

# Faculty Guide

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To Maintain and Deploy Qualified and Sufficient  
Faculty Resources

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The purpose of this document is to describe the methods the College of Business and Technology (CBT) uses to maintain and deploy qualified and sufficient faculty resources in support of the CBT mission.

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**Faculty Guide**  
**College of Business and Technology**  
**University of Nebraska at Kearney**

**Introduction**

The purpose of this document is to describe the methods the College of Business and Technology (CBT) uses to maintain qualified and sufficient faculty resources in support of the CBT mission. For assessment and accreditation issues, the business departments of Accounting and Finance, Economics, Management, and Marketing and Management Information Systems are referred to collectively as the Business Division (CBT:BD). The departments of Industrial Technology and Family Studies and Interior Design constitute the Technology Division (CBT:TD). Information in this guide that pertains only to the Business Division is footnoted.

**Mission and Vision Statements (Adopted August 2007)**

Mission

The College of Business and Technology serves Nebraska and the surrounding region by preparing students to compete in dynamic professional environments and promoting academic, social and economic development. The faculty and staff will achieve this mission by:

- Providing student-centered educational opportunities including experiential learning;
- Advancing knowledge through applied and pedagogical scholarship;
- Providing service to our stakeholders

Vision

The College of Business and Technology will be recognized as a leading, professional college in Nebraska and the surrounding region that promotes academic, social and economic development.

**Statement of Ethical Conduct**

Administrators, faculty, staff, students and others acting on behalf of the College of Business and Technology are expected to uphold the highest ethical standards by observing applicable policies, practices, regulations, laws and professional standards. When ethical dilemmas arise, administrators, faculty, staff and students should refer to the UNK Faculty Handbook<sup>1</sup>, UNK Employee Handbook<sup>2</sup>, and the UNK Student Code of Conduct<sup>3</sup> for guidance.

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<sup>1</sup> <http://www.unk.edu/academicaffairs/handbook.aspx?id=2937>

<sup>2</sup> <http://www.unk.edu/offices/humanresources.aspx?id=49279>

<sup>3</sup> [http://www.unk.edu/uploadedFiles/offices/reslife/Hndbk%2009-10%20pg%201-41\(1\).pdf](http://www.unk.edu/uploadedFiles/offices/reslife/Hndbk%2009-10%20pg%201-41(1).pdf)

## **Statement of Diversity**

The College of Business and Technology is committed to the academic value of a diverse university community. We believe a quality university experience must provide opportunities for contact with the broadest possible range of people and cultures. We strongly support the UNK Nondiscrimination Policy which states that the University of Nebraska at Kearney declares and affirms a policy of equal educational and employment opportunities, affirmative action in employment, and nondiscrimination in providing services to the public. Therefore, the University of Nebraska at Kearney shall not discriminate against anyone based upon race, age, color, disability, religion, sex (including sexual harassment), sexual orientation, national or ethnic origin, marital status, veteran status, or genetic condition.

## **Policy on Faculty Qualifications<sup>4</sup>**

The College of Business and Technology: Business Division is committed to maintaining a faculty that is qualified (Academically Qualified and Professionally Qualified) and sufficient (Participating and Supporting) to achieve its mission.

At least 90% of faculty members are expected to possess the academic preparations, intellectual contributions, professional experiences, and validating experiences to be either academically or professionally qualified (AACSB Standard; 90%). At least 55% of faculty members in the College of Business and Technology: Business Division will be academically qualified (AACSB Standard: 50% for schools with only undergraduate programs, higher for schools with graduate programs). Please see the *CBT:BD Guidelines for Determination of Academically and Professionally Qualified Faculty Designation* (Appendix).

To teach Masters of Business Administration courses, faculty members must be academically qualified, eligible for scholarship release, and have University of Nebraska Graduate Faculty status.

## **Policy on Faculty Sufficiency<sup>5</sup>**

At least 75% of faculty members (60% in each program area) are expected to be classified as Participating. Please see the *CBT:BD Guidelines for Participating and Supporting Faculty* (Appendix).

## **Workload Options**

With the approval of the department chair, each full-time faculty member will pursue their development plan based on one of the following workload options:

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<sup>4</sup> CBT:BD only

<sup>5</sup> CBT:BD only

### Scholarship Release Track

Faculty on scholarship release will pursue annual development plans based on the following:

- Tenured or tenure-track
- Teach 18 contact hour load (per academic year)
- Meet the *College of Business and Technology Scholarly Productivity Guidelines*
- Be academically qualified (AQ) at time of hire and maintain Graduate AQ status as described in the *CBT:BD Guidelines for Determination of Academically and Professionally Qualified Faculty Designation*<sup>6</sup>
- Maintain classification of participating faculty<sup>7</sup>

### Non-Scholarship Release Track

Faculty on the teaching-focused track will pursue annual development plans based on the following:

- Tenured
- Teach 24 contact hour load (per academic year)
- Be academically qualified (AQ) at time of hire and maintain Undergraduate AQ status as described in the *CBT:BD Guidelines for Determination of Academically and Professionally Qualified Faculty Designation*<sup>8</sup>
- Maintain classification of participating faculty<sup>9</sup>

### Non-Tenure –Track Faculty (Lecturers)

Each full-time, non-tenure-track faculty member will pursue annual development plans based on the following:

- Typically teach 24 contact hour load (per academic year)
- Be professionally qualified (PQ) at time of hire and maintain PQ classification as described in the *CBT:BD Guidelines for Determination of Academically and Professionally Qualified Faculty Designation*<sup>10</sup>
- Maintain classification of participating faculty<sup>11</sup>

### **Guidelines for Deployment of Faculty Resources**

Department chairs develop class schedules consistent with the CBT mission. Scheduling decisions include consideration of courses, number of sections, section sizes, class times and frequency of course offerings.

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<sup>6</sup> CBT:BD only

<sup>7</sup> CBT:BD only

<sup>8</sup> CBT:BD only

<sup>9</sup> CBT:BD only

<sup>10</sup> CBT:BD only

<sup>11</sup> CBT:BD only

### Deployment of Tenured/Tenure-Track Faculty

- Department chairs shall consider numbers of preparations, new preparations, and course levels in assigning teaching schedules. Normally, faculty members on scholarship release teach two preparations per semester and a maximum of four preparations during an academic year.
- The normal teaching load for tenured/tenure-track faculty members who satisfy CBT expectations for scholarship release is 18 credit hours per academic year.
- The normal teaching load for tenured/tenure-track faculty members who fail to satisfy CBT expectations for scholarship release is 24 credit hours per academic year.
- Faculty members assigned to teach graduate courses in the Masters of Business Administration program must be academically qualified, qualify for scholarship release, and have University of Nebraska Graduate Faculty status.
- Compensated overloads normally are assigned only to tenured/tenure-track faculty members who satisfy CBT requirements for scholarship release. Dean approval is required for overload teaching assignments.
- Priority of summer teaching is to tenured/tenure track faculty members who satisfy CBT requirements for scholarship release. ABD faculty will not be assigned to summer teaching.

### Deployment of Non-Tenure-Track Faculty

- The normal teaching load for non-tenure-track faculty is 24 credit hours per academic year.
- Non-tenure-track faculty are normally assigned to lower division and introductory courses.<sup>12</sup> Exceptions require approval of the Dean.

### **Faculty Resource Planning Process**

This section describes CBT processes to support the overall faculty planning process, including recruitment, selection, orientation, annual evaluation, development, promotion and tenure.

#### Analysis of Needs

Department chairs determine the faculty requirements for their departments and submit proposed changes, together with supporting data, to the CBT Dean. This evaluation requires the chairs to review all changes which may impact the planning process, including:

- The mission and goals of the CBT and UNK.
- Deployment of appropriately qualified faculty.
- Enrollment trends which will guide the need for increase or decrease in faculty.
- Faculty who have terminated their position in the CBT.
- Any changes in the courses and programs offered which may necessitate a change in the composition of faculty in the CBT.

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<sup>12</sup> CBT:BD only

Timing for such requests depends on circumstances. Fall course schedules are developed approximately one year in advance for existing academic programs. Planning for new academic programs occurs at least two years in advance of execution.

After the department chairs make their requests, the Dean then determines overall College needs. The Dean develops a prioritized plan for both acquisition of new/replacement faculty and development and enhancement of qualifications of existing faculty. The Dean adopts a comprehensive examination of the strategy of the CBT and UNK, including enrollment trends, and appropriate distribution of faculty qualifications across all disciplines and budgetary considerations, in reaching this prioritization.

### Recruitment and Selection Practices

Consistent with the mission, the CBT strives to recruit faculty who are excellent teachers, with a commitment to scholarship and who possess business experience. We following UNK Human Resource policies for recruitment and selection of faculty. Following is an overview of the typical process:

1. *Complete Personnel Requisition:* The requisition is approved by the Dean, the Senior Vice Chancellor for Academic and Student Affairs (SVCASA), Budget Office, Human Resource Office, and AA/EEO Director.
2. *Identify Search Committee:* The department chair, Dean, or SVCASA then appoints the search committee and designates a chair.
3. *Complete Recruitment Plan:* The Search Committee meets with the AA/EEO Director about affirmative action goals, policies and procedures, and the Search Committee Chair completes a recruitment plan.
4. *Advertise the Position:* All positions for full-time faculty are nationally advertised by listings in appropriate journals, magazines, and newspapers.
5. *Screen and Interview Applicants:* Applications are reviewed using the hiring criteria established in the personnel requisitions. Initial phone interviews are conducted with select candidates. Following the phone interviews, the top ranked candidates (usually between two to four) are then invited to the campus for personal interviews.
6. *Complete Recruitment Report Form:* Upon completion of the interview process, the Search Committee reports strengths/weaknesses for each candidate to the Dean. The Dean then makes a recommendation to the SVCASA for approval. All hires are subject to approval by the University of Nebraska Board of Regents.

## **Faculty Orientation**

### University-wide Orientation

UNK holds a comprehensive orientation session with new faculty before the beginning of the fall semester. University procedures relevant to new faculty are presented and speakers from various units of UNK talk about their respective areas. Topics discussed include student services, information technology, compensation and benefits, library services, safety, student records and registration, and international education programs. Incoming faculty also have the opportunity to meet one-on-one with representatives of various departments and groups to gather additional information and ask questions. Faculty are provided a variety of informational pamphlets and brochures, including a copy of the student handbook, the academic calendar, resource lists for enhancement of teaching and learning, and all necessary forms for employee benefit programs.

### College of Business & Technology Orientation

The CBT orientation consists of a meeting with the Dean and Associate Dean at which time each faculty member receives a copy of the *New Faculty Orientation Manual* which provides an overview of the CBT, this Faculty Guide, UNK and CBT Guidelines for Annual Evaluation, Promotion and Tenure, and the *CBT Constitution and By-laws*. The Dean addresses expectations regarding scholarly activity, teaching, and service and explains the tenure and promotion process.

### Departmental Orientation

The department chair meets with new faculty to describe the specialized teaching and research activities of the other faculty in the department. The new faculty members “fit” into the larger framework of the department and College is explored, along with suggestions for potential development activities. The department chair reviews the process for tenure and promotion as well as expectations for scholarship, teaching and service activities. The department chair also provides the new faculty member with information on the faculty mentoring program.

## **Annual Review Process**

Each full-time faculty member follows the established UNK<sup>13</sup> and CBT<sup>14</sup> guidelines for annual evaluation, promotion and tenure. This process specifies performance expectations for faculty and provides a mechanism for annual evaluation of performance and to establish development plans. Following is a general description of the annual evaluation process:

1. Each full-time faculty member prepares an annual evaluation report which summarizes:
  - a. Teaching performance for the previous calendar year based on peer, student and self assessments and other indicators

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<sup>13</sup> <http://www.unk.edu/uploadedFiles/academicaffairs/factbook/RT%20Jun09.pdf>

<sup>14</sup> <http://www.unk.edu/uploadedFiles/academics/bt/Approved%20CBT%20Evaluation,%20Promotion,%20and%20Tenure%20Guidelines%20-%20Spring%202010.pdf>

- b. Scholarly activity for the past one and five year periods
  - c. Service activities for the previous calendar year
  - d. Progress towards meeting goals established at the previous annual evaluation
  - e. Goals in teaching, research and service for the next year
  - f. Resource needs
2. Each full-time faculty member meets with the department chair to:
    - a. Review performance in terms of previous performance targets
    - b. Agree on one-year targets and resource support
  3. The Dean reviews the evaluation and makes a recommendation to the SVCASA. Depending on the status of the faculty member that recommendation can be reappointment, termination or post-tenure review.

Reappointment schedule and process (Table One)

	<b>First Year Faculty</b>	<b>Second Year Faculty</b>	<b>Third and Subsequent Year Faculty<sup>15</sup></b>
<b>Portfolio to Chair</b>	January 15	October 15	February 15
<b>Meeting of Chair and Faculty</b>	Prior to February 1	Prior to November 1	Prior to April 1
<b>Annual Review Completed by Chair and Forwarded to Dean</b>	February 1	November 15	April 15
<b>Written Reappointment Recommendation Completed by Dean and Sent to SVCASA</b>	February 15	December 1	May 1
<b>Written Notification of Reappointment Decision to Faculty Member</b>	March 1	December 15	June 1
<b>Personal Meeting of Dean and Faculty Member to Convey Dean's Recommendation</b>	March 15	January 1	June 15

**Table One: Reappointment Schedule for Tenure-Track Faculty**

Criteria for Evaluation, Promotion, and Tenure

Teaching, scholarship, and service are the general areas to be used by reviewers in determining faculty performance.

*Teaching:* Consistent with the UNK mission, performance in teaching is paramount. Therefore, all teaching faculty applying for promotion or tenure must provide, as a minimum, evidence of excellence in teaching. Teaching excellence will be judged by evidence of content expertise, instructional effectiveness and creativity, and course management. This evidence will include

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<sup>15</sup> Also applies to Lecturers

student evaluations and may include, but is not limited to, other means such as teaching portfolios and peer observation. Faculty whose primary assignment is not teaching will be reviewed in a manner consistent with their assignment. The specific CBT criteria for teaching are:

*Does Not Meet Expectations:* The faculty member's performance in teaching is generally unsatisfactory and the quality of teaching is minimal. Teaching deficiencies exist that influence overall teaching effectiveness. These teaching deficiencies may include lack of content expertise, unsatisfactory instructional effectiveness and creativity, and poor course management. Evaluations are below the expectations within the college.

*Meets Expectations:* The faculty member's performance in teaching is excellent and does not indicate any deficiencies influencing overall teaching effectiveness. There is evidence of quality teaching demonstrated through content expertise, instructional effectiveness and creativity, and course management. Evaluations are positive and meet the expectations within the college.

*Exceeds Expectations:* The faculty member's performance in teaching is very high. There is evidence that the faculty member is providing high quality teaching demonstrated through content expertise, instructional effectiveness and creativity, and course management. Evaluations are positive and exceed the expectations within the college.

*Scholarship:* Scholarship, which includes the advancement, integration, application, and representation of knowledge, is inherent in effective teaching. Research leading to the advancement of knowledge resulting in publication in peer-reviewed publications is an expectation of faculty. Such publications (and departmentally-approved equivalents) may be associated with teaching and/or service. Additional evidence of scholarship may include (but is not limited to) presentations at scholarly meetings, external research funding received, grant proposals submitted, intellectual properties developed, and awards and other recognitions. The specific CBT criteria for scholarship are:

*Does Not Meet Expectations:* The faculty member's scholarly activity and/or research is unsatisfactory. There is minimal evidence of research activity resulting in either peer-reviewed publications or equivalent demonstrations, or juried creative activity that is recognized as the equivalent of peer-reviewed publications. The scholarly engagement and output is minimal and does not meet the expectations within the college.

*Meets Expectations:* The faculty member's scholarly activity and/or research is satisfactory. There is evidence of research activity resulting in either peer-reviewed publications or equivalent demonstrations, or juried creative activity that is recognized as the equivalent of peer-reviewed publications. The scholarly engagement and output meets the expectations within the college.

*Exceeds Expectations:* The faculty member's scholarly activity and/or research is very high. There is evidence of consistent and continued research activity that shows a history of peer-reviewed publications or equivalent demonstrations, or juried creative activity that is recognized as the equivalent of peer-reviewed publications. The scholarly engagement and output exceeds the expectations within the college.

*Service:* Service to the University, community, and profession involves the use of a faculty member's professional expertise and leadership ability to serve various constituencies. Evidence of service may include (but is not limited to) membership on and leadership of department, college, campus, and University committees and task forces; sponsorship of student organizations; participation in or direction of professional conferences, workshops, and clinics; use of professional expertise in the service of community or governmental entities; institutional grant writing; editing or refereeing for professional or scholarly publications; and officership or other service in professional or scholarly societies. The specific CBT criteria for scholarship are:

*Does Not Meet Expectations:* The faculty member's service activity is unsatisfactory. There is marginal involvement in service work to the university and profession. While they may be members of university/campus/college/department committees participation is minimal and below the expectations within the college. Service outside the university to the profession/ community/region is minimal and below expectations within the college.

*Meets Expectations:* The faculty member's professional service to the university and profession is satisfactory and does not indicate any deficiency. There is evidence of quality service to the university/campus/college/department. There is evidence of service to the profession/ community/region that is discipline related. The level of professional service meets the expectations within the college.

*Exceeds Expectations:* The faculty member's professional service to the university is very high. There is evidence of high quality professional service and leadership to the university/ campus/college/department. There is evidence of high quality service to the profession/ community/region that is discipline related. There is evidence of professional service that exceeds the expectations within the college.

## Promotion

Promotion or appointment to **Associate Professor** normally requires the terminal degree (or its appropriate equivalent) and the faculty member must present clear evidence of significant contributions in teaching, scholarship, and professional service beyond the level of accomplishment for promotion to Assistant Professor. In addition, promotion to Associate Professor requires five years of experience in the rank of Assistant Professor and three years in the rank of Assistant Professor at UNK. Any exception to this requirement must be agreed upon and incorporated into the faculty member's initial letter of appointment. The year of the promotion review process counts in meeting these requirements. Promotion to Associate Professor shall be based upon history of consistent demonstrated performance that meets or exceeds CBT expectations in teaching, scholarship, and service.

For promotion or appointment to **Professor**, there should be clear evidence of sustained and recognized contributions in teaching, scholarship, and professional service significantly beyond the level of accomplishment expected for promotion to Associate Professor. In addition, promotion to Professor normally requires ten years of full-time experience in college-level teaching or its equivalent and five years in the rank of Associate Professor at UNK. The year of the promotion review process counts in meeting these requirements. Promotion to Professor shall

be based upon consistently high quality performance, subsequent to promotion to Associate Professor, which meets or exceeds CBT expectation in teaching, scholarship, and service.

### Tenure

Because of its impact on the future of the institution, tenure is the most significant recognition the University can give a faculty member. Therefore, promise of future performance must be supported by clear evidence of sustained contribution, consistent with the teaching, scholarship and service criteria above, over a period of time. All candidates for tenure must hold the terminal degree or its appropriate equivalent.

Individuals and committees who make recommendations on the granting of tenure should address their expectation that the candidate's future performance will contribute to the effectiveness of the department. The collegial model of shared authority requires responsible participation in the pursuit of department, college, and university objectives.

The granting of tenure shall be based upon history of consistent demonstrated performance that meets or exceeds CBT expectations in teaching, scholarship, and service.

The granting of tenure must conform to *Regent Bylaw 4.10* and *Regent Policy 4.3.1*. To gain tenure, the candidate without credit for prior experience will normally be considered in the sixth year at UNK. The truly exceptional candidate may be considered for and awarded tenure at an earlier time. The date that will be considered as the candidate's sixth year in the tenure process, as per *Regent Bylaw 4.10*, must be specified in the initial letter of appointment. In accordance with Executive Memorandum No. 18 of the President of the University of Nebraska, the period of service before consideration for tenure may be extended in some cases due to maternity, disability, or family and medical leave.

Tenure and Promotion Process (Table Two)

<b>Date</b>	<b>Activity</b>
November 1	Application and portfolio forwarded to department chair who makes material available to departmental committee.
December 6	Department committee recommendation and application/portfolio forwarded to department chair.
December 20	Departmental committee and department chair recommendations forwarded to applicant. Copy of department chair recommendation to departmental committee chair. Please see guidelines for applicant options at this stage.
January 15	Department chair recommendation, departmental committee recommendation and application/portfolio forwarded to dean, who makes material available to college committee.
February 1	College committee recommendation and application/portfolio forwarded to dean.
February 15	College committee and dean recommendation completed. Copy of college committee recommendation to department chair, departmental committee chair, and applicant. Copy of dean recommendation to college committee chair, department chair, departmental committee chair, and faculty member. Please see guidelines for applicant options at this stage.
February 22	Dean recommendation, college committee recommendation, department chair recommendation, departmental committee recommendation, and application/portfolio forwarded to SVCASA.

**Table Two: Promotion and Tenure Process and Schedule**

Post Tenure Review

The annual review process is intended to assist faculty on continuous appointment (tenured faculty) in achieving professional goals and maximizing contributions to the University throughout their professional careers. In cases where goals are not being met or contributions should be markedly improved, a post-tenure review under this policy will be conducted. This post-tenure review will emphasize the pattern of past performance, current interests of the faculty member, and the objectives for future contributions of the faculty member. The review will be

based upon the principle of peer review and provide added assurance that faculty on continuous appointment are accountable for their performance.<sup>16</sup>

## Faculty Development Resources

This section describes resources available to CBT faculty to support professional development.

### University Resources

1. The Research Services Council (RSC)<sup>17</sup> is an internal grants program. The Council includes two faculty representatives from each college. RSC has several different programs:
2.
  - a. *Mini-Grants*: Although all faculty members are eligible to apply, one purpose of this program is to provide immediate support to new faculty wishing to begin their scholarly/creative activity. This program can also be utilized to support projects that are preliminary to larger works, especially those in preparation for an external grant application. Funding may be requested for student assistants, operating expenses, supplies, travel, and equipment, and may *not exceed \$2,000*. Mini-Grants are awarded in September for Academic Year projects, and in November or January for 2<sup>nd</sup> semester projects
  - b. *Scholarly Release Program*: Tenured and tenure-track faculty are eligible to apply. Proposals should describe a specific scholarly project that will be conducted during the semester, which should result in a work of high academic caliber. Proposals should explain why the work needs to be done during the upcoming semester, and should describe a specific project outcome for the semester. Proposals will be selected on the basis of specific and feasible plans, academic rigor, and potential for dissemination in high level fora.
  - c. *Summer Scholarly Activity*: This program is intended to encourage research and creative activity during the summer. Funding is competitive and is limited to \$3,000 for operating expenses, supplies, travel and equipment. Funding for student research assistants is available and does not apply to the \$3,000 budget limit. Projects should lead to publication or presentation of results at professional meetings and/or provide baseline data for inclusion in proposals to external funding agencies. It is expected that projects will be completed during the summer months, and funding is typically provided through September. Unused resources will then be collected and distributed to other acceptable projects.
  - d. *Collaborative Grants*: The purpose of this program is to support collaborative activity among scholars on campus and with other institutions. Each proposed project should have meaningful participation from faculty in at least two different departments, which may include scholars from other institutions. Proposals may request support for creative activities, research, or planning and development activities that will lead to larger scholarly projects. Funding is competitive and is limited to \$5,000 for supplies, travel, equipment, and operating costs.

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<sup>16</sup> <http://www.unk.edu/uploadedFiles/academicaffairs/factbook/RT%20Jun09.pdf>

<sup>17</sup> <http://www.unk.edu/academics/gradstudies.aspx?id=46610>

- e. *University Research and Creative Activity*: This program is designed to encourage faculty and academic staff to engage in research and scholarly/creative activities during a full fiscal year (July 1-June 30). Funding is competitive and is limited to \$4,000 for supplies, travel, equipment and operating costs. Funding for student research assistants is available and does not apply to the \$4,000 budget limit. Faculty are expected to seek support from other sources as well. Awards are announced in April, with funding provided for the fiscal year.
- f. *Graduate Student Research*: This program provides support for graduate student research and creative activity, including theses, field studies, and scholarly studies. Awards are competitively selected, and can reach a sum of up to \$750 to be used for operating expenses, supplies, travel, and equipment. Partial support is expected from the department and/or student(s).
- g. *Graduate Student Conference Presentation*: Funds are provided to assist graduate student presentations of research and creative projects at scholarly meetings. Partial funding will be provided up to a maximum of \$300, with the remainder expected of the student or department. Documentation must be provided that the project has been accepted for presentation and that the student is presenting. Students supported through this program are also expected to participate in the UNK Student Research Day held during the spring semester. Support for multi-authored presentations may be reduced accordingly or limited to the first author.
- h. *The Summer Student Research Program*: SSRP supports independent student research and scholarly activity each summer. The program is open to students from all disciplines, and is structured to enrich the educational experience in a multidisciplinary setting.
- i. *Undergraduate Research Fellows*: Supported by a student-approved fee, the Fellows program provides \$1000 stipends to students who participate in activities and projects--tailored to their academic major--to develop their understanding of scholarly inquiry, skills associated with research and creative activity, and experience in completing their own scholarly projects. Students apply in conjunction with a faculty mentor who guides the development, conduct, and dissemination of the project.
- j. *Undergraduate Research Council*: The URC encourages research and creative activity by UNK students. Students can apply for up to \$400 to support the conduct of research, and can apply for up to \$300 to support travel to present scholarly works at academic conferences. Student grant recipients are expected to participate in UNK Student Research Day, held in the spring.
- k. *Student Research Day*: This event highlights student research and provides an opportunity for students to enhance their presentation skills and prepare for professional meetings. It is also an opportunity for the academic community to recognize student researchers and their Faculty Mentors.
- l. *Undergraduate Research Journal*: Each year the UNK Undergraduate Research Council publishes selected examples of student scholarly writing in the *Undergraduate Research Journal*. Any paper written by a UNK undergraduate student is eligible.
- m. *Grant Writing Support*: The Office of Graduate Studies & Research works to be flexible in response to faculty and student needs. While resources are limited, we

welcome inquiries from faculty with needs that do not fit the programs described above. For example, the Office of Sponsored Programs provides support for faculty to participate in grantwriting workshops, and to meet with program officers to discuss proposal development issues.

3. *Center for Teaching Excellence*: The Center for Teaching Excellence (CTE) provides a program of workshops, symposia, and other seminars on teaching strategies, styles, methods, and other issues, and provides a grant program to support faculty participation in conferences and programs that develop teaching. For example, for each of the last several years the center has sponsored a weeklong class on writing across the curriculum featuring outside speakers.
4. *Technology Seminars*: Information Technology Services offers several workshops each semester to educate faculty on the use of software available on the university network.
5. *Professional Development Leave*: Professional Development Leave is paid release time granted for research and professional development. The leave is for one year at half pay or for a semester at full pay. Any faculty member on continuous appointment who has completed six years of full-time service is eligible. Eligibility is renewed after every six years of full-time service. These leaves are not awarded for time served, but require an application and must be approved by the Dean, SVCAASL, the Chancellor and the Board of Regents.
6. *UNK eCampus Resources*: UNK eCampus offers a variety of resources to support distance education, including new online course development stipends from eCampus; instructional design support; technology training; faculty mentors in each college trained and certified by eCampus; summer Institute for Online Teaching (SIOT) or Faculty Online Training (FOT); and Illinois Online Network (ION) course tuition (ION is a faculty development initiative that provides professional development opportunities in the area of online teaching).

#### College/Department Resources

1. The *John Becker Fund to Reward Publication of Refereed Journal Articles* provides a \$500 stipend for publication of quality peer reviewed journal articles.
2. The *Mountain Plains Management Conference Fund* provides a \$200 stipend for publication of quality peer reviewed journal articles.
3. The Dean's Office and Departments provide funding to support faculty travel to present research at professional conferences. All full-time faculty are eligible for at least one qualifying trip annually with total reimbursement up to \$1,500.
4. Faculty development funds paid from tuition variance revenue to faculty teaching online courses in the BSBA online degree completion program (\$500/course).

## **APPENDIX**

### **Faculty Guide College of Business and Technology University of Nebraska at Kearney**

1. College of Business and Technology (CBT) Scholarly Productivity Guidelines
2. CBT:BD Guidelines for Determination of Academically and Professionally Qualified Faculty Designation
3. CBT:BD Guidelines for Participating and Supporting Faculty

## **College of Business and Technology (CBT) Scholarly Productivity Guidelines**

The scholarly productivity guidelines are to be used by department heads in determining faculty teaching loads and by faculty members and peer committees in measuring faculty performance. The purpose of the guidelines is to direct faculty activities toward achieving college and department objectives. The productivity guidelines are designed to encourage refereed journal publications, as well as other important scholarly activities, all of which are essential for quality programs and accreditation.

CBT scholarly guidelines can be minimally met by achieving any of the following conditions:

1. Four quality peer reviewed journal articles<sup>18</sup> within the past five years.
2. Three quality peer reviewed journal articles and two proceedings and/or paper presentations within the past five years.
3. A total of at least five scholarly contributions within the past five years of which
  - a. at least two must be quality peer reviewed journal articles
  - b. no more than two can be from the same category of other intellectual contributions

Other intellectual contributions include the following: Books, book chapters, cases, funded research proposals, monographs, non-refereed journal articles, paper presentations, proceedings, professional/technical reports, published software packages, or other quality professional projects.

Notes:

1. A quality peer reviewed journal article is one that:
  - a. was subjected to a documented formal review process;
  - b. included a peer or editorial review; and
  - c. is readily available for public scrutiny in a library or through an on-line retrieval service.
2. Faculty who in the judgment of their peers, department chairs, and College Dean are not making satisfactory progress towards meeting established productivity guidelines may be reassigned to a 12-hour classroom teaching load at any time. Evaluation of satisfactory progress toward meeting established productivity guidelines will be a part of the normal yearly faculty evaluation process.
3. Only full-time tenured or tenure-track faculty with the rank of Assistant Professor or above are eligible for reassigned time.

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<sup>18</sup> Juried creative activities are equivalent

**University of Nebraska at Kearney**  
**College of Business and Technology: Business Division**  
**Guidelines for Academically Qualified and Professionally Qualified Faculty**

## **Overview**

All faculty teaching in the CBT undergraduate and graduate business programs are expected to be either Academically Qualified (AQ) or Professionally Qualified (PQ).

As scholars, faculty members are expected to produce intellectual contributions, which are a function of three main activities: thinking, writing, and speaking. Measuring the impact of these activities is certainly inexact, but required nonetheless.

One principle that can be applied to intellectual contributions is the perceived quality of the faculty member's activity or accomplishment. In the case of writing, the quality of the manuscript could be assessed by the rigor and structure of the review process that leads to publication.

Measuring the impact of thinking and speaking is more difficult. One way to look at this would be to use a "market-based" approach: Who values what the faculty member thinks or says? From this perspective, we can introduce the notion of third party validation as a means of assessing the current knowledge, skills, and/or abilities of a faculty member.

The extent to which the business community or others in the academy value the faculty member's expertise is a reasonable surrogate for evidence of the faculty member's currency. Thus, a guiding principle should be the value – both intrinsic and extrinsic – that external stakeholders place on a faculty member's talent.

Providing evidence of the **impact** of intellectual contributions then becomes a function of the quality of the contribution and/or third party validation. These two guiding principles lead to the following definitions of activities that faculty should pursue to remain qualified.

## **Quality Journal Articles and Validating Experiences**

A quality journal article is one that:

1. was subjected to a documented formal review process;
2. included a peer or editorial review; and
3. is readily available for public scrutiny in a library or through an on-line retrieval service.

A validating experience is an activity or accomplishment that is considered to add value to an independent third-party. Typically, the third-party has "purchased" the talent or expertise of a faculty member, either literally or by selecting the faculty member to perform a valued function.

The rationale for a validating experience is that a faculty member possesses a certain degree of current knowledge, skill, or ability that is sought after by the business community or by others in academe.

Examples of validating experiences for professional qualification (PQ) include, but are not limited to the following:

1. creating and/or delivering business-related seminars.
2. maintaining an active consulting practice with evidence of multiple clients.
3. serving as a member of a board of directors making a substantial contribution related to the faculty member's field.
4. writing an invited article for a regionally-known practitioner periodical.
5. delivering speeches to businesspeople through a contractual arrangement with a speaker's bureau.
6. authoring reports (from sponsored research) that are disseminated.
7. publishing (and sustaining the publication of) a newsletter or sequence of reports that attracts a robust subscription base.
8. operating or owning a profitable business with substantial annual revenues
9. obtaining new (and appropriate) professional certification
10. significant paid work in faculty member's field with tangible deliverables.
11. an internship where a faculty member works for a company for a significant period of time and is given a project to complete or set of responsibilities to execute.
12. a funded grant proposal from an outside funding agency.
13. a refereed conference presentation and/or proceedings.
14. a significant pro bono consulting project beyond regular teaching responsibilities.

Considerations:

- (i) A key litmus test is the sustainability of the activity. Being invited to give a keynote address at a convention is admirable, but one such speech may not be sufficient as a validating experience.
- (ii) A consulting practice needs to be a regular, ongoing activity that involves many clients and, hopefully, many repeat clients.
- (iii) The business should be an important contributor to one's annual income, not a hobby.

### **Initial Academically Qualified Status for Business Faculty**

A faculty member in the CBT will be deemed initially academically qualified (AQ) provided s/he meets one of the following conditions:

1. The faculty member holds an appropriate earned doctorate related to the primary field in which s/he is teaching.
2. The faculty member has extensive work at the graduate level (ABD) in the primary teaching field (qualified to teach in the undergraduate program only) This qualification is limited to a three year period, after which the person must meet one of the remaining criteria to be considered academically qualified.

3. The faculty member holds a doctoral degree outside of the field in which s/he is teaching is considered academically qualified if the equivalent of 15 hours of graduate-level coursework in the teaching area is completed or there is other appropriate and extensive experience or intellectual contributions related to the primary teaching field.

### **Maintaining Academically Qualified Status**

1. Graduate Academically Qualified Status - a faculty member will be considered academically qualified to teach undergraduate or graduate courses provided s/he meets the following conditions:
  - a. has completed four quality peer reviewed journal articles within the past five years, or
  - b. three quality peer reviewed journal articles and two proceedings and/or paper presentations within the past five years, or
  - c. A total of at least five scholarly contributions within the past five years of which at least two must be quality peer reviewed journal articles and no more than two can be from the same category of other intellectual contributions<sup>19</sup>
2. Undergraduate Academically Qualified Status
  - a. has completed at least two quality peer reviewed journal articles over the past five years.

### **Initial Professionally Qualified Status for Business Faculty**

A faculty member in the CBT will be considered professionally qualified (PQ) at the time of hire if the following conditions are met:

1. The faculty member possesses a master's degree in the field related to the area of teaching assignment, and
2. Has professional experience, significant in duration and responsibility, related to the area of teaching assignment.

### **Maintaining Professionally Qualified Status**

A faculty member who was classified as professionally qualified at the time of hire and who meets any of the following conditions during the previous five-year period will continue to be professionally qualified if s/he:

1. Is currently working full-time (or almost full-time) in business with job responsibilities, significant in duration and responsibility, related to the field in which s/he is teaching, or
2. has completed one quality publication and two validating professional experiences over the past five years, or
3. has completed at least four validating professional experiences over the past five years.

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<sup>19</sup> Other intellectual contributions include the following: books, book chapters, cases, funded research proposals, monographs, non-refereed journal articles, paper presentations, proceedings, professional/technical reports, published software packages, or other quality professional projects.

## **Maintaining AQ or PQ Status for Full-Time Administrators**

Full-time administrators (e.g. CBT Dean) may maintain his/her status as Academically or Professionally Qualified as noted above or through faculty development activities that support their administrative role. The activities should be substantive and relevant to the role the administrator plays in support of the mission of the College of Business and Technology. Activities may include:

1. Professional presentations relating to their administrative role
2. Publishing on administrative related topics
3. Leadership in organizations related to higher education administration and/or their discipline
4. Coursework in administrative or leadership issues.

If returning to the faculty after serving in full-time academic administration, the faculty member will have five years to satisfy the faculty AQ criteria provided he/she maintains AQ status through activities a-e.

## **Re-Establishing Lost Qualifications**

Faculty members who have not maintained their academic or professional qualifications must develop, in consultation with their department chair, a written plan for regaining qualified status within the two years following the year in which qualification was lost. The plan must be approved by the chair and dean. After two years, if the faculty member has not satisfactorily met the requirements of the formal plan, he/she will not be eligible for reappointment if untenured. Tenured faculty will be notified that the post-tenure review process will begin, consistent with the policies describe in the *UNK Guidelines: Evaluation, Promotion, and Tenure*.

**College of Business and Technology: Business Division  
Guidelines for Participating and Supporting Faculty**

**Standard 9: The school maintains a faculty sufficient to provide stability and ongoing quality improvement for the instructional programs offered. The deployment of faculty resources reflects the mission and programs. Students in all programs, majors, areas of emphasis, and locations have the opportunity to receive instruction from appropriately qualified faculty. [FACULTY SUFFICIENCY]**

**Normally, Participating faculty members will deliver 75% of the school's teaching (60% in each discipline).**

A CBT faculty member will be designated as participating if he/she completes three of the following criteria in a year:

1. Serves on a department, college or university committee
2. Student advising
3. Advises a business student organization or engages in chapter activities
4. Regularly attends, participates and votes in department meetings
5. Research activity (making adequate progress towards maintaining scholarship release based on department chairperson assessment)