dossier, candidates will assemble evidence in the dossier in the order listed, but include only criteria/headings for which evidence is presented.

Your Name Here

Your Current Rank Here

Qualification: (PQ or AQ for Business School,
doctoral or masters for Professional Studies,
& list professional experience for all faculty)

Primary Teaching Area:

Appointment:

Graduate Faculty Status:

Year Hired at UCM:

Education:

Degree

Institution

Year

Major/Minor

Intellectual Contributions Summary for the most recent five year period:

Intellectual Contribution	Contrb. to Practice (Applied) [Business School use only]	Discipline Based (Basic) [Business School use only]	Learning & Pedagogical [Business School use only]	Total
Refereed Journal Articles Other Professional Journal Articles Published Proceedings Papers Presented, Not Published Scholarly Books or Chapters in Books Other Outlets Total				

GENERAL INFORMATION

Professional Teaching Experience:

Non-Teaching Professional Experiences:

Licenses, Registration and/or Certification:

TEACHING

a-c. Teaching Preparations Summer 20XX-Spring 20YY. (List the information for each course preparation by term. Add rows to table as needed.)

Semester	Course Prefix & #	Title	Credit Hours	Enrollment	Location (if off campus)

d. Supervision. (List number of students and extent of involvement with interns, methods students, student teachers, etc.)

e. Student Counseling and Advising. (Describe briefly.)

f. Theses Directed. (List by year, include student name, thesis title, and designate those published.)

g. Graduate Degree Committee Memberships. (List by year, identify student name, thesis title.)

h. Research Problems, Special Projects and Readings. (Indicate year and specific titles.)

i. Contribution to Course & Curriculum Development. (List the year and each significant contribution to course and/or curriculum development at UCM. Provide a brief statement describing the contribution.)

j. Preparation of Instructional Media. (Textbooks, laboratory manuals, videotapes, instructional films, tape/slide presentations, auto-tutorial modules, personalized self-instruction units, etc. should be cited.)

k. Experimentation and/or Research in Instructional Methods and Techniques. (Briefly describe the project(s), mentioning the hypothesis being tested or the purpose of the investigation, the procedures utilized, number of students involved, and the results and outcome of the work.)

l. Other Evidence of Teaching Effectiveness. (Teaching awards or recognitions, document peer evaluations of teaching [when, who observed and the course], grants that enhance teaching skills, invitations from other educational institutions or agencies to demonstrate effective teaching, student teaching evaluation data, student pre/post content knowledge before & after a course, reflection on the implementation of professional development plans for improvement of the candidate's teaching skills to enhance student performance, exit exam data, course audit, supportive data from student portfolios, statement of analysis of instructional evaluations, etc.)

m. Professional Meetings, Conventions, Clinics, Institutes, Workshops, Post-Doctoral Course Work, Internships, Sabbaticals, and Other Programs. (List here professional development activities that contribute to teaching effectiveness and/or subject mastery. These activities should be listed by date, title and sponsoring agency.)

SCHOLARSHIP/CREATIVE ACTIVITY

a. SCHOLARLY PUBLICATIONS. (Standard bibliographical citations for the description should be used in listing publications. Indicate the status of each work not published; such as in press, accepted & undergoing revisions, or submitted)

1. Refereed journal articles:
2. Published refereed books or monographs:
3. Chapters in edited, refereed books:
4. Other Publications:

b. PRESENTATIONS.

1. Refereed presentations: (Cite author(s), date, title, conference, location.)
2. Non-refereed presentations: (Speeches, lectures, & papers presented at institutions, conventions, workshops, symposia, etc. that are germane to one's discipline should be noted. List by date, title, meeting, sponsoring agency, and location.)

[c. PRODUCTION OR EXHIBITION OF CREATIVE WORK – does not apply to this college.]

d. GRANT ACTIVITY. (Cite, list outcome. Copy rows as needed)

Date:	
Grant/Award \$:	
Title:	
Outcome:	

e. CURRENT RESEARCH IN PROGRESS. (List the major significant areas of research project in progress. Provide brief statement summarizing the anticipated outcome of each activity.)

f. OTHER EVIDENCE OF QUALITY SCHOLARSHIP. (List recognitions, awards and honors from professional organizations, publications and sponsoring agencies. Where appropriate, provide brief explanatory statements.)

g. PROFESSIONAL DEVELOPMENT ACTIVITIES THAT CONTRIBUTE TO SCHOLARSHIP. (Conventions, Clinics, Institutes, Workshops, Post-Doctoral Course Work, Internships, Sabbaticals, and Other Programs.)

h. DUTIES AS EDITOR, GUEST EDITOR, REVIEWER, OR MEMBER OF A PEER REVIEW PANEL FOR A PROFESSIONAL OR SCIENTIFIC JOURNAL.

SERVICE: To the University.

a. GOVERNANCE (*Includes work such as faculty senate, executive committees, etc. Level includes university, college or department.*)

Dates	Committee	Chair	Level

b. COMMITTEES. (*Membership on university, college &/or department committees.*)

Dates	Committee	Chair	Level

c. UNIVERSITY SPONSORED PROGRAMS. (*List university workshops, colloquia, clinics, seminars, forums, etc. Indicate the degree of participation & the number of people reached by each activity.*)

d. SPONSORSHIP OF UNIVERSITY SOCIETIES. (*Name organization.*)

e. NON-COMPENSATED TEACHING OVERLOAD.

Semester	Course	Title	Credit Hours	Enrollment	Location (if off campus)

f. RECRUITMENT OF STUDENTS. (List date, event, and number of students involved.)

g. COACHING. (List involvement on committees and service as a student club/team adviser, identify outstanding team or individual accomplishments, personal recognition received, etc.)

h. OTHER UNIVERSITY ACTIVITIES. (List and briefly describe.)

SERVICE: To the Profession or Discipline.

i. RECOGNITIONS FOR SERVICE TO PROFESSIONAL ORGANIZATIONS. (List date, nature, source; categorize as international, national, regional, state, or local; briefly describe if appropriate.)

j. MEMBERSHIPS IN ACADEMIC, PROFESSIONAL, AND SCHOLARLY SOCIETIES. (List organization, dates of membership, offices held and leadership activities; categorize as international, national, regional, state, or local; briefly describe if appropriate.)

k. PROFESSIONAL DEVELOPMENT ACTIVITIES RELATED TO SERVICE.

(Describe professional meetings, conventions, clinics, institutes, workshops, post-doctoral coursework, internships, sabbaticals, and other programs that do not duplicate those listed under Teaching or Scholarship.)

Date:	
Activity:	
Sponsoring Agency:	

SERVICE: Public Service.

Date:	
Activity:	
Sponsoring Agency:	

OTHER: Professional Awards or Accomplishments Not Listed Above.

(List and describe briefly.)

Annual Professional Development Plan For

Department/School of _____
April XX, 20YY

Overview

The faculty professional development plan is an integral part of the performance assessment system in the Harmon College of Business and Professional Studies. This document serves as a mechanism for the faculty member to articulate and document their goals and performance objectives on an annual basis. The document is reviewed by the department chair to ensure congruity between the goals of an individual faculty member, those of the department and performance expectations. Further, it allows the Chair to convey formal feedback and recommendations to the faculty member. The goal is to ensure the continued success of the faculty member, whether through promotion and tenure, or continuous career development processes.

Please state short-term goals (one year) and long-term goals (five years) for teaching, research, service, and professional development.

TEACHING

SHORT-TERM GOALS

Please describe your short-term teaching goals in each of the following areas:

Identify particularly significant work you plan to undertake in curriculum development or new teaching methods.

Identify major student advising responsibilities and supervision of special student projects or thesis you plan to undertake.

Describe other activities that will demonstrate teaching achievements.

LONG-TERM GOALS

Describe your long-term teaching goals.

RESEARCH AND SCHOLARLY/ GRANT ACTIVITY

SHORT-TERM GOALS

Please describe your short-term research goals in each of the following areas:

1. List the books and monographs you plan to publish.
2. List the articles you plan to publish.
3. List the papers and presentations you plan to give for professional organizations.
4. Identify research projects you plan to complete or that are in progress.
5. List grant proposals you plan to submit (identify agency to which proposal will be sent).
6. Identify other scholarly activities you plan to accomplish which do not fit into the categories above.
7. Explain how your research stream is related to the classes and topics you teach.

LONG-TERM GOALS

Describe your long-term research goals.

SERVICE

SHORT-TERM GOALS

Please describe your short-term service goals in each of the following areas:

List University committees on which you plan to serve (identify offices and

List college committees on which you plan to serve (identify offices and committee chair positions you plan to hold).

List departmental committees on which you plan to serve (identify offices and committee chair positions you plan to hold).

Identify other significant university/college/departmental services.

Identify significant public service activities related to your field of expertise.

Identify participation in recruitment and retention efforts (e.g., graduation, orientation, Discover Central days, freshman convocation and breakfast, etc).

Identify student related service and advising (e.g., advising student clubs and teams, theses, honors projects, McNair scholars, etc.)

LONG-TERM GOALS

Describe your long-term service goals.

PROFESSIONAL DEVELOPMENT

SHORT-TERM GOALS

Please describe your short-term professional development goals in each of the following areas:

List professional meetings you plan to attend.

Identify significant activities within professional organizations.

List consulting activities outside the university and similar professional work in your field of expertise (identify with an asterisk { * } those activities for which you will receive compensation).

Identify other significant professional development activities.

LONG-TERM GOALS

Describe your long-term professional development goals.

RESOURCE NEEDS

Please describe your one-year resource requirements for teaching, research, service, and professional development.

FUNDING REQUEST FOR TRAVEL

Please estimate your one-year needs for travel funds from the department.

Harmon College of Business and Professional Studies
Appendix C: Standard Faculty Evaluation Form

University of Central Missouri

FACULTY EVALUATION FORM

Check here if this is a first year faculty evaluation

Name of Individual being evaluated _____ Evaluation Period _____

Department _____

Evaluated by _____

College _____

**Harmon College of Business
and Professional Studies**

Qualities are rated as follows:

1 - Fails to meet expectations

2 - Minimally meets expectations

3 - Meets expectations

4 - Meets and somewhat exceeds expectations

5 - Exceeds expectations

The listings below each of the dimensions are meant to be suggestive only. It is understood many other items can and should be considered in developing individual ratings. Additional comments may be made on a separate sheet and attached to this form. **For first and second year faculty evaluations, raters are required to make comments regarding the first three dimensions (Teaching, Scholarship, Service) and for any dimensions receiving ratings of 1 or 5.**

Dimensions

Evaluation

Comments

1 2 3 4 5

Teaching: Knowledgeable of this subject; motivated students; evaluated students regularly/fairly; employs instructional technology effectively; uses assessment to improve student learning.						
Scholarship: Current in academic discipline; continues growth in discipline: engaged in discipline based scholarship/creative activity; scholarship/creative viewed as credible and important to the department.						
Service: Engages in appropriate amounts of departmental/college/university/ professional service for current rank and status.						
Performance: Punctual in assignments; meets classes as scheduled; available outside of class hours; dependable and follows through.						
Relationship to students: Acts in the best interest of students; shows respect for students; regarded by students and colleagues as a credible mentor/ resource.						
Professional relationships: Respects colleagues; accepts worth of those from other disciplines; collegial in associations with others.						
Professionalism: Readily accepts assignments; maintains University/college/departmental policies; accepts decisions and acts accordingly.						

(OVER)

OTHER COMMENTS

RECOMMENDATIONS

I have seen this completed evaluation and I have received a copy. (Signing this form does not indicate agreement or concurrence with the ratings or content of the evaluation.)

Faculty member evaluated _____ Date _____

I have shared this completed evaluation with the faculty member.

Department Chair _____ Date _____

Dean _____ Date _____

Harmon College of Business and Professional Studies
Appendix D: Summer Teaching Request Form

Harmon College of Business and Professional Studies

Summer Teaching Request Form

Summer teaching assignments and compensation are governed by university, college and departmental policies and procedures. Assignments are based on course availability, faculty credentials, and anticipated funding. A request for a summer teaching assignment is no guarantee that an assignment will be made. Refer to "Summer Teaching Eligibility and Support" in the Harmon College Guide to Operating Procedures and Policies.

Name_____

_____ I do NOT wish to teach summer 20_____.

_____ I wish to teach summer 20_____.

By my signature below, I acknowledge the following:

All course assignments are offered under an individual variable compensation contract agreement as described in Academic Procedures and Regulations (AP&R) Number 4, Section B, part 2. Based on course enrollments, anticipated enrollments in all assigned courses, or other relevant factors, the contract may be converted to a regular pay summer contract, but is not guaranteed. Agreement to teach a course that is subsequently posted to the summer schedule is an agreement to accept a variable contract for that course should conditions warrant.

Signature

Date

Harmon College of Business and Professional Studies
Appendix E: Summer Research Stipend Application

Harmon College of Business and Professional Studies

Summer Research Support Program

Summer Stipend Application Form

Refer to "Summer Research Support Program" document for complete details including stipend award criteria and funding amount.

Applicant Name:

Academic Discipline:

Citation(s) for article(s) published in the two most recently completed calendar years (include all co-authors):

Title of research project(s) under which funding is requested (include all co-authors):

Statement of impact (current and anticipated) of research project(s) (i.e., to be used in instruction, new pedagogical design, discipline/profession, etc.):

Please check one of the following:

- ☐ I prefer to take my summer research stipend in cash.
- ☐ I prefer to take my summer research stipend in a department account to fund professional travel, professional development and/or equipment.

I understand that application for summer research stipend indicates intent to continue faculty appointment in the Harmon College for the coming academic year and failure to return may result in required repayment of stipend. I attest that the works previously published and cited above are complete and meet the standards as described in the program's Eligibility Criteria, and that I have attached a copy of the current year Faculty Development Plan signed by the Chair.

Signature of Faculty Member

Date

Signature of Chair (or appropriate program head)

Date