UNIVERSITY OF
CENTRAL MISSOURI®
HARMON COLLEGE OF
BUSINESS AND
PROFESSIONAL STUDIES

Guide to Operating Procedures and Policies

Fall 2020

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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 Office of the General Council and the UCM Policy Library.

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

Vision Statement

Recognized as the college of choice preparing the next generation of professionals with knowledge, competence, and skills to transform local and global communities.

Mission Statement

Our mission is to empower the next generation of professionals to lead and serve their organizations, professions, and communities. We carry out this mission by providing an accessible, applied, and challenging education while engaging in research, innovation, and professional collaboration.

Core Values

The Harmon College will help you fit together all the PIECES of your education.

Professionalism and Integrity.

- We expect and exemplify collegiality, respect, and ethical behavior.

Innovation and Application

- We embody innovative thinking and practical experiences.

Excellence

- We are driven by standards of excellence in teaching, research, and service.

Community

- We improve the world around us through professional cooperation and service above self.

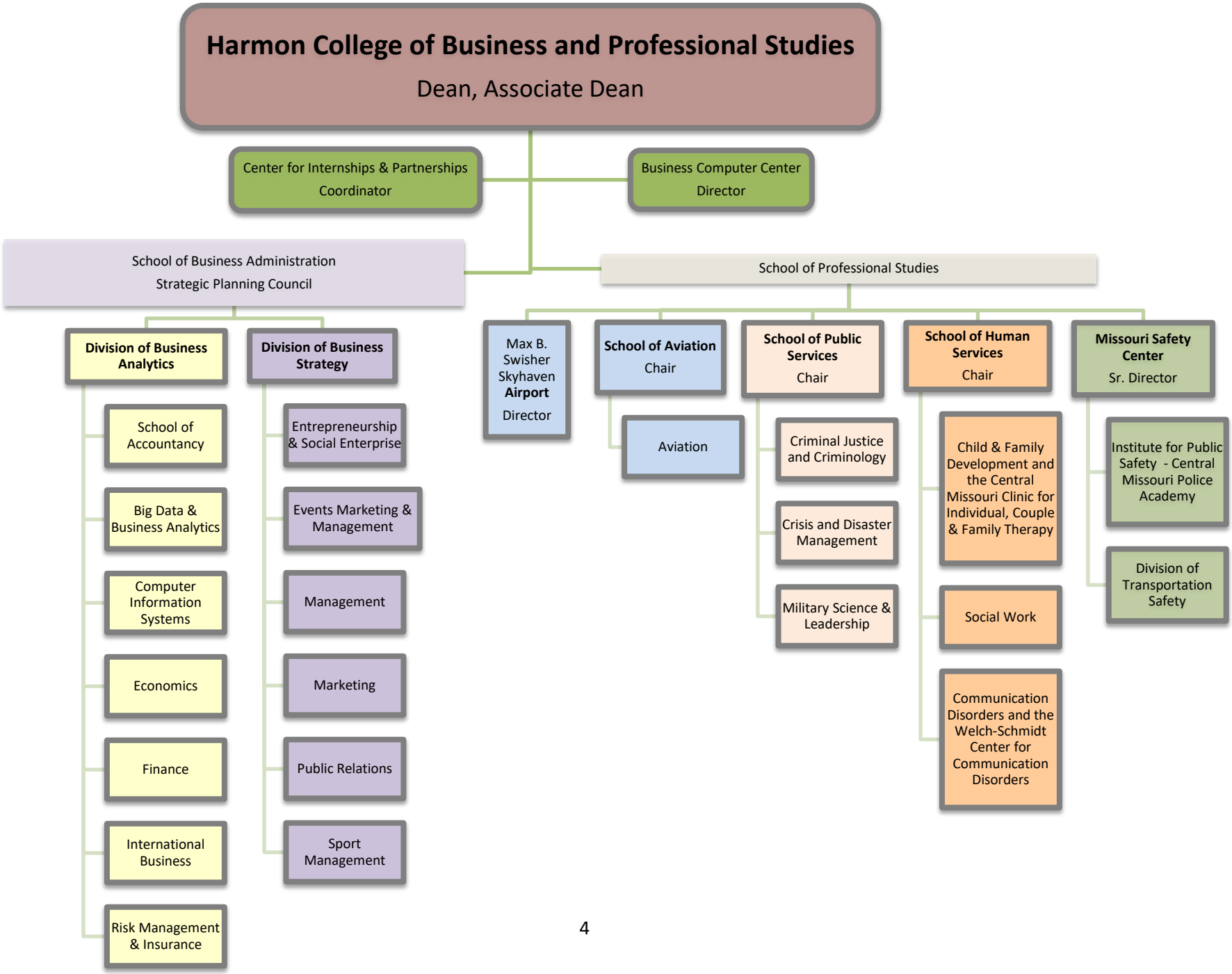
Engagement

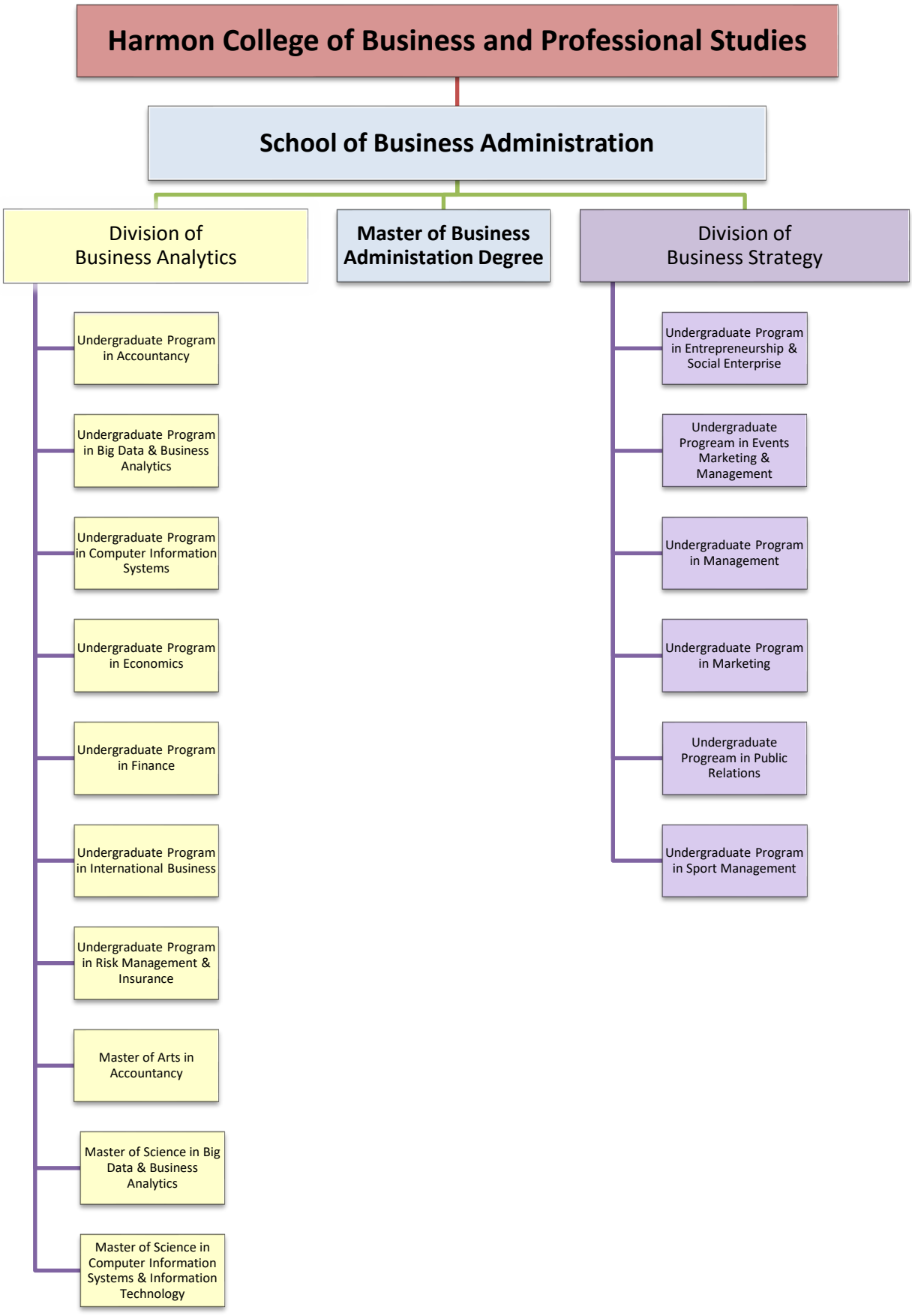
- We prescribe involvement in academic, scholarly, and professional endeavors.

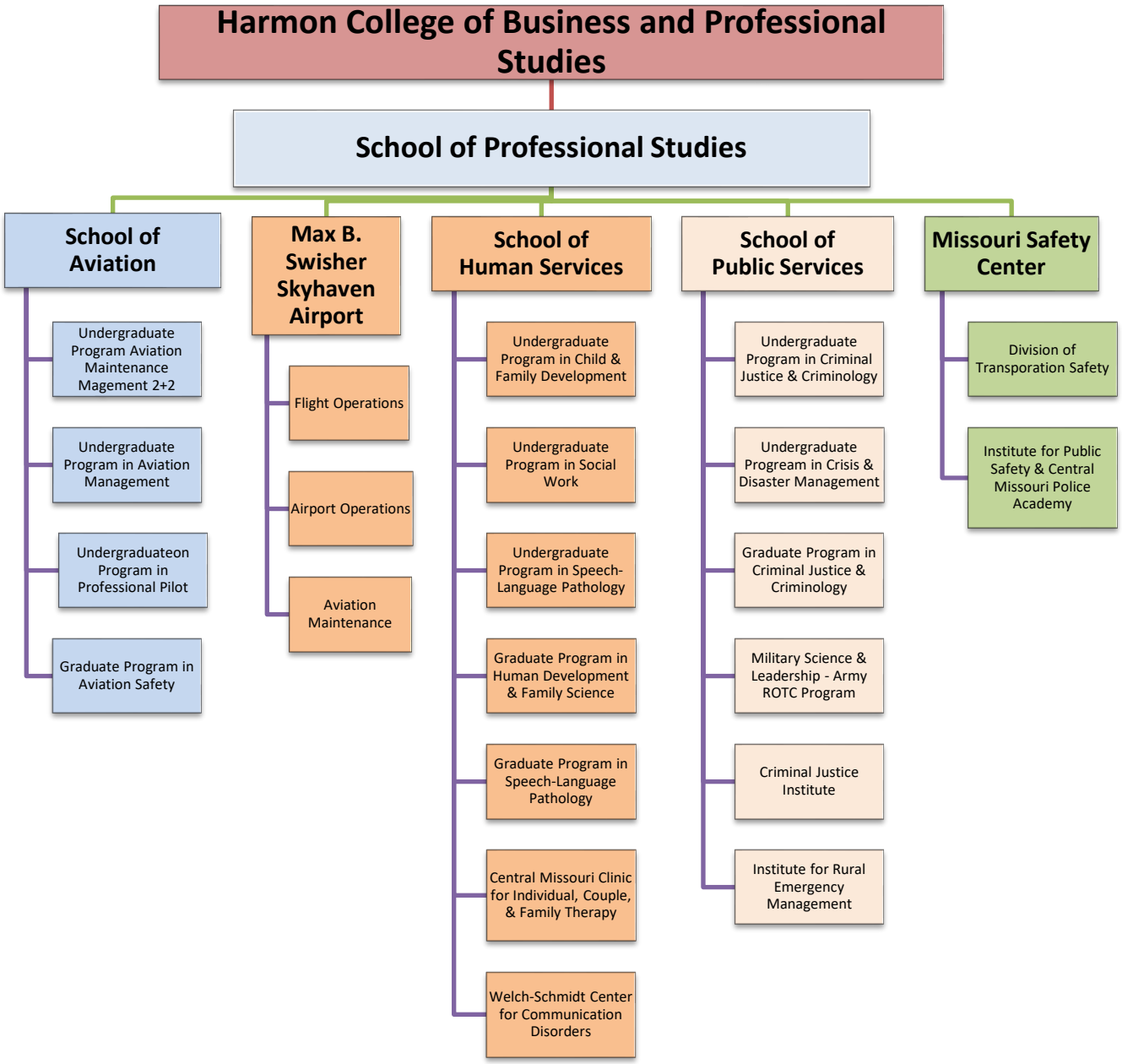
Student Focus

- We regard students as our first priority.

-Vision, Mission & Core Affirmed November 2018


Harmon College of Business and Professional Studies
Dean, Associate Dean
Center for Internships & Partnerships
Coordinator
Business Computer Center
Director
School of Business Administration
Strategic Planning Council
School of Professional Studies
Division of Business Analytics
Division of Business Strategy
Max B. Swisher Skyhaven Airport
Director
School of Aviation
Chair
School of Public Services
Chair
School of Human Services
Chair
Missouri Safety Center
Sr. Director
School of Accountancy
Big Data & Business Analytics
Computer Information Systems
Economics
Finance
International Business
Risk Management & Insurance
Entrepreneurship & Social Enterprise
Events Marketing & Management
Management
Marketing
Public Relations
Sport Management
Aviation
Criminal Justice and Criminology
Crisis and Disaster Management
Military Science & Leadership
Child & Family Development and the Central Missouri Clinic for Individual, Couple & Family Therapy
Social Work
Communication Disorders and the Welch-Schmidt Center for Communication Disorders
Institute for Public Safety - Central Missouri Police Academy
Division of Transportation Safety


Harmon College of Business and Professional Studies
School of Business Administration
Division of Business Analytics
Master of Business Administation Degree
Division of Business Strategy
Undergraduate Program in Accountancy
Undergraduate Program in Big Data & Business Analytics
Undergraduate Program in Computer Information Systems
Undergraduate Program in Economics
Undergraduate Program in Finance
Undergraduate Program in International Business
Undergraduate Program in Risk Management & Insurance
Master of Arts in Accountancy
Master of Science in Big Data & Business Analytics
Master of Science in Computer Information Systems & Information Technology
Undergraduate Program in Entrepreneurship & Social Enterprise
Undergraduate Progream in Events Marketing & Management
Undergraduate Program in Management
Undergraduate Program in Marketing
Undergraduate Progream in Public Relations
Undergraduate Program in Sport Management


Harmon College of Business and Professional Studies
School of Professional Studies
School of Aviation
Undergraduate Program Aviation Maintenance Magement 2+2
Undergraduate Program in Aviation Management
Undergraduateon Program in Professional Pilot
Graduate Program in Aviation Safety
Max B. Swisher Skyhaven Airport
Flight Operations
Airport Operations
Aviation Maintenance
School of Human Services
Undergraduate Program in Child & Family Development
Undergraduate Program in Social Work
Undergraduate Program in Speech-Language Pathology
Graduate Program in Human Development & Family Science
Graduate Program in Speech-Language Pathology
Central Missouri Clinic for Individual, Couple, & Family Therapy
Welch-Schmidt Center for Communication Disorders
School of Public Services
Undergraduate Program in Criminal Justice & Criminology
Undergraduate Progream in Crisis & Disaster Management
Graduate Program in Criminal Justice & Criminology
Military Science & Leadership - Army ROTC Program
Criminal Justice Institute
Institute for Rural Emergency Management
Missouri Safety Center
Division of Transporation Safety
Institute for Public Safety & Central Missouri Police Academy

Harmon College of Business and Professional Studies
Governance and Standing Committees

Harmon College of Business and Professional Studies has five academic units that include four schools (School of Business Administration, School of Public Services, School of Human Services and School of Aviation), one center (Missouri Safety Center).
[Within the School of Business Administration are two divisions that are used for organizational purposes only. There is no leadership hierarchy attached to the divisions]

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

Membership: Dean; Associate Dean; Chair of Aviation; Program Coordinator from the Division of Business Analytics; Program Coordinator from the Division of Business Strategy; Chair of Human Services; Chair of Public Services; Senior Director of Missouri Safety Center; and College Administrative Assistant.

Terms of Service: SoBA program coordinators serve for six months (January-June and July-December) and all others serve indefinitely based on position.

Leadership Team Extended
Serves as the information and discussion group for the college faculty and staff with the dean/associate dean and provides a mechanism for enhancing shared governance and shared responsibility within the college.

Membership: Membership includes designated Program Coordinators; college Administrative Assistant; Coordinator for Harmon College Internships and Partnerships; Coordinator of Business Computing Center; and School Chairs.

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. This committee recommends approval or disapproval of proposals to the college dean.

Membership: Seven faculty members from the five academic units. Two from the SoBA Division of Business Analytics, two from the SoBA Division of Business Strategy, one from School of Public Services, one from School of Human Services, and one from School of Aviation. One non-voting representative, a professional academic advisor for Harmon College 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. Due to the highly diversified nature of our college, fair representation for all degree-granting programs is crucial. Rotation of committee membership across programs within schools is encouraged. When a degree program submits a curriculum proposal, and does not have representation on the curriculum committee, a non-voting representative (from that program) is highly encouraged to attend the curriculum committee meeting to discuss the proposal.

Curriculum Process Decisions: Faculty will be kept abreast of curricular decisions throughout the process via their respective HCBPS curriculum committee member and/or school chair.

Promotion and Tenure Committee

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 school, college and university established guidelines. This committee also reviews and recommends to the dean, school chairs and faculty updates to the Harmon College of Business and Professional Studies Promotion and Tenure Guidelines.

Membership: Seven tenured faculty members from the five academic units. Two from the SoBA Division of Business Analytics, two from the SoBA Division of Business Strategy, one from School of Public Services, one from School of Human Services, and one from School of Aviation. When membership does not provide sufficiently diverse representation, the dean may make an appointment.

Terms of Service: Full-time, tenured faculty members, three years; Dean's designee, one year. No term limits.

Special Provisions: The committee is comprised of faculty only. Due to the highly diversified nature of our college, fair representation for all degree-granting programs is crucial. Rotation of committee membership across programs within academic schools is encouraged. When a candidate submits a dossier and does not have a degree program representative on the College Promotion and Tenure Committee, a non-voting representative from that degree program area can be invited to the committee meeting upon the candidate's request to the committee chair. The candidate will need to make this written request of the college committee chair within three calendar days of receiving the SoBA P&T Committee or school chair's recommendation letter. That representative would be present during the committee's review of the faculty's dossier to provide clarification and answer

questions. The representative shall not be present during committee voting. [Note: A candidate can seek the program representative and ask the college committee well in advance of three days if they are comfortable declaring their promotion &/or tenure candidacy in advance of the process notification.]

Student Technology Fee and Information Technology Committee

Reviews requests from schools 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.

This Committee serves as a conduit for area personnel and the college's information technology support personnel to generate and disseminate ideas for effective technology utilization and to resolve technology-related challenges; provides an opportunity to discuss expected changes in technology support/availability, timelines for implementation of processes or updates, and best practices in technology use. This committee contributes to the college's strategies for infrastructure design and support.

Membership: Seven faculty members from the five academic units. Two from SoBA Division of Business Analytics, two from the SoBA Division of Business Strategy, one from School of Public Services, one from School of Human Services, and one from School of Aviation. One representative from the Missouri Safety Center (MSC), two student representatives not from the same school), the Business Computing Center (BCC) Director (non-voting member) and the College Online Liaison (non-voting member if they are not serving as the program representative).

Terms of Service: Faculty members (other than College Online Liaison), MSC representative, and students, 2 years. BCC manager and College Online Liaison, indefinite.

Special Provisions: Basic operations are governed by university policy. Each semester the Committee Chair is notified by the Dean's office of the allocation from the university. The College STF Committee will submit funding recommendations to the Dean by October 15 and March 15 of each academic year. The Dean has final funding approval.

Due to the highly diversified nature of our college, fair representation for all academic programs is crucial. Rotation of committee membership across programs and within academic school units is encouraged. When a degree program submits a student tech fee proposal and does not have representation on the student tech fee committee, a non-voting representative (from that program) shall attend the student tech fee committee meeting to discuss the proposal.

Dean's Decision (Acknowledgment): The dean will notify HCBPS faculty via the STF committee and college leadership team about final student tech fee decisions, with supporting justification, no later than one month after the student tech fee committee submits its recommendations to the dean. The purpose of this acknowledgment (communication) is to keep faculty informed about student tech fee decisions and the impact it will have on the HCBPS and its academic programs.

Assessment Committee

Provides oversight, identifies needs, and develops recommendations and policies regarding college-wide assessment of student learning in order to strengthen the college and enhance its accountability. In accordance with University policy, the Committee will recommend changes in academic assessment processes, review the usefulness of academic assessment strategies, reporting strategies and feedback processes; ensure that the assessment data is used to inform decision-making at all levels. The Committee will maintain close communications with the University Assessment Coordinator, University Assessment Committee, college leadership team and academic units.

Membership: College Assessment Coordinator serves as the Committee chair. One faculty member from the five-degree granting academic schools/SoBA divisions. The degree granting academic schools/SoBA divisions include Division of Business Analytics, Division of Business Strategy, School of Public Services, School of Human Services and School of Aviation.

Terms of Service: Faculty members, 2 years.

Special Provisions: Due to the highly diversified nature of our college, fair representation for all degree granting programs is crucial. Rotation of committee membership across programs and within academic school units is preferred.

College Awards and Recognitions Committee

Serves as a review and award selection committee at the college level for all college awards.

Membership:

- One representative (faculty or staff) from each school/SoBA division (5)
- One representative from the Missouri Safety Center (1)
- The leadership team may appoint up to two college-at-large committee members
- Dean's office representative as ex-officio

Terms of Service: By serving on this committee members give up the opportunity to be nominated in the year of service, thus the term of service is one year excluding the dean's office representative whose term is indefinite.

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

These Guidelines for promotion and tenure for the Harmon College of Business and Professional Studies were revised by the College Promotion and Tenure Committee during the 2019-20 academic year and affirmed by majority tenured faculty vote in June 2020.

Date of effectiveness: This 2020 revision will apply to new hires as of 2020 and to everyone who applies for promotion in the Fall of 2022 and henceforward.

Harmon College of Business and Professional Studies Promotion and Tenure Guidelines appear in Appendix A of this document. Guidelines are reviewed and maintained by the College Promotion and Tenure Committee. Proposed modifications require approval by a majority of tenured faculty members submitting votes, by the college dean and by the university provost.

Harmon College of Business and Professional Studies
Evaluation of Faculty

[The Harmon College staff are evaluated via the university process, timeline and evaluation tools.]

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 personnel 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 in the University Policy Library. Additional and/or clarifying procedures are outlined below.

General Procedures for All Full-time Faculty

Annual Report: Each year by February 1, all full-time faculty must update their information within the current University data management system. The purpose of this reporting is to detail activities completed by the faculty member during the previous calendar year.

Professional Development Plan (PDP): Simultaneous to the annual report, all faculty must complete a professional development plan (PDP) to detail planned activities in the coming and future academic years.

Annual Planning and Review Meeting: The annual report and professional development plan shared with the school chair or SoBA program coordinator (or appropriate school/program administrator, hereafter referred to as "chair"), are discussed during an individual meeting with the chair no later than the end of February.

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 professional 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 an additional 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 Third Year or Beyond Full-time Faculty: 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. Except for faculty in the first or second year of service, these evaluations are filed in the school. 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 school 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 the provide confirmation of areas of concern, list mechanisms to facilitate improvement, and clearly indicate expected outcomes. College and university administration desire all faculty to be successful.

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 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 program, the chair determines whether to recommend to the dean 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 and formulas 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. Disciplines are designated as "market pay" disciplines through a university-prescribed process and approved disciplines are listed on the provost website. The president has final approval authority for the designation of a market discipline.

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 actual compensation level 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, is six credit hours.

Determination of Eligibility and Assignment

Documented quality of instruction is required to be considered for a summer teaching assignment. The assignment of summer teaching is then governed by documented school procedures. Criteria applied to determine eligibility, prioritization of course assignments, and teaching load may vary by school and may include (but not be limited to) any of the following:

- Subject matter expertise
- 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
- Faculty qualifications (SoBA faculty must meet their designated faculty qualification status to be considered for summer teaching)

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 timeframe. 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 all other eligibility requirements.

Per university policy and procedures, summer session must be financially self-supporting. Chairs and program coordinators 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 appropriate program 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, but not conference proceedings)[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, but not conference proceedings)[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 $1,250.[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 $1,250 in funding in the following year.

Application Process

1) Complete the Summer Research Support Program application form (example form available in the appendices of the Harmon College Guide and will be collected in a digital format).
2) Upon notification, submit the application form and all relevant documents no later than noon on the last official day of finals during spring semester.
3) The school chairs and SoBA program coordinators will confirm that the application information is accurate for their faculty.
4) Late and incomplete applications will not be considered.
5) 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 $1,250 in any one year.

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[1]Dissertations 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.

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

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

Harmon College of Business and Professional Studies

International Teaching Support Program

Subject to funding availability, the Harmon College can provide a stipend to assist eligible, full-time Harmon College faculty members in fulfilling their role as teaching scholars. The stipend is intended to support high-quality teaching in the faculty member's teaching discipline. The stipend may be received as an enhancement to the program budget or paid directly to the faculty member in order to fund international travel expenses.

The purpose of this program is to encourage faculty to consider international teaching opportunities without undue financial burden. The support is to be provided to full-time faculty members that do not have travel expenses fully funded. No support will be provided for faculty that is traveling and has their expenses fully covered.

Proposal – See Form in Appendix F

Interested faculty are to submit a written proposal to their school chair or SoBA Program Coordinator who must support the applicant via signature prior to submitting to the dean for final approval. The obligation is on the faculty to make the case of need. The proposal should include:

1. Purpose and proposed learning outcomes of trip
2. Destination(s)
3. Travel timeframe
4. With whom you will be traveling, if anyone, and their affiliation to UCM.
5. Proposed budget (more detailed than Travel Pre-Auth form) and the plan for funding each component of the budget
6. Other pertinent information

Other Considerations

To receive funding, the proposal must be approved in advance of travel and should have been included in the most recent professional development plan of the faculty member. The faculty member must demonstrate intent to return to UCM for the upcoming academic year.

Harmon College of Business and Professional Studies

Core Values (PIECES) Awards

Purpose of Awards: Reward, recognize, and express appreciation for the work and accomplishments of Harmon College personnel. The awards are specific to each of the Harmon College Core Values.

Harmon College Core Values

P – Professionalism & Integrity. We expect and exemplify collegiality, respect, and ethical behavior.
I – Innovation & Application. We embody innovative thinking and practical experience.
E – Excellence. We are driven by standards of excellence in teaching, research, and service.
C – Community. We improve the world around us through professional cooperation and service above self.
E – Engagement. We prescribe involvement in academic, scholarly, and professional endeavors.
S – Student Focus. We regard students as our first priority.

PIECES AWARDS

Professionalism and Integrity - Faculty **and** Staff

Purpose of the Award: to recognize outstanding faculty and staff of the Harmon College of Business and Professional Studies who have demonstrated service to the University or profession that exemplifies trust, respect, and integrity.

Innovation & Application - External Alumni or Partners

Purpose of the Award: to recognize exceptional contributions to the Harmon College of Business and Professional Studies by alumni and external partners.

Excellence - Faculty of Merit **and** Early Career Excellence

Purpose of the Award: to recognize two outstanding faculty members of the Harmon College of Business and Professional Studies who have substantial contributions in the identified areas associated with either the Faculty of Merit or Early Career Excellence categories.

Community - Faculty **or** Staff

Purpose of the award: to recognize outstanding faculty or staff of the Harmon College of Business and Professional Studies who have demonstrated exemplary professional cooperation and service above self.

Engagement - Faculty

Purpose of the Award: to recognize outstanding scholarship by a faculty member of the Harmon College of Business and Professional Studies.

Student Focus - Faculty (One T/TT and One IF)

Purpose of the Award: to recognize outstanding teaching by a faculty member in the Harmon College of Business and Professional Studies. This award acknowledges the value of all faculty and recognizes one tenured/tenure track faculty and one instructional faculty.

See Appendix for criteria of each award and outline of the process.

School of Business Administration

This section of the Guidelines applies to faculty and programs within the School of Business Administration. It was last reviewed and approved by the SoBA Strategic Planning Committee September 2020

Mission Statement

Our mission is to empower the next generation of professionals to lead and serve their organizations, professions, and communities. We carry out this mission by providing an accessible, applied, and challenging education while engaging in research, innovation, and professional collaboration.

SoBA SPC voted in to align with the college mission that was affirmed November 2018

Harmon College Core Values

The Harmon College will help you fit together all the PIECES of your education.

Professionalism and Integrity.

We expect and exemplify collegiality, respect, and ethical behavior.

Innovation and Application

We embody innovative thinking and practical experiences.

Excellence

We are driven by standards of excellence in teaching, research, and service.

Community

We improve the world around us through professional cooperation and service above self.

Engagement

We prescribe involvement in academic, scholarly, and professional endeavors.

Student Focus

We regard students as our first priority.

-Mission and Values Approved November 2018

School of Business Administration
Governance and Standing Committees

School of Business Administration Strategic Planning Committee

Serves as the primary catalyst and facilitator for strategic planning for the School of Business Administration (SoBA) through reliance on the Harmon College strategic planning process and by making recommendations specific to the SoBA. This committee oversees the mission, vision and SoBA goals; receives reports from the School's Learning Assurance Committee; makes curriculum revision recommendations to business programs as necessary; 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 within the SoBA, MBA director, and associate dean

Terms of Service: 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 SoBA committees.

Learning Assurance Committee

Develops, maintains and monitors the School of Business Administration assessment plan, coordinates with programs 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 program-level assessment instruments and techniques.

Membership: One representative from each discipline for Accountancy, Business Communication, Business Law, Computer Information Systems & Analytics, Economics, Finance, Management, Marketing, and the College Assessment Coordinator. The College Assessment Coordinator serves as both the representative from their discipline and as the committee chair.

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

AACSB Continuous Improvement Review (CIR) Committee

Monitors AACSB standards, reviews progress towards achievement of standards, and assists in preparation of documents (including continuous improvement review reports) in advance of peer review team visits. This committee regularly reviews policy and suggests changes to SPC as necessary to meet AACSB standards.

Membership: Dean/dean designee to serve as chair, and one faculty member each from the Accountancy, Computer Information Systems & Analytics, Economics, Finance, Management and Marketing degree programs.

Terms of Service: Term begins in the Fall semester following AACSB peer review team visit and ends in semester of subsequent peer review team visit (generally 5 years, no term limits).

Special Provisions: Committee chair works closely with the college dean and associate dean to monitor maintenance status. Committee chair works closely with program coordinators to ensure faculty vitae are received and stored. This committee oversees the annual faculty qualifications review process.

Student Recognition Committee

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

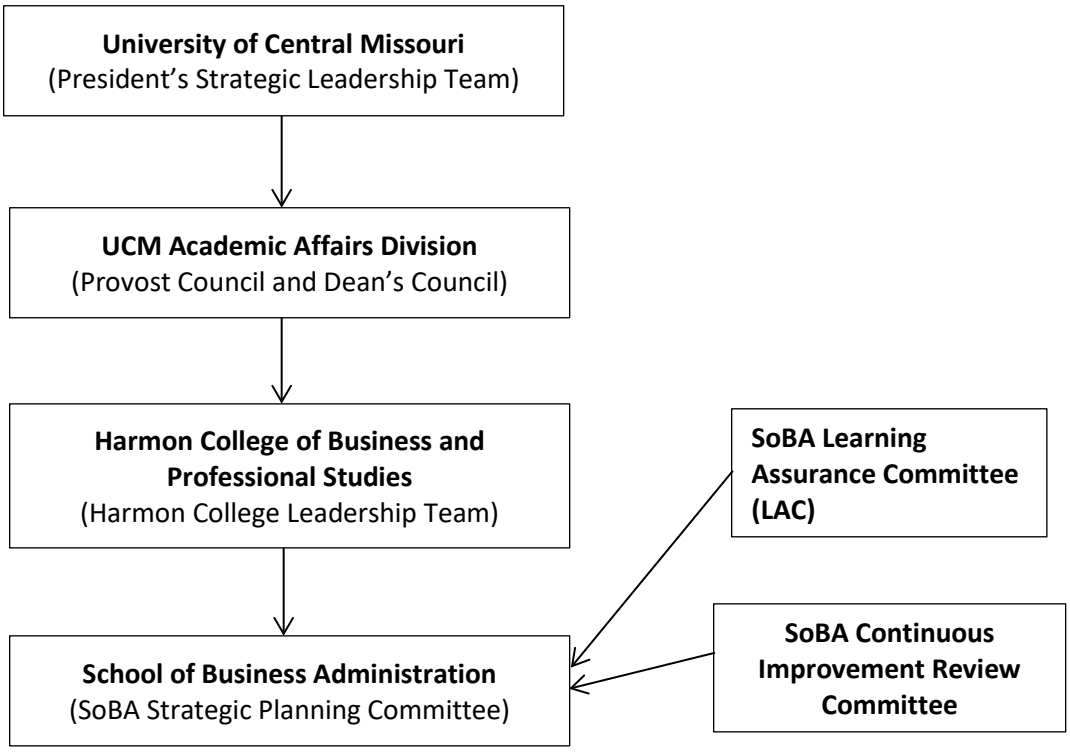
Membership: One faculty member from each of the following disciplines: Accountancy, Computer Information Systems & Analytics, Economics, Finance, Management, Marketing, Public Relations, and Sport Management.

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

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

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 process. 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 SoBA 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.

School of Business Administration
Guidelines for Determination of Faculty Qualifications

Ratified October 2018 updated September 2020

Faculty will be classified into the following four categories based on the initial preparation (either academic preparation or professional experience) and sustained engagement activities (either academic or applied/practice): "Scholarly Academics" (SA), "Practice Academics" (PA), "Scholarly Practitioners" (SP), or "Instructional Practitioners" (IP). The four categories can be seen in the matrix below. Faculty members who do not meet the criteria for one of these four categories will be classified as "Other" (O).

UCM's faculty qualification guidelines are provided to address AACSB Standard 15:
The school maintains and strategically deploys participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with the school's mission and strategies.

		Sustained Engagement Activities	
		Academic (Research/Scholarly)	**Practice (Applied)**
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 AACSB standards, the following criteria shall be used to determine the currency of faculty under this classification scheme:

Initial Preparation (New Hires)

Initial Academic Preparation is assessed by earned degrees or other academic credentials.

- Normally, a doctoral degree in a relevant field[1] is appropriate initial academic preparation for SA and PA status. Individuals with a graduate degree in law will be considered having the appropriate initial academic preparation for SA or PA for teaching business law and related courses, and individuals with a graduate degree in taxation (e.g., LL.M.) or an appropriate combination of graduate degrees in law and accounting will be considered having the appropriate initial academic preparation for SA or PA to teach taxation and related courses.

- Faculty members with doctoral degrees that are less related to their fields of teaching must demonstrate significant levels of sustained, substantive academic and/or professional engagement to support their currency and relevance in their fields of teaching, and their contributions to other mission components.

Initial Professional Experience is assessed by the nature, level, and duration of leadership and management position(s) in the practice of business and/or other types of organizational work.

- Normally, a faculty member hired with IP or SP status will hold a master's degree in a discipline related to the field of teaching and will have current professional experience (within five years of the date of hire) that is substantial in terms of duration and level of responsibility, and that is clearly linked to the field in which that individual is expected to teach.[2]

- Faculty members with initial professional experience that is less related to the field of teaching or who have a longer interval of time since the relevant experience occurred, must demonstrate significant sustained academic and/or professional engagement related to their field of teaching.

Sustained Engagement includes both academic and professional engagement. It is combined with initial academic preparation and initial professional experience to maintain and augment qualifications (i.e., currency and relevance in the field of teaching) of a faculty member over time.

[1] In all cases, "relevant" means related to the field of teaching for which the individual is being hired.

[2] 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, chair/SoBA program coordinator, and faculty in the discipline in which the individual will be teaching must be in agreement as to the individual's professional experience.

- Academic engagement reflects faculty scholarly activities that support integration of relevant, current theory of business and management consistent with the school's mission, expected outcomes, and supporting strategies.

- Professional engagement reflects faculty practice-oriented activities that support integration of relevant, current practice of business and management consistent with the school's mission, expected outcomes, and supporting strategies.

Guidelines for Ongoing Faculty Qualifications

Scholarly Academic (SA) Guidelines

Faculty members classified as Scholarly Academics (SA) have a research doctorate or other qualifying degree as described in the initial qualifications section and maintain currency through scholarship and related activities. All tenured and tenure track faculty members are expected to have and maintain SA status. Faculty members who earned their research doctorate or other qualifying terminal degree within the five years prior to the review date are considered to hold SA qualification. All other faculty members will maintain SA classification by either:

- publishing three journal articles in quality publications or equivalent (see Qualifying Activity Descriptions Section 1) in the five years prior to the review date in the area of (or relevant to) the faculty member's teaching discipline,

  OR

- publishing two journal articles in quality publications or equivalent (see Qualifying Activity Descriptions Section 1) and engaging in two qualifying SA professional engagement activities (see Qualifying Activity Descriptions Section 2) in the five years prior to the review date all in the area of (or relevant to) the faculty member's teaching discipline.

Practicing Academic (PA) Guidelines

Faculty members classified as Practicing Academics (PA) will have earned their research doctorate or other qualifying terminal degree as described in the initial qualifications section and will maintain their currency and relevance through sustained professional engagement activities in the area of, or relevant to, the faculty member's teaching discipline. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, and other forms of professional engagement.

Faculty members will sustain PA classification by:

- publishing one journal article in a quality publication or equivalent (see Qualifying Activity Descriptions Section 3) PLUS engaging in at least four qualifying professional activities (see Qualifying Activity Descriptions Section 4) in the five years prior to the review date in the area of (or relevant to) the faculty member's teaching discipline,

  OR

- engaging in at least five qualifying professional activities (see Qualifying Activity Descriptions Section 4) in the five years prior to the review date. Activities that span more than one year will count as separate activities for each year.

All professional engagement activities should be significant in terms of time and substance.

SoBA administrators which include the dean, associate dean, and chairs/SOBA program coordinators have administrative duties that support the mission and activities of the College. SoBA administrators classified as Practice Academics (PA) have a research doctorate or other qualifying terminal degree as described in the initial qualifications section and maintain their currency and relevance through sustained professional engagement activities. Professional engagement activities may result from professional activities involved in the management of the academic unit or professional activities in the broader business community. Activities that span more than one year will count as separate activities for each year. SoBA administrators who return to full-time faculty status after serving more than two years in an administrator role will be evaluated using PA guidelines for two years after returning to full time faculty status.

Scholarly Practitioners (SP) Guidelines

Faculty members classified as Scholarly Practitioner (SP) will have relevant academic and professional experience and maintain their relevance and currency through scholarship related to their professional background and experience. The academic preparation for SP faculty should normally consist of a master's degree in a field related to the area of the teaching assignment, as described in the initial qualifications section above. Normally, SP status applies to Instructional Practitioner (IP) faculty who augment their practical experience with engagement activities involving substantive scholarly activities in the area of, or relevant to, to their teaching discipline. Faculty members will earn (or maintain) SP classification by either:

- publishing two journal articles in quality publications or equivalent (see Qualifying Activity Descriptions Section 3) in the five years prior to the review date in the area of (or relevant to) the faculty member's teaching discipline,

  OR

- publishing one journal article in a quality publication or equivalent (see Qualifying Activity Descriptions Section 3) and engaging in two qualifying professional activities (see Qualifying Activity Descriptions Section 4) in the five years prior to the review date all in the area of (or relevant to) the faculty member's teaching discipline.

Instructional Practitioner (IP) Guidelines

Faculty members classified as Instructional Practitioner (IP) will have relevant academic and professional experience when hired and must maintain their currency and relevance through continued professional experience and engagement. For IP faculty, the academic preparation should normally consist of a master's degree in a field related to the area of teaching assignment as described in the initial preparation section. In addition, the professional experience should be relevant to the faculty member's teaching assignment and significant in duration and level of responsibility.

Faculty members will maintain IP classification by engaging in at least eight qualifying professional activities (see Qualifying Activity Descriptions Section 4) in the five years prior to the review date. All professional engagement activities should be significant in terms of time and substance. Activities that span more than one year will count as separate activities for each year.

Guidelines for Publication Quality

Regarding scholarship, publication standards are provided to meet the requirements of AACSB Standard 2, which states:

The school produces high-quality intellectual contributions that are consistent with its mission, expected outcomes, and strategies and that impact the theory, practice, and teaching of business and management.

Further standard 2 guidance indicates: The school adopts and shows evidence of appropriate policies to guide faculty members in the production of intellectual contributions that align with the mission, expected outcomes, and strategies. Such policies should guide faculty as to how the school prioritizes different types of scholarship, determines quality, and validates or assesses outcomes as positive contributions to the advancement of business theory, practice, and learning.

To this end, quality publications are defined as journals that (1) are available for public review through means such as subscription, libraries, and electronic databases or are otherwise widely disseminated, and (2) are:

a. listed in Cabell's white list with a maximum self-reported acceptance rate of 50%
b. listed in Washington & Lee's Law Journals list
c. listed on the Australian Business Deans' Council Journal Quality list; or
d. approved as an exception by the SoBA P&T review committee. Exceptions may be granted when the faculty member submits documentation to substantiate the journal aligns with the quality standards of other acceptable journals.

Publication quality will be assessed based on the journal's quality metrics (e.g. impact factor, review process, etc.) at the time of the article's publication. It is the responsibility of the faculty member to ensure the journal meets the standards at the time of publication.

Qualifying Activity Descriptions

This section contains a list of qualifying activities for each faculty qualification type.

Section 1: Intellectual Publications Equivalent to Journal Articles

Intellectual contributions that are considered equivalent to journal articles in quality publications include textbooks (1st edition only), scholarly books (1st edition only) and chapters in edited scholarly books (1st edition only). These publications are considered equivalent to quality publications as a result of the scholarly work involved in their creation, the scholarly review process associated with them, and their potential impact on the field.

Section 2: Qualifying SA Professional Engagement Activities:

1. Author a research monograph or chapter in a scholarly book
2. Author a second (or succeeding) edition textbook or scholarly book
3. Present a poster session, invited presentation, or symposium of a relevant scholarly work at a regional, state, national, or international conference
4. Presentation of a relevant scholarly work at a workshop
5. Present a peer-reviewed paper at an academic/professional conference
6. Present invited research at another university
7. Serve as an editor, associate editor, or on the editorial review board of an academic journal or scholarly book
8. Serve as a special issue editor for an academic journal
9. Active editorships with academic journals or other business publications
10. Serve on editorial boards or committees of an academic publication or organization/society
11. Organize or host an academic conference
12. Publish an article in a practitioner journal or national magazine that does otherwise meet the definition of a quality publication above
13. Be awarded relevant externally funded grants or relevant research awards
14. Develop instructional material (i.e., workbook, casebook, test bank, etc.) that is widely distributed and used beyond UCM
15. Obtain academic fellow status
16. Engage in relevant post-doctoral study
17. Serve as an elected officer of an international or national professional organization
18. Hold leadership positions in recognized academic societies and organizations
19. Achieve documented professional certifications in the area of teaching

Section 3: Qualifying Scholarly Activities for faculty other than SA:

Publish practice-oriented intellectual contributions from the list below.

1. Publish an article in a referred or non-refereed practitioner journal, national magazine, or scholarly journal
2. Author a chapter in a textbook or trade book
3. Develop instructional material (i.e., workbook, casebook, test bank, etc.) that is widely distributed and used beyond UCM
4. Publish an article in a proceeding in a scholarly or professional meeting
5. Present a paper, invited presentation, or symposium at an international, national, or regional academic or professional conference

Section 4: Qualifying Professional Activities for faculty other than SA:

1. Engage in sustained professional work
2. Engage in continuing professional education experiences
3. Participate in business professional associations
4. Achieve documented professional certifications in the area of teaching
5. Engage in consulting activities
6. Participate in a faculty internship at a business or non-profit
7. Develop and present executive education programs
8. Serve on a board of directors
9. Participate in professional events that focus on the practice of business
10. Participate in other activities that place the faculty in direct contact with business or other organizational leaders
11. Serve in a managerial role, overseeing personnel and serving in a leadership capacity.

Minimum Percentages for Faculty Categories

The table below reports the AACSB minimum percentages for each category of faculty qualifications, per AACSB Standard 15. Each discipline and program should generally meet the minimum faculty qualification percentages.

Faculty Categories	AACSB Minimum Percentages
Scholarly Academic (SA)	40%
Scholarly Academic (SA) Practicing Academic (PA) Scholarly Practitioner (SP)	60%
Scholarly Academic (SA) Practicing Academic (PA) Scholarly Practitioner (SP) Instructional Practitioners (IP)	90%

Expectations Regarding Maintenance of AACSB Faculty 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 as determined by the AACSB Continuous Improvement Review (CIR) Committee's annual review will be assigned a 24-hour academic year instructional load in the semester directly following the review date. The 24-hour academic year instructional load will continue until the AACSB Continuous Improvement Review (CIR) Committee determines that currency has been achieved; the faculty member is not eligible for market pay revisions during this time. Tenured SA faculty must regain currency in a period not to exceed 36 months. 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 the faculty member will transition to SA status during the probationary period. The length and terms of the probationary period are articulated in the faculty contract presented to the candidate and agreed upon by the hiring officer(s). 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 and carry a 24-hour academic year instructional load. 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.

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—program, division, school, 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. Division, 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 division chair/program coordinator 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 division/program 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 four 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 are 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. Finally, the college assessment committee regularly reviews assessment processes for each program.

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 division offering those courses. The Learning Assurance Committee compiles a report, with or without recommendations, for divisions, programs 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, divisions 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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P&T HCBPS Guidelines - July 1, 2020 Version
Affirmed by majority tenured faculty vote on June 30, 2020

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 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 application 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, professionalism is difficult to quantify. However, this does not lessen its impact on such decisions.

While the UCM *Policies and Procedures* treat 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 Promotion and Tenure Policies.* The UCM *Promotion and Tenure Policies* should be consulted for any promotion and/or tenure procedure or matter not covered in the present document. Schools, 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 school/program 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.

Date of effectiveness: This 2020 revision will apply to new hires as of 2020 and to everyone who applies for promotion in the Fall of 2022 and henceforward.

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

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 the remaining category.

Teaching

In support of the mission of UCM, The Harmon College of Business and 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 create an engaging learning experience for students; 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:

Assistant Professor to Associate Professor

Candidates must provide a variety of evidence of teaching effectiveness (see P & T Appendix 1) and meet all instructional expectations that have been established in the *UCM Promotion and Tenure Policies*.

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 that 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 P & T Appendix 1) and meets all instructional expectations that have been established in the *UCM Promotion and Tenure Policies*.

Relevant Teaching Effectiveness Requirements for ALL Candidates

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 that includes documented evaluations of the candidate, other documentation included or linked within the dossier, and any reliable information available through other sources.

The following items **must** be included as evidence within the dossier and considered in the evaluation of teaching performance.

Documented Evaluations

i. 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 school chair or SoBA program coordinator 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:**

Assistant Professor to Associate Professor

The results from a peer evaluation conducted within 12 months of the date of application for tenure and/or promotion plus the results from two additional peer evaluations.

Associate Professor to Full Professor

The results from a peer evaluation conducted within 12 months of the date of application for tenure and/or promotion plus the results from one additional peer evaluation.

ii. Student Evaluations:

Faculty must administer a student evaluation tool approved by the college in every class of the fall and spring semesters **only**. 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 (excluding summer evaluations) administered since the previous promotion or initial employment at UCM (not to exceed 7 years) are to be included in the candidate's dossier.

a. Annual Faculty Evaluations

Each candidate applying for tenure and/or promotion must include in the dossier a copy of the final signed annual evaluation conducted by their supervising chair/SoBA program coordinator for each year since their last promotion. Exceptions must be approved by the Dean.

Other Required Teaching Effectiveness Documentation in the Dossier

Candidates are responsible for clearly outlining their case for promotion and/or tenure in the dossier. Thus, evidence is expected to be provided to support the teaching attributes described in Appendix 1. The following three items must be included in the candidate's dossier.

b. Reflection by the candidate on the implementation of professional development plans for improvement of the candidate's teaching skills to enhance student performance.

B. Statement by the candidate on how course modification(s) due to self-reflection, peer feedback or student feedback has been implemented and evaluated for impact.

C. A copy of the syllabus from each course taught since their last promotion. Unless there have been significant changes in the syllabus between semesters, faculty only need to submit one syllabus per class despite teaching it multiple semesters or times.

Additionally, the candidate is highly encouraged to provide evidence of teaching effectiveness as outlined in P & T Appendix 2. 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 P & T 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 school chair or SoBA program coordinator; 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).

Schools, 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.

Publications submitted for consideration for promotion and tenure must be published, digitally or hardcopy, prior to the date of dossier submission. An acceptance letter is not considered sufficient. A link to the full copy of the publication submitted for consideration should be included as evidence within the dossier. For a book, the candidate must include linked evidence of the front cover, copyright page, and table of contents within the dossier.

Faculty in Non-AACSB Accredited Programs Continuum of Achievement in Scholarship

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 at the national or international level (weight equals 3 for 1).
3. Externally funded grant (weight equals 1 for 1).
4. Chapter in a book (weight equals 1 for 1).
5. Other non-refereed articles as approved by school chair (weight equals 4 for 1)

Associate Professor to Full 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 at the national or international level (weight equals 3 for 1).
3. Externally funded grant (weight equals 1 for 1).
4. Chapter in a book (weight equals 1 for 1).
5. Other non-refereed articles as approved by school chair (weight equals 4 for 1)

Faculty in AACSB Accredited Programs Continuum of Achievement in Scholarship

The following scholarship guidelines apply only to faculty within programs under AACSB accreditation and align with faculty qualifications.

Assistant Professor to Associate Professor

Research consisting of a minimum of three refereed, scholarly quality[3] journal articles in the candidate's professional area – not including the dissertation – while in the rank of assistant professor.

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[3] ***AACSB Faculty Footnote:*** *Quality publications are defined as journals that (1) are available for public review through means such as subscription, libraries, and electronic databases or are otherwise widely disseminated, and (2) at the time of publication:*

a. *listed in Cabell's white list with a maximum self-reported acceptance rate of 50%, or*
b. *listed in Washington & Lee's Law Journals list, or*
c. *listed in the Australian Business Dean's Council Journal Quality list with a maximum self-reported acceptance rate of 50%, or*
d. *listed in EconLit, only refereed journals with a maximum self-reported acceptance rate of 50%, or*
e. *approved as an exception by the SoBA P&T review committee members. Only <u>one</u> exception may be granted when the faculty member submits documentation to substantiate that the journal [or text-book (1st edition only), scholarly book (1st edition only), chapter in edited scholarly books (1st edition only), provided such book or chapter is published in university press] aligns with the quality standards of other acceptable journals [book, chapter]. Publication quality will be assessed based on the journal's [book, chapter] quality metrics, including but not limited to impact factor, review process, etc., at the time of the article's [book, chapter] publication. It is the responsibility of the faculty member to ensure the journal [book, chapter] meets the standards at time of publication.*

Two or more of the following can substitute for only one of the required publications:

1. Refereed paper presentation at a national or international meeting and the manuscript is published in the proceedings (weight equals 1 for 1).
2. Monographs published by university press (weight equals 1 for 1).

Associate Professor to Professor

Research consisting of a minimum of four refereed, scholarly quality[4] journal articles in the candidate's professional area while in the rank of associate professor.

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. School or program guidelines specify which, if any, professional memberships, certifications, and licenses are needed in support of the school's/program's mission, program accreditation, or which serve to model for students an appropriate professional orientation.

Continuum of Achievement in Service

Assistant Professor to Associate Professor

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

Service to the University

a. at least two university or faculty senate committees

AND

b. at least two college or school or program 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 school guidelines or supported by letter from the School Chair or SoBA Program Coordinator, and Dean.

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 school/program 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 school level is critical.

Associate Professor to Full Professor

Regarding 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 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 they have provided valuable and substantial service to the institution. This may be accomplished by discussing the impact of one's efforts expended:

c. serving as chair or other highly influential member* of at least one university or faculty senate committee

AND

d. a contributing member* or chair of three additional school, college, university, or faculty senate committees.

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 school guidelines or supported by letter from the School Chair or SoBA Program Coordinator and Dean.

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 school or program through continual contributions to various school or program initiatives.

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 school 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 school level is critical.

**Note on Contributing or Highly Influential Member:*

Evidence of service as a "contributing member" or "highly influential member" is incumbent on the candidate to substantiate. For example, evidence may come in the form of a letter from the committee chair or explanation of the contribution the candidate made.

*****Note on Substantial Acts of Service:***

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, college, or school programs.*
4. *Significant contribution to accreditation reports for university and/or school 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 school/program curriculum*

******The timeframe of consideration as one act of service typically means serving for one academic year.***

Promotion and Tenure (P & T) 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. Engaging learning experiences and environment within the course.
3. Appropriate pedagogy that is good for the class, teacher, and discipline.
4. Work as appropriate and required on curriculum development and special teaching techniques.
5. Use of appropriate tests for the class, teacher, and discipline.
6. Keeping current in one's discipline and area(s) of expertise as required for effective teaching performance.
7. Preparation and distribution of appropriate syllabi to students in each course.
8. Propriety of course content and applications.
9. Maintenance of scheduled office hours and additional availability as required to perform teaching related duties.
10. Ability to answer questions and counsel students concerning courses, discipline, and University matters.
11. Integrity and ethical conduct with students and peers.
12. An attitude of dignity and respect toward students and peers.
13. Sharing knowledge and opinions with students and colleagues and considering opinions of students and colleagues.
14. Ability to work effectively with students and peers on teaching related matters.
15. Ability to express opinions to students and colleagues on topics and issues for which a logical, well-developed point of view is held.
16. Effective communication skills.
17. Ability to interest and motivate students to achieve high standards.
18. Fair and impartial evaluation of students in all aspects of education and instruction.
19. Ability to generate enthusiasm for learning.
20. Respect for student diversity.

Promotion and Tenure (P & T) Guidelines Appendix 2

Additional Documentation of Teaching Effectiveness

In addition to the types of evidence identified in the *UCM Promotion and Tenure Policies,* and those required by the College, examples of teaching effectiveness may include but are not limited to the following~~:~~

1. Earned Online Teaching Certification
2. Online or hybrid courses have passed UCM Online Course Certification
3. Documentation or evidence showing student improvement in knowledge or competencies after course completion.
4. The presentation of data reflecting student performance on exit exams.
5. Evidence of significant contribution to program review leading to enhanced student learning and program improvement.
6. Implementation and evaluation of the engaging and impactful student activities/exercises to enhance learning outcomes.
7. Evidence of significant contribution to accreditation review leading to enhanced student learning and program improvement.
8. Documentation reflecting course audits conducted by the candidate and/or colleagues.
9. Distinguished teaching awards or other recognition.
10. Grants that have been obtained by the faculty member to enhance teaching skills.
11. Invitations from other educational institutions or agencies to demonstrate effective teaching.
12. Demonstration of skill in instructional design through incorporation of current research and technology to enhance teaching effectiveness.
13. Mentoring and promoting student research.

COLLEGE PROMOTION AND TENURE PROCEDURAL GUIDELINES

Candidate

The candidate must post on the first page of the dossier, just below the heading, the year of and college guidelines by which they intend to be reviewed. A link to the guidelines needs to be provided.

Evaluation

The candidate's disciplinary* colleagues should be the first level of dossier evaluation. The tenured faculty in the candidate's discipline along with the school chair** are charged with validating the authenticity of the material in the dossier and dossier appendix. The candidate's colleagues in the discipline are the reviewers most knowledgeable about the relative stature of scholarly venues accessible in the discipline, the appropriate organizations, and their prestige within the discipline, idiosyncrasies of program assessment instruments, etc.

It is incumbent on the discipline reviewers, the school committee, school chair*, and college committee to clearly stipulate the rationale and provide written justification for the recommendations to the succeeding levels of review. This shall be communicated by a letter at each level of review.

Each committee level (discipline, school, college) of review within the College shall designate a chair that provides the signature on the candidate recommendation letter. Nonetheless, it is the responsibility of the committee as a whole to compose the letters.

Due to the nature of the digital dossier process, recommendation letters at each level of review within the College will be delivered to the candidate via email no later than 11:59 PM on the University established due date.

**Discipline refers to the faculty members area of instruction. Disciplines include Criminal Justice and Criminology, Crisis and Disaster Management, Child and Family Development, Communication Disorders, Social Work, Aviation, Sport Management, Public Relations, Management, Marketing, Business Law, Economics, Finance, Accountancy, and Computer Information Systems and Analytics.*

The School of Business Administration Evaluation Modification

As of academic year 2021, the School of Business Administration (SoBA) will replace the school chair level evaluation with a SoBA Promotion and Tenure Committee. The SoBA P&T Committee consists of one tenured faculty from each of the following areas: accountancy, economics, finance, computer information systems and analytics, management, marketing, public relations, business law, and sport management. (If a SoBA area does not have a tenured faculty, they will not have a representative on the committee).

Perpetual Deadline Table

UCM Policy Level of Review	Perpetual Deadline (on or before)	School of Business Administration	Schools of Professional Studies
Faculty member submits dossier to school.	September 1	Faculty submits to discipline	Faculty submits to discipline and school*
School submits recommendations to chair	September 15	SoBA discipline submits to SoBA P&T Committee	School submits recommendation to Chair
Chair submits recommendations to college	September 30	SoBA P&T Committee submits to college	Chair submits to college
College committee submits recommendations to dean	October 15	College committee submits recommendations to dean	College committee submits recommendations to dean
Dean submits recommendations to provost	October 31	College committee submits recommendations to dean	College committee submits recommendations to dean
Provost submits recommendations to president	January 10	Provost submits recommendations to president	Provost submits recommendations to president
President reports February/March Board Meeting	Feb/March Board Meeting	President reports to BOG	President reports to BOG

*Due to University deadlines and within the Schools of Professional Studies, the candidates' dossiers will be available to the discipline and school committee for simultaneous review. The disciplines within the SoPS will provide a recommendation letter to the school committee prior to the school committee's final recommendation.

Harmon College of Business and Professional Studies

Appendix B:

Faculty Annual Report Instructions & Professional Development Plan Template

Annual Faculty Report Submission Instructions

Annually faculty should update their information in the University provided data collection system. The due date for submission of the annual report and professional development plan is February 1st of each year.

Annual Professional Development Plan
For
Name _____
Department of _____
January 31, 20XX

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 school chair to ensure congruity between the goals of an individual faculty member, the program, the school 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.

Introductory Information

Primary Teaching Area:

SoBA Faculty Qualification Classification:
(Scholarly Academic, Scholarly Practitioner, Instructional Practitioner or Practice Academic)

Intellectual Contributions Summary for last calendar year

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				

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:

List the books and monographs you plan to publish.

List the articles you plan to publish.

List the papers and presentations you plan to give for professional organizations.

Identify research projects you plan to complete or that are in progress.

List grant proposals you plan to submit (identify agency to which proposal will be sent).

Identify other scholarly activities you plan to accomplish which do not fit into the categories above.

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, Choose Red 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 _____ College _____

Evaluated by _____

Qualities are rated as follows:

1 - Fails to meet expectations
2 - Meets expectations
3 - 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 3.

Dimensions	Evaluation 1	2	3	Comments
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.				
Professional Development Plan: Develop and implement and appropriate PDP encompassing the areas of Teaching, Scholarship/Creative Activity, and Service				

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 _____

Send Signed form to Provost Office

For Provost Office
Reviewer Initials _____
Date _____

Harmon College of Business and Professional Studies

Appendix D:

Summer Teaching Request Form

Summer teaching assignments and compensation are governed by university, college and school 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 the Policy Library, Faculty Compensation and Formulas. 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 Support Stipend Application Sample

Faculty will be sent a link in which to submit the following information digitally.

1. Applicant Name and 700#
2. Academic Discipline
3. Citation(s) for article(s) published in the two most recently completed calendars years (include all co-authors; do not include articles published in the current calendar year or listed as forthcoming).
4. Title of research project(s) planned for this summer under which this funding is requested (include all co-authors; projects should not already be completed).
5. Statement of impact (current and anticipated) of research project(s) planned for summer (i.e., to be used in instruction, new pedagogical design, discipline/profession, etc.).
6. Statement of how the research project(s) planned for the summer fit into your short and long-term scholarship goals.
7. I prefer to take my summer research stipend in cash or in a department account to fund professional travel, professional development and/or equipment.
8. I understand that by submission of this application for the summer research stipend I indicate my 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.

Harmon College of Business and Professional Studies

Appendix F:

International Teaching Support Program Proposal Form

Name: Click or tap here to enter text.
School: Choose an item.
Destination: Click or tap here to enter text.
Travel Timeframe: Click or tap here to enter text.
Travel Companion(s) and their affiliation to UCM: Click or tap here to enter text..

Purpose and Proposed Learning Outcomes of Trip

Proposed Budget and Funding Source for Each Item

Budget Item		Cost	Funding Source
Airfare	$		
Lodging	$		
Meals	$		
Mileage	$		
Ground transportation	$		
Registration fees	$		
Other:	$		
Other:	$		
Total estimated costs	$	0	

Other pertinent Information

Applicant's Signature_____

School Chair/ SoBA Program Coordinator's Signature _____

Harmon College of Business and Professional Studies

Appendix G:

Core Value PIECES Awards

HCBPS College Core Values (PIECES) Awards Overview

Purpose of Awards: Reward, recognize, and express appreciation for the work and accomplishments of Harmon College personnel. The awards are specific to each of the Harmon College Core Values.

PIECES AWARDS

Professionalism and Integrity - Faculty **and** Staff

Purpose of the Award: to recognize outstanding faculty and staff of the Harmon College of Business and Professional Studies who have demonstrated service to the University or profession that exemplifies trust, respect, and integrity.

Innovation & Application - External Alumni or Partners

Purpose of the Award: to recognize exceptional contributions to the Harmon College of Business and Professional Studies by alumni and external partners.

Excellence - Faculty of Merit **and** Early Career Excellence

Purpose of the Award: to recognize two outstanding faculty members of the Harmon College of Business and Professional Studies who have substantial contributions in the identified areas associated with either the Faculty of Merit or Early Career Excellence categories.

Community - Faculty **or** Staff

Purpose of the award: to recognize outstanding faculty or staff of the Harmon College of Business and Professional Studies who have demonstrated exemplary professional cooperation and service above self.

Engagement - Faculty

Purpose of the Award: to recognize outstanding scholarship by a faculty member of the Harmon College of Business and Professional Studies.

Student Focus - Faculty (One T/TT and One IF)

Purpose of the Award: to recognize outstanding teaching by a faculty member in the Harmon College of Business and Professional Studies. This award acknowledges the value of all faculty and recognizes one tenured/tenure track faculty and one instructional faculty.

PROCESS

Nominations

Acceptable Nominations for all Core Value Awards Excluding Innovation & Application: self-nomination (excluding Excellence Award) or peer-nomination at the school/division/center level. If nominated by a peer, the nominator must inform the nominee that they have been nominated so they know to submit a nominee award packet.

Chair/senior director will submit one nominee per award to the associate dean who facilitates the HCBPS Awards and Recognitions Committee. Each school/division and center will have an established process for selecting candidates.

Acceptable Nominations for <u>Innovation & Application</u> Core Value award: from HCBPS personnel. Chair/senior director will receive nominations and coordinate completion of the award packet for the nominee from their area. The chair or senior director is expected to collaborate with the area's selected nominee to complete the packet. Chair/senior director will submit the award packet to the HCBPS associate dean or designee for presentation to the HCBPS Awards and Recognitions Committee. Past recipients are not eligible for nomination for three years.

Timeline

Mid-January (Approximately Jan. 15)

The college dean's office sends announcement of the Core Values Awards nomination opening. Schools/divisions and center will have an established process of collecting nominations and nominee(s) award packet(s). School chairs and the center director will also establish a deadline for the school/division/center-level committee to provide a candidate from their area for each Core Values Award.

First Monday in March

Chair/senior director will grant access to the selected nominee's packet to associate dean by 5:00 PM. Associate dean provides appropriate access to the HCBPS Awards and Recognitions Committee.

April

Award winners are announced by the dean.

Award Application Packet (electronically submitted)

Nominee Award Application Packet Requirements for <u>all</u> awards excluding Innovation & Application): applicants must submit a CV or resume of no more than three pages. Additionally, each applicant must submit no more than two pages that summarizes the merits of their application using the established criteria relevant to the award in which they are nominated. Within the two-page summary, links to additional data and evidence are strongly encouraged. Award packets that exceed the length will not be considered by the committee.
Chairs or the senior director must separately and electronically submit the completed Supervisor Support Form (see below) when submitting the packets to the college.

Nominee Award Packet Requirements for <u>Innovation & Application</u>: The chair/senior director will submit a record of achievement of no more than three pages. The record should include a variety of information and evidence to convey the impact of the partnership on UCM, HCBPS, and students. The record should focus on the past three years, even though individuals/partners with longer term UCM relationships are eligible for the award. Award packets that exceed the length will not be considered by the committee.

Supervisor Support Form for the Harmon College PIECES Awards Candidate

Award (Check award category for this candidate)

- ☐ Professionalism & Integrity
- ☐ Innovation & Application
- ☐ Excellence
- ☐ Community
- ☐ Engagement
- ☐ Student Focus

Candidate's Name _____

School/Division or Center: _____

Chair/Senior Director Name: _____

Check the appropriate statement of support for the candidate relative to the award in which they are nominated:

☐ This candidate has my support for the award in which they are nominated.
☐ This candidate does not have my support for the award in which they are nominated.

Statement from chair or senior director specifically addressing how this faculty/staff member embodies the principles of this award (limited text space):

Chair or Senior Director Signature: _____

Professionalism and Integrity Award

One faculty and one staff member

Professionalism and Integrity. We expect and exemplify collegiality, respect, and ethical behavior.

Purpose of the Award: to recognize outstanding faculty and staff of the Harmon College of Business and Professional Studies who have demonstrated service to the University or profession that exemplifies trust, respect, and integrity over the past ***three*** calendar years.

Criteria for the Selection of Recipients

Criteria for this award include, but are not necessarily limited to, the following:

1. Demonstrated service to the University or profession that exemplifies trust, respect, and integrity. Recipients exhibit a high level of collegiality and ethics in the performance of their jobs.

2. Demonstrated qualities, such as:
    - Exemplification of core values
    - Willingness to go above and beyond the job description when needed
    - Positive attitude
    - Dependability
    - Ethics in the performance of the job
    - Respecting the well-being of others
    - Works as a team player by assisting others to succeed

Innovation and Application Award

External alumni or partners

Innovation and Application. We embody innovative thinking and practical experiences.

Purpose of the Award: to recognize exceptional contributions to the Harmon College of Business and Professional Studies by alumni and external partners over the past ***three*** calendar years.

Criteria for Selection of Recipients

Criteria for the award include but are not limited to:

1. Demonstrated partnership with a HCBPS program or office. This should include specific projects, programs, internships, etc; the specific benefits to each party; and why the partnership can be classified as exceptional.

2. Demonstrated innovation, which may include innovation in teaching or pedagogy, innovation in technology, innovation in practice, or the like.

3. Demonstrated practical experiences for HCBPS students. This should include specific activities as well as how the experience fits into the HCBPS Core Values and why it can be classified as exceptional.

Excellence Award

Two faculty

Excellence. We are driven by standards of excellence in teaching, research, and service.

Purpose of the Award: to recognize two outstanding faculty members of the Harmon College of Business and Professional Studies who have substantial contributions in the identified areas. The two awards will be the Faculty of Merit and Early Career Excellence.

The **Faculty of Merit** award recognizes a faculty member who has been at the University for at least six years and has sustained and substantial contributions in the areas of teaching, scholarly activity, and professionally-related service while at UCM. Evidence of professional development throughout their career at UCM must be documented.

The **Early Career Excellence** award recognizes a faculty member who has been at UCM for five years or less. This award requires the individual to document instructional excellence and excellence in either scholarly activity or professionally-related service. Only accomplishments while at UCM will be considered for this award.

Criteria for the Selection of Recipients

Early Career Excellence Award

To recognize early career faculty in the Harmon College of Business and Professional Studies for outstanding professional achievement in Instructional Excellence and at least one of the two of the following areas: scholarly/creative activity or service. Self-nominations will not be accepted. Award recipients may not receive the award again.

Faculty of Merit

To recognize faculty in the Harmon College of Business and Professional Studies for outstanding professional achievement in Instructional Excellence, Scholarly Activity, and Professional Service. All accomplishments must have occurred during their tenure at UCM. Self-nominations will not be accepted. Award recipients may not receive the award again.

Teaching Excellence

This criterion may include recommendations by alumni, students, and colleagues; development of innovative programs; recognition and awards for teaching from professional or university organizations; professional success of former students; and basic concern for students as shown through the quality of classroom instruction and other class activities, availability to students, and contact outside the classroom.

Scholarly/Creative Activity
Sustained achievements over time as a teacher, scholar. Examples of such achievement include, but are not limited to, publications and contributions to the expansion and/or application of knowledge within the discipline.

Service Activities
Outstanding University Service: Included in this category is distinguished service on university committees and/or external university assignments (e.g., an appointment as a UCM representative to a governor's committee or council).

Professional Activities
This area includes, but is not limited to, active participation and leadership in professional organizations and/or evidence of growth and the pursuit of excellence in the nominee's discipline or related interest.

Community Award

Faculty or staff

Community. We improve the world around us through professional cooperation and service above self.

Purpose of the Award: to recognize outstanding faculty or staff of the Harmon College of Business and Professional Studies who have demonstrated exemplary professional cooperation and service above self over the past ***three*** calendar years.

Criteria for the Selection of Recipients

Criteria for this award include, but are not necessarily limited to, the following:

1. Service to the university, college, school, center, or program that is in addition to the duties of the position, evident over a time period, and has made a significant impact, especially upon students.

2. Recipients demonstrate effective university and communal citizenship.

3. Direct service to identifiable college constituencies OR service to the external community, rendered on the college's behalf, that brings special recognition to the college.

4. Beneficial impact evident to the campus community.

Engagement Award

Faculty

Engagement. We prescribe involvement in academic, scholarly, and professional endeavors.

Purpose of the Award: to recognize outstanding scholarship by a faculty member of the Harmon College of Business and Professional Studies over the past ***three*** calendar years.

Criteria for the Selection of Recipients

Criteria for this award include, but are not necessarily limited to, the following:

1. Record of refereed, discipline-related publications, including articles, books or chapters in books, monographs, and other refereed or commissioned publications.

2. Record of being awarded external grant(s) pertaining to scholarship.

3. Record of producing, publishing, exhibiting, or performing creative work which has been subjected to juried and/or critical review.

4. Record of presenting refereed, discipline-related papers, speeches, lectures, and accounts of research at institutions, conventions, workshops, and symposia.

5. Recognition, awards, and honors from professional societies and organizations related to the faculty member's scholarship.

6. Record of participation in post-doctoral programs, institutes, clinics, conventions, internships, and workshops in the faculty member's scholarly area of expertise, especially those where participants are competitively selected.

Student Focus Award

One tenured/tenure track faculty and one instructional faculty member

Student Focus. We regard students as our first priority.

Purpose of the Award: to recognize outstanding teaching by a faculty member in the Harmon College of Business and Professional Studies over a period of the past ***three*** calendar years. This award acknowledges the value of all faculty and recognizes one tenured/tenure track faculty and one instructional faculty.

Criteria for Selection of Recipients:

Criteria for the award include but are not limited to:

1. Consistent demonstration of exceptional teaching. This should include knowledge and skills gained from formal and/or informal training or workshops and applied to specific activities from Appendix 2 in the HCBPS Promotion & Tenure Guideline. Publications and/or presentations regarding teaching and learning by the faculty member may also be included here. Evidence should include the impact of the presentation/publication on the faculty members' own teaching.

2. Consistent evidence of innovation in course design and/or delivery to include the full assessment cycle and reflections upon the process (SLOs, measure, assess, reflect, actions for improvement).

3. Consistent evidence of success in nurturing student achievement through individual and group activities outside of the classroom such as research collaboration, student group advising, mentorship, and the like.

All evidence should clearly identify the continued improvement of teaching and learning methods, the role of the faculty member, the role of the students, and any outcomes.