

ADMINISTRATIVE COUNCIL MINUTES

February 10, 2021

The Administrative Council met on Wednesday, February 10, 2021 at 9:00 a.m. in the Ballroom. Present were Dr. Rick Barth; Ms. Pam Clark, Recorder; Mr. Richard Collie; Mr. Andrew Dollar; Dr. Keith Ferguson; Ms. Jackie Gooch; Mr. Jeffrey Guenther; Dr. Mike Haghghi (Vaughn proxy); Dr. Jim Kerner; Ms. Belinda Krigel; Dr. Kim LaFevor; Mr. Chris Latham, Ms. Sarah McAbee; Mr. Mike McCoy; Mr. Derrek Smith; Dr. Jackie Smith; Dr. Stephen Spencer; Dr. Lee Vartanian; Dr. Philip Way and Dr. Lionel Wright. Ms. Laken Cleveland, SGA President; Mr. Jonathan Craft; and Dr. Joe Delap were absent.

Dr. Way convened the meeting at 9:00 a.m. and welcomed everyone. Dr. Way asked for any corrections to the January minutes. Mr. Smith stated that Rylan Pendleton graduated. The new SGA President, Ms. Laken Cleveland, is the replacement. The revised minutes will be sent out via email.

Dr. Way presented on the topic “The Quality Thread in the Strategic Plan” (Attachment 1). Members were divided into four groups for discussions.

A. Curriculum Content Group – Dollar, J. Smith and Spencer

Discussions on strategies to promote quality, assessment of quality, and marketing as it relates to Goal 1 in the Horizon 2030 plan. Goal 1 states we will offer high-quality programs for lifelong learning. How can we improve curriculum quality?

1. Define quality and how to deliver.
 - Ask students why they chose Athens State in the UNV 300 course. Ask students if they got what they came for at Athens State in the UNV 400 course.
 - Quality is defined differently depending on who is asked (students, employers, faculty, parents, advisory boards, etc.). Have intentional conversations with the stakeholders on how they define quality.
2. Examine our “turn-down” rate.
 - How many students apply and are accepted to Athens State then go somewhere else? Why (curriculum, price, delivery mode, etc.)?
3. What are the low-hanging fruits that we could pursue (low cost, minimal time investment, potential for high ROI)?
 - Framing questions about quality in UNV classes to get student’s perceptions.
 - Collect data to help us understand where our students are going and why they are going somewhere else.
 - Coordinating more conversations with external constituents, especially industry, to get their perceptions about quality.

B. Teaching & Faculty Group – Haghghi, Kerner, Krigel, Vartanian and Wright

Discussions on strategies to promote quality, assessment of quality, and marketing as it relates to Goals 2 and 4 in the Horizon 2030 plan. Goal 2 states we will provide quality teaching and Goal 4 mentions increasing the quality of human and other resources. How can we improve teaching and faculty quality?

1. Identified the following strategies and assessments currently in use:

- ATLIS (department) was established to support faculty - deliver a quality course whether they are teaching face-to-face, online (DL) and/or HyFlex classes.
- QM (Quality Matters) program - was developed in an effort to provide standardization of content, adherence to accessibility standards, and more. Additionally, the courses that are QM certified undergo a stringent review by course specialists. Using QM is one way a faculty member can demonstrate his or her commitment to continuous quality improvement.
- ACUE Training - provides faculty with instruction on several topics. Goal is to help faculty become more effective instructors across all course delivery modalities.
- New Faculty Orientation and Mentorship program - this program is managed by Dr. Ronnie Merritt and provides for successful on-boarding of new faculty followed up with the assignment of a mentor to help new faculty understand university culture, policy and procedures as well as opportunities for promotion and advancement.
- Blackboard Content Rubric - (Attachment 2) this document and associated process is specific to the College of Business. Department chairs conduct and document the review of all full-time and adjunct faculty course content. One goal is to standardize the course shell, which would ensure basic elements are present to include syllabus, discussion board, TechSmith video streaming, Honor Lock security for student assessment, faculty contact & information sheet with photo, several writing assignments, and more.
- ACBSP Essential Nine (Attachment 3) - this tool documents faculty participation in multiple areas that may include research, committee service, community service, student involvement, special projects, professional development, student advising, classroom teaching assignments, business and industry interaction, administrative activities and more.
- Annual Performance Appraisals - this is an attempt to directly assess faculty performance relative to faculty expectations. In the College of Business, we set goals the previous year and then review progress in the following year. We may also include an ITP (Individual Training Plan), which may include suggestions for faculty to pursue such as research opportunities, additional community or institutional service, professional development.

2. How and to whom do we market the quality of our teaching?

We market not only the quality of our teaching but our programs when we, as individuals or as a collective, conduct recruiting activities. Specific to the College of Business, some of us attend a monthly meeting with the Limestone County

Economic Development Association where Human Resource (HR) personnel from local industry attend. We provide academic program updates as well as make ourselves available to these HR practitioners to address some of the issues they may have. As an example, we introduced two new faculty to them: Dr. Steve Wang, program lead for the Advanced Manufacturing Management; and Dr. John Wells, program lead for the Occupational Health and Safety Management program. Both of these programs are a vital part of any industry and we do our best to market these programs to participants attending this monthly meeting.

3. How could we improve our strategies to enhance teaching quality?

Faculty must stay abreast of their discipline as well as technology upgrades that occur in the classes we teach.

4. What are effective teaching practices?

Practices learned in ACUE training, as well as those practices picked up by creating a QM (quality matters) course, are most effective. While it is a long list, some notable items include:

- Being responsive to students
- Being proactive in emailing and determining student struggles
- Providing video streaming via TechSmith
- Providing Zoom meetings and extra meetings for struggling students
- Providing clear goals and objectives, and more.

5. What course designs increase the level of academic challenge and the ability of students to attain course goals?

The course needs to be student centered and interactive and support the various learning styles of the students. We also draw from the attributes of the QM course formatting. New to us is the topic of Skillifying the Curriculum, and we hope that this will provide a refocusing of course design or help us to pull out those attributes already present in each course that will benefit students to become a better employee by meeting employer expectations.

6. What are the low-hanging fruits that we could pursue (low cost, minimal time investment, potential for high ROI)?

Defined by our accreditation agency and that faculty are or can be academically and professionally qualified. Engage faculty - make them a part of the discussion of what quality teaching is. Begin with a survey then follow up with a 1/2-day virtual seminar with breakout rooms to discuss the various topics such as course design, best teaching practices, teacher qualifications, etc.

We did not get an opportunity to answer the remaining questions beginning with our teaching loads and optimal overloads?

C. Learning Group – Ferguson, Gooch, Guenther, LaFevor, Latham and McCoy

1. What are our current strategies to increase the quality of engaged learning? How do we assess the quality of learning?
 - Experiential Learning QEP - Assessment: Student self-assessment with the use of adapted VALUE rubrics; faculty assessment of student mastery of integrative learning.
 - ACUE Student-Centered Course Design
 - Faculty Course Evaluations
 - Hyflex Course Modalities - we need to meet the same quality metrics for ABET, ACBSP, CAEP and other accreditations for Hyflex that are required for more traditional methods.
2. What are some other methods of assessment?
 - Graduating Student Exit Survey
 - Graduate Follow-up Survey
 - Point of Service Surveys
3. How and to whom should we market the quality of student learning?
 - Employment Outcomes: Prospective and current students, parents/guardians
 - Salary Outcomes: Prospective and current students, parents/guardians
 - Praxis scores/Certification rates: Prospective and current students, parents/guardians, potential employers (e.g., school districts).
 - Alumni success stories: Prospective and current students, alumni, parents/guardians, potential employers.
 - New EL opportunities (types, quantity): Prospective and current students, parents/guardians, potential employers.
4. How do we cater to student preferences as to modalities?
 - Commit to improving our instructors' ability to use emerging and evolving technologies.
 - Find a more reliable way to evaluate our students' preferred mode of learning and the mode that they can actually enroll in and complete.
 - How do we better promote the Hyflex option? Can all students easily swap between online and in-person attendance?
5. How could we improve?
 - Should we investigate using NSSE or another nationally-benchmarked survey?
 - Employ the "Standard 7" or another rubric more broadly across campus.
 - Train faculty on learning styles: Diversify teaching methodologies.
 - Better identify in Banner the courses that offer experiential learning opportunities.

- Increase corporate and NGO partnerships to offer our students more EL opportunities.
 - Become nimbler in course scheduling to adapt to students' needs.
6. What are the low-hanging fruits that we could pursue (low cost, minimal time investment, potential for high ROI)?

CourseArc - will help faculty members to more effectively bring their courses and programs online by adopting course design best practices.

D. Students Group – Barth, Collie, McAbee and D. Smith

1. Strategies to promote quality

- Bonner Leadership Program for Fall 2021
- Honors Program under development Fall 2021
- Current Scholarship Strategies – 3.00 or higher
- Program honor societies such as Kappa Delta
- Title III programs
- General Marketing of University
- Marketing of Student success stories
- Marketing of Employment Outcome Report
- UNV 400 course is current strategy increasing quality of graduates
- I Am Athens campaign -to provide current students a platform of testimonials of quality experience to attract new students of quality
- New mail-outs to students on STAR reports – focusing cost, flexibility, and employers such as Boeing, Huntsville Hospital, multiple school districts, ADTRAN, US Department of the Army

2. Assessment of Quality

- New Students
 - For entering transfer students, the main assessment is college GPA
 - EAB predictive modeling being implemented to assess risk of entry student
- Graduating Students
 - Graduation Honors
 - University
 - By Department
 - Student Club Honors
 - Graduate School acceptance rate
 - Employment Placements of our graduates

3. How could we improve

- More diligent on who we admit on deficit
- Identify high potential students earlier through partnerships with feeder institutions such as going into high schools with Calhoun and others, partnering with High school programs in the schools

- Focus on increasing honors eligible students
 - Continued marketing of Student Success Stories, employment outcome report how we compare to peers, and our employers
 - Publication of Praxis pass rate
 - Market alumni achievements
 - Market new programs including Honors Program combined with Alumni Success Stories and our employers - to raise level of how we are viewed from a quality standpoint
 - Market that we do have traditional-age transfer students and not just adult students
 - Developing health-related master's programs (Dr. Way's Idea).
 - Hometown Deans List – or other way to promote graduates.
 - Possibility of housing close to campus; improve quality of incoming students and persistence performance
 - Continue to develop and grow our scholarship sources
 - More robust recruitment communication plan focused on quality of academic programs and outcomes
4. Are graduating students ready for their careers:
- Skillifying the curriculum work that is being done will promote this
 - Experiential Learning focus assists in this area
 - Expanding Career Development staff through the Title III grant
 - UNV 400 Course supports this goal
5. What are the low-hanging fruits that we could pursue (low cost, minimal time investment, potential for high ROI)?
- Robust recruitment plan focusing on quality.
 - Promote student success.
 - Hometown Dean's List to give exposure of our students.

Dr. Way thanked everyone for their time and contributions. He adjourned the meeting at 10:27 a.m.

Respectfully submitted by: Pamela Clark

Attachment 1: The Quality Thread in the Strategic Plan

Attachment 2: Blackboard Content Rubric

Attachment 3: ACBSP Essential Nine



ADMINISTRATIVE COUNCIL FEBRUARY 2021

The Quality Thread in the Strategic Plan

Rationale for Discussion

- Strategic Plan calls for us to shoot for quality in all we do.
- Incumbent on us to be able to define and measure quality on a regular basis in all areas.
- Essential to have strategies in place to enhance quality.
- We need to think through how to use quality indicators in our marketing to all stakeholders.

Today's Goals

- To review
 - The quality thread running through our strategic goals.
 - How quality is advanced.
 - How quality is assessed – criteria, measures, processes.
 - How quality is marketed.
- To examine how we might enhance quality and its assessment and promotion further.
 - No inference of quality problems – just the need to continually seek to improve.

Agenda

- Quality in the strategic goals
 - Curriculum
 - Teaching/Faculty
 - Learning
 - Students
- Question prompts for break outs about
 - Strategies to improve quality
 - Assessment criteria, measures and processes
 - Marketing quality to relevant audiences
- Breakout groups
- Plenary discussion
- Next steps

Curriculum Content

Goal 1 states we will offer high-quality programs for lifelong learning.

- Strategies to promote quality
 - What are our current strategies to increase the quality of curricula for credit-bearing programs? For non-credit programs?
- Assessment of quality
 - What criteria are used to assess the quality of curricula?
 - What measures are used?
 - What are the current processes?
- Marketing
 - How and to whom do we market the quality of our programs?

Curriculum Content (Cont'd)

- How could we improve:
 - Our strategies to enhance curricular quality?
 - The criteria, measures and processes we use to assess curricular quality?
Consider, for example:
 - the program review process
 - assessment activities
 - SACS and disciplinary accreditation
 - The marketing of our curricular quality?

Teaching & Faculty

Goal 2 states that we will provide quality teaching.

Goal 4 mentions increasing the quality of human and other resources.

- Strategies to promote quality
 - What are our current strategies to increase the quality of teaching?
- Assessment of quality
 - What criteria are used to assess the quality of teaching?
 - What measures are used?
 - What processes are used?
- Marketing
 - How and to whom do we market the quality of our teaching?

Teaching & Faculty (Cont'd)

- How could we improve:
 - Our strategies to enhance teaching quality?
 - What are effective teaching practices?
 - What course designs increase the level of academic challenge and the ability of students to attain course goals?
 - What should be minimum teacher qualifications and teaching preparation or experience?
 - Are teaching loads and overloads optimal?
 - Is the use of adjuncts optimal?
 - How could faculty development be enhanced?
 - The criteria, measures and processes we use to assess the quality of teaching? For example, consider:
 - Hiring, tenure, promotion procedures and practices
 - The marketing of our teaching quality?

Learning

Goal 2 states that we will provide engaged learning in student-preferred modalities.

- Strategies to promote quality
 - What are our current strategies to increase the quality of engaged learning?
- Assessment of quality
 - What criteria are used to assess the quality of learning?
 - What measures are used?
 - What processes are used?
- Marketing
 - How and to whom do we market the quality of student learning?

Learning (Cont'd)

- How could we improve:
 - Our strategies to enhance the quality of learning? For example, consider:
 - What is engaged learning? What pedagogies promote engagement?
 - How do student learning styles vary and how do we create inclusive classrooms?
 - How should we cater to student preferences as to modalities (time/place)?
 - The criteria, measures and processes we use to assess the quality of learning?
 - The marketing of the quality of student learning?
 - How can we boost the reputation of online learning?

Students

Goal 3 talks of recruiting a high-quality student body and increasing student success.

- Strategies to promote quality
 - What are our current strategies to increase the quality of new and graduating students?
- Assessment of quality
 - What criteria are used to assess the quality of students at entry and graduation?
 - What measures are used?
 - What processes are used?
- Marketing
 - How and to whom do we market the quality of our incoming and graduating students?

Students (Cont'd)

- How could we improve:
 - Our strategies to enhance the quality of new and graduating students? For example, consider:
 - Are our new students ready for Athens State? If not, what can we do?
 - Are our graduating students ready for their careers?
 - The criteria, measures and processes we use to assess the quality of students?
 - The marketing of our student quality?

Next Steps: Ideas for Future Working Groups

- AA: What should we do first to increase the quality of curricula, teaching, learning, and faculty?
- ESS: What should we do first to enhance the quality of our new students and graduates?

**Office of Vice President of Academic Affairs
 Distance Learning
 BLACKBOARD CONTENT EVALUATION FORM**

Instructor: _____ CRN _____ FALL 2020

Course Format: Classroom Internet Blended Teleconference

Unacceptable (0-1)		Acceptable (2-3)	Target (4-5)	Rating
Announcements:				0
No instructor Announcements are found.		Instructor uses the Announcements section at least once during the semester.	The instructor uses the Announcements section regularly to post any changes or to remind students of assignments.	
Orientation:				0
No Orientation is provided.		A simple voice recording is used for Orientation.	The instructor provides a full Orientation using video streaming.	
Course Information:				0
Syllabus is not in approved ACBSP/ NCATE/College format and is not posted by first day Blackboard is available to students.		Syllabus is in the approved ACBSP/NCATE/College format and is posted by the first day that Blackboard is made available to students.	Syllabus is in the approved ACBSP/NCATE/College format and is posted by the preview period before the beginning of each semester.	
Contacts				0
No information is provided.		Instructor name and contact information are provided.	Instructor name and contact information are accompanied by a photograph and biographical sketch.	
Documents				0
No course materials are posted.		At least two weeks of PowerPoint slides, chapter notes, chapter questions, study notes, sample problems, case problems, and/or other relevant class materials are posted by the beginning of class.	All relevant course materials are posted by the beginning of class.	
Assignments:				0
No assignments are posted.		At least some assignments are posted by the beginning of class.	All assignments are posted by the beginning of class.	
Tests & Quizzes				
Honor Lock is not used. (exception: publisher-driven tests)		Honor Lock is used occasionally (exception: publisher-driven tests)	Honor Lock is used on every test (exception: publisher-driven tests)	
Identity-verification measures (per guidelines) are not used		Identity-verification measures (per guidelines) are used occasionally	Identity-verification measures (per guidelines) are always used	
Collaboration:				
Discussion Board	Is not used or used rarely.	Is used occasionally.	Is used on a regular basis.	
TechSmith or other	Is not used or used rarely.	Is used occasionally.	Is used on a regular basis.	
Gradebook:				0
No grades are posted during the entire semester.		The Gradebook feature is used to post at least some grades on a timely basis.	All grades for the course are posted on a timely basis.	
Writing Sample:				0
Students are never required to submit a writing sample.		There is one writing sample to be submitted for the course.	Students have several different types of writing samples to submit during the semester. A discussion board entry is not considered as an appropriate writing sample; must use cases, term papers, projects or essays as major writing samples.	
Course Evaluation				0
Evaluation is not used			Evaluation is used.	
TOTAL				
NOTE: Other items in Blackboard will be left to the instructor's discretion, including Links, Groups, Safe Assignment, etc.				

Target Minimum Score = 45
 Maximum Score Possible = 65

ACBSP Decision Matrix

Name:		Points Possible	Points Actual
1. Classroom Teaching Assignments			
a.	Overall course evaluations at least 3.5 for Q1 and Q2 on the student evaluation each	3	
b.	Meet target Blackboard Grading Rubric score	2	
c.	Adherence to Distance Learning Policy	3	
d.	Progress toward or maintenance of ADA section 508 course design compliance	3	
e.	Progress toward or maintenance of a Quality Matters (QM) developed course	2	
f.	Adherence to Faculty Course Lead and Non-Lead Duties & Responsibilities	3	
Bonuses			
i.	Teaching Awards (i.e., Foundation, DMD Teaching, etc.) (1 each)		
ii.	Guest Lecturer in other Athens State courses (1 each)		
iii.	Progress toward or maintenance of additional QM developed courses (1 each)		
iv.	Overall course evaluations at least 4.0 for Q1 and Q2 on the student evaluation each semester (1 total)		
Total Point Target for Section: 13			0
2. Student Advising and Counseling Activities			
a.	Maintain scheduled office hours (exceptions approved by Department Chair/Dean) verified by audit (2x/semester)	3	
b.	Office hours exceptions posted in Bb containers and office door (using COB-provided signage)	2	
c.	Advising quality/load (Maintain average shared load of COB faculty, timely feedback) - Feedback from advising key stakeholders (i.e., Dean, Department Chairs, COB Transfer Advisor, COB Master Advisor)	3	
d.	Timely communication with students (at least 4.0 average for Q10 on the student evaluation each semester and by exception notifications)	3	
e.	Personalized voicemail message with contact information or instructions to leave a message for follow-up	2	
Bonuses			
i.	Organize/sponsor/guide student professional development activities (1 each)		
ii.	Above average advising load (1)		
iii.	Collaboration with Student Success Center or Enrollment Services to provide student advising or counseling (1 for each)		
Total Point Target for Section: 12			0
3. Scholarly and Professional Activities			
a.	ITP in place and demonstrating progress toward plan	3	
b.	Professional membership and active engagement with organization affiliated with teaching discipline** OR	3	
c.	Publication in teaching discipline** OR		
d.	Conference/professional meeting** OR		
e.	Conference/professional presentations** OR		
f.	Certified QM Course** OR		
g.	Certified QM Eligible Course** OR		
h.	Completion of intellectual activity as defined by current ACBSP standards (must meet criteria for scholarship of teaching, discovery, integration, or application - definitions are attached)**		
**Note: If more than one is accomplished for given evaluation period, each counts as bonus.			
Bonuses			
i.	Bonus for multiple activities with option within 3b, 3c, 3d, 3e, 3f, 3g, 3h (1 each)		
ii.	Acquisition of new professional certification, certificate, badge, etc. related to field of instruction (1 each)		
iii.	Obtain continuing professional education in the field of instruction (1)		
iv.	Maintenance of professional certification through compliance with professional standards (1 each)		
v.	Hold office in professional organization in teaching discipline (1 each)		
vi.	Documented progress toward publication in teaching discipline (1 each)		
Total Point Target for Section: 6			0

4. Community and College Service Activities		
a.	Participation in at least two Transfer/Orientation events each calendar year, inclusive of set up and tear down/clean-up (ideally one day/one afternoon)	2
b.	Standing and/or Ad Hoc University committee participation (at least one per academic year)	2
c.	Attendance at University sponsored events (one each Fall/Spring) (i.e., BOT, Constitution Day, Flag Day, Alumni Awards Night, Student Awards Night, etc.)	2
d.	Participation in recruitment events (attend one per semester-Fall/Spring)	2
Bonuses		
i.	Serve as faculty advisor or assistant advisor to student organization (1 each)	
ii.	Organize and attend regular (monthly) student activities (ex. meetings) (1)	
iii.	Participation in student competition and/or escort students to conference/meeting (1 each)	
iv.	Bonus for multiple activities with option 4b, 4c, 4d (1 each)	
v.	Serve as Chair/Recorder of committees or as Senator (1 each)	
vi.	Organize University and/or student community service projects (1 each)	
vii.	Volunteer in community service activities (1 each)	
viii.	Serve in leadership role with organization focused on community service (1 each)	
ix.	Prepare and submit student organization reports/statements for external review by parent or global chapters (1 each)	
Total Point Target for Section: 7		0
5. Administrative Activities		
a.	Active participation and/or administration of department AAPs and AARs	2
b.	Leave requested in accordance with University policy (i.e., sick, personal, professional leave)	2
c.	In-state/out of state travel requested in accordance with University policy	2
d.	Timely submission of grades, reports, documents, and other requirements (i.e., evaluations, office hours, course improvements, faculty accomplishments, etc.)	2
e.	Program audit/maintenance (CRR, changes to catalog, etc.)	2
f.	New program/course development	2
g.	Program alignment/certification and maintenance (ex. IMA Higher Education Endorsement, SHRM Alignment, Six Sigma, AICPA Alignment, etc.)	2
Bonuses		
i.	Serve as proxy for standing committees, faculty senate, administrative functions (as requested by Dean, Provost, or President) (1 each)	
ii.	Prepare minutes for Ad Hoc or Department meetings (1)	
iii.	Develop form/template for COB use (1 each)	
iv.	Bonus for multiple activities with option 6g (1 each)	
Total Point Target for Section: 6		0
6. Business and Industry Interaction		
a.	Board of Visitors attendance	2
b.	Organizing and/or escorting student field visits to business and industry	2
c.	Faculty led project/internships with business and industry	2
d.	Employment referrals for student internships and/or permanent placement for business and industry positions to Career Development Center	2
Bonuses		
i.	Bonus for multiple activities with option 6a, 6b, 6c, 6d (1 each)	
ii.	Arranging guest lecturer to augment course curriculum and/or for professional development (1 each)	
iii.	Industry technology/resource implementation in courses (e.g., Unanet, Gleim, Tableau, etc.) (does not include Connect, Mindtap, etc.) (1 each technology)	
iv.	Participation in student competition and/or escort students to conference/meeting (1 each)	
v.	Industry partnership agreements incorporated into COB courses, programs, or activities (e.g., IBM Skills Academy, NSA, Unanet, etc.) (1 each)	
vi.	Presentation to industry organization (1 each) (including student industry orgs)	
Total Point Target for Section: 4		0
7. Special Research Programs and Projects, if applicable		
a.	Ad Hoc COB committee participation	2
b.	COB project support	2
Bonuses		
i.	As approved by Department Chair (2)	
Total Point Target for Section: 2		0

8. Thesis and Dissertation Supervision and Direction, if applicable (Graduate Faculty Only)			
a.	Satisfactory guidance on graduate program/course research	3	
Total Point Target for Section: 3			0
9. Travel to Off-Campus Locations and/or Non-Traditional Teaching, if applicable			
a.	Teach, as assigned/volunteered, off-campus or non-traditional COB courses (i.e., online, hybrid, weekend, satellite campus, Fast Path, etc.)	3	
Total Point Target for Section: 3			0

Brief description of items that meet essential function criteria (you must maintain evidence file):

1. Classroom Teaching Assignments

- a.
- b.
- c.
- d.
- e.
- f.

Bonuses

- i.
- ii.
- iii.
- iv.

2. Student Advising and Counseling Activities

- a.
- b.
- c.
- d.
- e.

Bonuses

- i.
- ii.
- iii.

3. Scholarly and Professional Activities

- a.
- b.
- c.
- d.
- e.
- f.
- g.
- h.

Bonuses

- i.
- ii.
- iii.
- iv.
- v.
- vi.

4. Community and College Service Activities

- a.
- b.
- c.
- d.

Bonuses

- i.
- ii.
- iii.
- iv.
- v.
- vi.
- vii.
- viii.
- ix.

5. Administrative Activities

- a.
- b.

- c.
- d.
- e.
- f.
- g.

Bonuses

- i.
- ii.
- iii.
- iv.

6. Business and Industry Interaction

- a.
- b.
- c.
- d.

Bonuses

- i.
- ii.
- iii.
- iv.
- v.
- vi.

7. Special Research Programs and Projects

- a.
- b.

Bonuses

- i.

8. Thesis and Dissertation Supervision and Direction, if applicable (Graduate Faculty Only)

- a.

9. Travel to Off-Campus Locations and/or Non-Traditional Teaching, if applicable

- a.

ACBSP Criterion 5.3.C

Guidance for Scholarly and Professional Activities

https://cdn.ymaws.com/acbsp.org/resource/resmgr/docs/Unified_Standards_and_Criter.pdf

Criterion 5.3.C. Provide evidence that All faculty members are involved in activities that enhance depth, scope, and currency of knowledge related to their discipline and instructional effectiveness. The faculty members as a unit must demonstrate balanced participation of scholarly and professional activities.

1. For Associate Degree programs, or institutions without graduate programs, “balanced participation” means that the Scholarship of Teaching may be the predominant area of scholarship. For a university with undergraduate and graduate programs, it means that all four areas of scholarship (teaching, discovery, application, and integration) described below must be represented in the activities of the faculty.

2. Faculty members who are Doctorate Qualified must be continuously and actively engaged in scholarship and professional activities. Faculty members who are Master’s or Bachelors Qualified must be continuously and actively involved in professional activities and may be involved in scholarly activities. These activities are a critical component for increasing the intellectual capital of the faculty members as a whole.

3. Scholarship is defined to include four types of intellectual activity (Boyer Model of Scholarship). They are: (A) the scholarship of teaching; (B) the scholarship of discovery; (C) the scholarship of integration; and (D) the scholarship of application. These four types of scholarship are to be equally recognized, accepted, and respected, and the overall performance of each faculty member is to be carefully accessed and held to a high standard of excellence.

A. The **scholarship of teaching** includes:

- Developing new teaching materials (syllabi, courses, case studies, curriculum)
- Developing new teaching methods
- Techniques to evaluate the effectiveness of teaching
- Presentations about teaching at professional conferences
- Writing textbooks about pedagogy

To be considered Scholarship, each of these activities must be documented and critiqued by professional colleagues. Examples of documentation include publications dealing with pedagogy and/or teaching techniques, written evaluations of teaching materials, and the development of outcomes assessment tools.

B. **The scholarship of discovery** is the closest to what is meant by the term "basic research." Freedom of inquiry and freedom of scholarly investigation is an essential part of higher education. The capacity to carry out the scientific method and to conduct meaningful research is an important aspect of learning. Examples include:

- Presentations on the results gleaned from basic research
- Published or unpublished manuscripts of basic research
- Theses and dissertations

In institutions whose primary mission is undergraduate teaching, the dissertation or other comparable piece of creative work could suffice for this. Institutions having research missions or graduate programs would be expected to have on-going research activities.

C. **The scholarship of integration** seeks to interpret, to draw together, and to bring new insights to bear on original research. The scholarship of integration means fitting one's work into larger intellectual patterns. It is essential to integrate ideas and then apply them to the world in which we live. Examples include:

- Authoring white papers, articles, and monographs
- Conducting interdisciplinary seminars
- Authoring textbooks
- Grantsmanship (list the awarding agency and funded allocations)

D. **The scholarship of application** involves the active engagement of the scholar. It focuses on the responsible application of knowledge to consequential problems. In the past, this type of activity has been called applied research and/or development. Note that this is not to be a catch-all category. The scholarship of application must be tied directly to one's field of knowledge and relate to, and flow directly out of, creative professional activity. Examples include:

- Contract research
- Consultation
- Technical assistance
- Policy analysis
- Program evaluation

The scholarship of application requires creativity and critical thought in analyzing real problems. These activities must be documented and must include an evaluation from those receiving these services.

4. A minimum of 80 percent of the faculty members providing education to doctoral students should actively participate in the scholarship of teaching, discovery, integration, or application. If an institution deviates significantly (five percent or more) from this research participation level, an explicit rationale must be explained, and performance evaluation results must be provided to demonstrate that the participation level is sufficient, as related to student learning and scholarship program objectives. Explain the balance and degree of faculty involvement in scholarly activities that support fulfillment of the institution's mission.

5. Professional activities include routine application of the faculty member's professional expertise in helping solve problems in either the private or public sectors. These may include activities for which the faculty member is paid, as

well as voluntary services. The key determination is "professionally-related." Community activities that are not professionally related are not to be included. For instance, general community service, such as coaching a little league soccer team or delivering meals to shut-ins, would not be considered professionally related. The determination of "professionally related" depends upon the nature of the activity. For example, if a CPA conducts a men's bible class, it is not professionally related. However, if the CPA conducts an annual audit of the church's financial affairs and prepares an opinion letter, it would be considered professionally related. Community service that is not professionally related may be reported in Criterion 1.3.

Examples include:

- Activities involving the use of professional expertise in helping solve practical problems in either the private or public sectors (e.g., professionally-related consultation, policy analysis, etc.)
- Activities in support of professional organizations (e.g., attending and participating in professional meetings, workshops, conferences, symposia; serving as an officer of a professional organization, as program chairperson of a professional meeting; leadership roles in professional organizations, boards, commissions, etc.)
- Activities directly tied to the academic discipline of the faculty member and consistent with the stated mission of the business programs. (Community and university service activities not directly related to the faculty member's discipline do not satisfy this standard.)
- Program or institutional committees
- Guest speakers, internships, partnerships
- Learning new skills/techniques
- Involvement in accreditation processes
- Multicultural and diversity initiatives (on-campus or off-campus)
- Continuing education (classes, seminars, certifications, etc.)