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Introduction

While the work completed over the past six months has necessarily only been preliminary due to the broad scope of the opportunity, the effort has nonetheless been expansive and consequently generated expansive results. We have therefore created this supplementary document to capture the detailed work and progress in exploring areas where we should pursue operational enhancements, in the hopes that this may serve as a reference to those individuals and committees tasked with continuing the work that was begun here.
Overview of the Operations Categories Identified

<table>
<thead>
<tr>
<th>Onboarding</th>
<th>Professional Growth</th>
<th>Faculty Mentoring</th>
<th>Culture</th>
<th>Performance Reviews</th>
<th>Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate into W. P. Carey Orientation (provide outline of dates)</td>
<td>For all Faculty (Research, Clinical, Adjunct, (some for Graduate Students)</td>
<td>Specific to each discipline</td>
<td>For all Faculty (Research, Clinical, Adjunct)</td>
<td>For Clinical and Adjunct Faculty</td>
<td>For all Faculty (Research, Clinical, Adjunct)</td>
</tr>
<tr>
<td>We need our own orientation:</td>
<td>Best Teaching Practices</td>
<td>Mentoring Program - how to deal with student issues - syllabus guidance - needs to have taught the same class before</td>
<td>Retreats</td>
<td>Create New Matrix to Include the new Expectations</td>
<td>Award for Teaching</td>
</tr>
<tr>
<td>- send newbies to WPC orientation</td>
<td>TedTalk Series</td>
<td>Coffee Chats</td>
<td>Coffee Chats</td>
<td>Multi-Year Review Process</td>
<td>Master Teacher List (like Dean’s list but for teaching; more than one winner)</td>
</tr>
<tr>
<td>- tell people where to go for information, etc</td>
<td>Podcast Series</td>
<td>After School Chats</td>
<td>Family Day</td>
<td>Promotion Policy (Bi-Laws were recently changed)</td>
<td>Award for Student Engagement</td>
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<tr>
<td>- checklist</td>
<td>Lunch and Learn</td>
<td>Holiday Party</td>
<td>Holiday Party</td>
<td>AACSB – credentials to teach and accreditation Issues</td>
<td>Award for Innovative Curriculum Design</td>
</tr>
<tr>
<td>Effective Teaching – In-Person, Online, Hybrid</td>
<td>Webinars</td>
<td>Buddy Program - from another department</td>
<td>Buddy Program - from another department</td>
<td>Continuing education (e.g. attending workshops, conferences)</td>
<td>Pay raises - merit increases</td>
</tr>
<tr>
<td>‘How to Use Technology’</td>
<td>Faculty Facebook</td>
<td>Athletic Tickets for New Faculty</td>
<td>Athletic Tickets for New Faculty</td>
<td>- squaring up with market rates to help with retention</td>
<td>- Peer Recognition</td>
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<td>Best Practices</td>
<td>Professional Growth Funds</td>
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<td>Academic Integrity</td>
<td>YouTube Channel</td>
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<tr>
<td>Grade Roster Mgt</td>
<td>Visits to other Universities</td>
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<tr>
<td>Classroom Mgt – based on size and type of class</td>
<td>Conferences</td>
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<td>Student Engagement</td>
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<td>FERPA</td>
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3
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<tr>
<th>Instructional Resources</th>
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</thead>
<tbody>
<tr>
<td>Match faculty mentors and buddies</td>
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<tr>
<td>Technology Helpdesk</td>
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<td>New faculty Blackboard course</td>
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<tr>
<td>Course Lead to Work with New People (Not just CORE classes - required major classes)</td>
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Onboarding
(to coincide with faculty contract)

- All new faculty to attend the One Day University Orientation
- All new faculty to attend the current 4-Hour W. P. Carey Orientation
  - General Overview of Expectations in the Classroom
  - What to Expect as an Educator
  - What to Expect from Students
  - FERPA
  - Academic Integrity
- All new faculty to be matched with a Peer to Peer Mentor and Buddy Mentor at the 4-Hour W. P. Carey Orientation (see Peer to Peer and Buddy Programs)
- All new faculty to watch a Video Welcome from Dean Hillman and their Department Chair at the 4-Hour W. P. Carey Orientation
- All new faculty to complete a series of general courses focusing on general information and teaching methods within the first week of hire (In-Person is prefered but an Online option may be something to consider developing)
  - Using Technology (Quick Overview to Get Going)
    - Blackboard
    - Grade Roster (connecting Blackboard and the Grade Roster)
    - Textbook
    - In the Classroom
  - Teaching Methods (Quick Overview to Get Going)
    - Best Practices
    - How to Make Teaching More Successful
      - Using Learning Analytics and Creating Data
    - Effective Syllabi
    - Academic Integrity
    - First Day of Class
    - How to Drive Discussions
    - Student Engagement
      - Capstone Projects
      - Honor’s Thesis
  - Quick FAQ's (Quick Overview to Get Going)
    - Where to go for supplies (batteries, pens,)
    - Who to call/email for Help
- All new faculty to complete a series of courses specific to their area of concentration to be completed over a 9 month period of time - focus will be on REFINING teaching skills/methods in the specific courses being taught. (ACUE Program could be used in lieu of W. P. Carey creating their own series or UNTIL W. P. Carey creates their own series)
  - Undergraduate
    - In-Person
    - Online
    - Hybrid
- Master
- PhD
Professional Growth

For all Faculty (Research, Clinical, Adjunct and PhD Students)

- Workshop Series to be offered in multiple mediums. Topics to be jointly determined by faculty interest and the person overseeing this responsibility.
  - In-Person
  - TedTalk Series
  - Podcast Series
  - Webinars
- Lunch and Learn (Brown Bag)
  - Can use these for people to practice presentations and get input from peers
- Faculty Facebook
- Professional Growth Funds
- YouTube Channel
- Visits to other Universities
- Attend Conferences

Teaching Leads

- Teaching Leads should have more budget to attend pedagogy conferences and share learnings with their teams

Teaching Award Recipients

- Teaching award winners encouraged to give teaching workshops
Faculty Mentoring Program

The intent of the Faculty Mentoring program is to spread best practices throughout W. P. Carey while minimizing the feelings of being overwhelmed and frustrated often experienced by new faculty members. A program to train, support and retain clinical and adjunct faculty.

- What is the program?
  - Faculty Mentors serve as sources of guidance and advice for new faculty. Faculty Mentors are more senior faculty members who can offer the value of their experience and connections within the organization.

- Criteria to Serve as a Mentor:
  - An experienced clinical or adjunct faculty member and feel that others can benefit from your experience
  - A good understanding of the culture, internal workings and resources available at W. P. Carey
  - Collaborative and cooperative skills
  - Enjoy working one on one with others
  - A positive track record
  - Mentor should have taught the same course (if possible) or the same type of course (e.g. large lecture, online) as the new faculty member;
    - duties not to overlap with those of course lead, meant to complement
  - Mentor will be from the same discipline

- Duties as a Mentor:
  - Assist in the new employees’ acclimatization
  - Provide professional guidance
  - Answer questions and direct to the appropriate resource
  - Perform in-class observations and provide constructive suggestions
  - Share syllabi, Help with student issues, Etc.

- Program Content:
  - Meet for a sponsored one-on-one lunch at latest within two weeks of new faculty start, ideally within one month of hire (even before they show up)
  - Be available to meet to talk about whatever the new employee and Mentor decide
  - Determine the needs of the new employee and focus on those concerns

- Benefit to Serve as a Mentor:
  - Counts as service
  - Experience toward career growth (e.g. if you ever want to be a teaching lead, mentoring experience would be required)

- Term:
  - 9 Months
Culture

- **Coffee Chats**
- **After School Chats**
- **Tailgates**
- **Parties/Events**
  - Retreat (one per year, right before fall semester starts)
  - Include fun getting-to-know-you activities
    - Needs to be related to success factors that can be applied in the fall
  - Family Day
  - Holiday Party
  - End-of-Year Party (Faculty and Staff Awards given out here)
    - Award presenters might be someone other than the leader/dean. Goal is fun, casual event.

- **Buddy Program**
  The intent of the Buddy program is to create a culture of community and welcome to all new faculty members. This program works congruently with the Faculty Mentoring program.
  - **What is the program?**
    - New faculty are paired with other (relatively) new faculty to help foster workplace friendships between faculty who are at the same place professionally. Buddies should be peers and the goal is to foster community and friendships among faculty.
    - New faculty can opt-out if they already know plenty of people or don’t see value
    - Any faculty (new or established) are welcome to participate
  - **Criteria to Serve as a Buddy:**
    - Collaborative and cooperative skills
    - Enjoy working one on one with others
    - A positive track record
    - Buddy will be from a different discipline to promote cross-discipline community
  - **Duties as a Buddy:**
    - Introduce new faculty member around, help make them feel welcome
    - Answer questions if possible
    - Provide an atmosphere of welcome, friendliness, and support
    - Reciprocal review of peer evaluations
  - **Program Content:**
    - One-on-one sponsored lunch to help welcome new faculty member
  - **Benefit to Serve as a Buddy:**
    - Help contribute to positive WPC culture
    - New friends
  - **Term**
    - 9 Months
Performance Review

(Committees to consist of at least three full-time faculty members)

- **Purpose of Performance Reviews:**
  - Quality Control
  - Advancement
  - Recognition
  - Multi-Year Contract Eligibility

- **Performance Review Criteria:**
  - Teaching (Clinical and Adjunct):
    - Observation of Teaching
    - Student Knowledge Outcomes
    - Student Evaluations (limited basis)
  - Service (Clinical):
    - Student Engagement
    - Honors Theses
    - BIS Senior Projects
    - Student Organizational Advising
    - Other Student Activities
    - Facilitating/Leading New Training Workshops
    - Mentor
    - Buddy
    - Course Coordinator/Lead

- **Industry Partnerships (Clinical):**
  - Knowledge Transfer
  - Speaking Engagements
  - Serving on Boards

- **Publications (Clinical):**
  - Textbooks (author)
  - Scholarly Book Chapter
  - Business Case Studies
  - Pedagogy Research
  - Newspapers
  - Journals
  - Blogs

- **Department Administrative Duties (Clinical and Adjunct):**
  - Lead Clinical
  - Other...
• **Other (Clinical and Adjunct):**
  - Serve as an editor or coordinator editor of a scholarly book
  - Serve as an editor or associate editor of top tier peer reviewed publication
  - Serve as elected officer of international or national professional organization
  - Serve as program chair for major academic conference
  - Serve as special edition editor for academic journal
  - Continuing education (attending workshops and conferences, for example (see Professional Growth))
  - Other.....

• **Promotion Policy Suggestion:**
  - Promotion Policy - Exceptional faculty should be eligible earlier for promotion to help with retention
  - Eligibility
    - Probation Period of one academic year before eligible
    - Need to meet a certain threshold on yearly performance review

• **Multi-Year Contracts Suggestions**
  - Rationale - Offering multi-year contracts can be a way to help us recruit
  - Eligibility
    - Probation Period of one academic year before eligible
    - Need to meet a certain threshold on yearly performance review
  - Additional Review Necessary for Multi-Year Contract
    - Includes all the same for yearly review
    - Departments can determine what more is needed
  - Up to 15% of faculty can currently have multi year contracts currently
  - We advise to increase this percentage
Recognition

(Annual Recognition committee to consist of at least three full-time faculty members)

For all Faculty (Research, Clinical, Adjunct)

- **Everyday Recognition**
  - Peer recognition
    - System where peers can thank each other for help or for going above and beyond. (Peer recognition can come with a small gift card; e.g. $10 to Starbucks.)

- **Annual Awards (to be selected by the Annual Award Committee)**
  - Teaching
  - Student Engagement
  - Innovative Curriculum Design
  - Master Teacher List
    - Like Dean’s list but for teaching
    - More than one winner
  - [Professionals of Practice] Sparky Award
    - Recognize faculty members for embodying the positive culture we are trying to create with this initiative
  - Outstanding Mentor Award
  - Sharing is Caring Award
    - Award for people who are giving workshops, teaching others, etc.
  - Staff Support Award (only for staff)
  - Sensible Shoes Award (because they’re so supportive!)

- **Pay Raises**
  - Merit increases
  - Squaring up with market rates to help with retention
Peer to Peer Research in the Scholarship of Teaching

For all Non-Tenure Faculty

Overview

Program: Incorporate a Peer to Peer Research in the scholarship of teaching in the same manner as research.

Reason:
● The Peer to Peer review process in the scholarship of teaching would:
  ● Serve as the ASU pillar of Teaching
  ● Serve as the ASU pillar of Service (if open to all via an open access journal)
  ● Increase ASU Rankings that consider Service (e.g. U.S. News & World Report, Washington Monthly and Payscale)
  ● Offer prestige
  ● An additional standard for promotion
  ● Another way for non-tenure track faculty to publish the scholarship of teaching
  ● Serve as the portal academics utilize when searching for ways to cover a topic or how to improve classroom participation......

To Be Housed:
In the new ‘Solution Center’ whose purpose will be to contribute and disseminate the ‘Best Teaching Practices in the field of… Accounting, Agri-Business, Economics, Finance, Information Systems, Marketing, Supply Chain......

How:
● Begin with a pilot program in one or all departments
● Begin an open access journal possibly named ‘WP Carey Journal of Business Instruction’ with an initial investment of $1500 for the platform
● Set up a policies/peer review guidelines and an editorial board (the processes, procedures, deciding what “good” teaching is etc. – the actual point of the program.
● Provide class release for the editor and co-editor
● The university/school requires all clinical faculty to participate in research or have their teaching load increased…this peer to peer research could serve as the clinicals research requirement that choose to participate
● Faculty would present the following to be peer reviewed:
  ○ Record a video (particular part of their instructional practice e.g. an innovative way to introduce a complicated theory (specific content) or demonstration of a specific pedagogical approach.....)
  ○ Write-up a brief overview of what the video is about (to include citations from literature and eventually other peer-reviewed videos of instructional practice)
○ Submit the video and write-up to the ‘WP Carey Journal of Business Instruction’
○ The Journal editor will disseminate the video to others for peer-review (same process as academic journal)
○ If accepted to the ‘WP Carey Journal of Business Instruction’ it will be published and the faculty member will receive a citation that can be placed on his/her CV

**Result:** The peer reviews would serve as a scholarly outlet for teaching, just as publications serve as a scholarly outlet for research. In addition to the mechanism to professionalize teaching in the same manner as research, this process would extend University’s Knowledge Mobilization initiative that asks the academic world to use alternative forms of scholarship to disseminate knowledge. A new innovative way to access the scholarship of teaching and ultimately be expanded to other universities to submit their work. It is the rubber meets the road portion of increasing teacher quality. “*The ultimate teacher development program for WP Carey to provide an outlet to contribute towards improving instructional performance, just as the research oriented colleagues have*” (Dr. Doiron).
### UCL Academic Career Framework

For all Faculty (Research, Clinical and Adjunct)

**EXAMPLE for “Education” Faculty:**

**Education**– Grade 7 of 10 Faculty - Education activity refers to any activities which support student learning, including: Establishing new modules, programs and short courses; Developing subject materials; Curriculum development and learning design; Consultation and collaboration with professional bodies on course design and accreditation; Working with students on curriculum reform projects

<table>
<thead>
<tr>
<th>Activity</th>
<th>Examples of activity that would be typically expected of an individual working at this grade. Equivalent core or specialist activities may attach to particular career paths and disciplines.</th>
</tr>
</thead>
</table>
| **Core**                                                                 | Translating advances in the subject area into own teaching delivery  
Use of a range of appropriate technologies, and providing timely and effective feedback to students  
Demonstrate inclusive teaching practices  |
| **Specialist**                                                            | Broader or more in-depth core education activities above; or some core education activity at next level  
Supporting students outside the classroom  
Supervision of staff and/or students; or management of other delegated education resources or duties |

<table>
<thead>
<tr>
<th>Indicators of impact</th>
<th>Examples of impact that would be typically expected of an individual working at this grade.</th>
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</thead>
</table>
| Evidence of strong student satisfaction from internal evaluations and other data (e.g. learning analytics)  
Participating in projects that contribute to improving education for students with evidence of personal impact | Involvement in programs within subject field or department aimed at improving the student experience with evidence of personal impact  
Personal impact, including student testimony |
Research – Grade 7 of 10 Faculty (Example for Researchers) — Research activity covers all aspects of the creation and application of new knowledge, however that manifests itself within your discipline or disciplines. Broadly speaking it covers: Production and dissemination of research outputs, including informing policy through research insights; Supporting and nurturing early career researchers, including supervision of PGR students; Enabling and leading research activities, contributing to addressing equality, diversity and inclusion issues in research, strategy input and reviewing for dissemination, funding and professional bodies, and generating research income at a level appropriate to the discipline.

### Activity
Examples of activity that would be typically expected of an individual working at this grade. Equivalent core or specialist activities may attach to particular career paths and disciplines.

<table>
<thead>
<tr>
<th>Core</th>
<th>Specialist</th>
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<tbody>
<tr>
<td>Plan and develop independent, original, significant and rigorous contributions to subject area or body of knowledge.</td>
<td>Broader or more in-depth core research activities; or some core research activity at next grade level</td>
</tr>
<tr>
<td>Build networks of research contacts around discipline and/or relevant cross-disciplinary communities</td>
<td>Contribute to writing bids for research grants</td>
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<tr>
<td>Presentation of work to collaborators or others external to UCL</td>
<td>Co-or joint supervision</td>
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</tbody>
</table>

### Indicators of impact
Examples of impact that would be typically expected of an individual working at this grade.

| PhD or equivalent professional qualifications/Experience (in vocational disciplines) | Occasional reviewer for research-focused journals |
| Reference from group leader, supervisors and immediate collaborators | Descriptions of impact activities |
| Refereed conference posters/papers | Participation in policy-focused meetings or events; engagement with UCL Public Policy activities |
| Peer-reviewed journal articles, book chapters | E.g. undertaking a policy placement; evidence of scoping and responding to policy stakeholder needs |
| Peer-reviewed cultural, artistic or design outputs, as appropriate to the discipline | |
EXAMPLE for BOTH “Education” and “Research” Faculty:

Clinical and Research – Grade 7 of 10 Faculty
Enterprise and External Engagement – Grade 7 of 10 Faculty

<table>
<thead>
<tr>
<th>Activity</th>
<th>Core</th>
<th>Specialist</th>
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<tbody>
<tr>
<td>Examples of activity that would be typically expected of an individual working at this grade. Equivalent core or specialist activities may attach to particular career paths and disciplines.</td>
<td>Involvement in work to promote impact of research outside of academia Participation in consulting, or other specialist activities for ASU Contribution to media or policy debate related to subject area Participation in Public Engagement activities designed to communicate ASU research to non-academic communities/audiences</td>
<td>Participation in enterprise and external engagement activities with tangible institutional benefit to ASU Broader or more in-depth core enterprise or external engagement activities above; or some core enterprise or external engagement activity at next level</td>
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<td>Examples of impact that would be typically expected of an individual working at this grade.</td>
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| Invited speaker or expert contributor beyond academia Active membership of a professional body Consultancy contracts for institutional benefit Participation in relevant networking events Media contribution – articles or appearances | Demonstrate contribution to delivery of short courses for professional development Participant in ASU Public Engagement Network or other similar networks |

Institutional Citizenship – Grade 7 of 10 Faculty

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<td>Examples of activity that would be typically expected of an individual working at this grade. Equivalent core or specialist activities may attach to particular career paths and disciplines.</td>
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</table>

| Demonstrate department citizenship Collegial behavior with clear benefits to department or sub-group | Contribution to ASU’s Equality, Diversity and Inclusion groups and committees |

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<tr>
<td>Examples of impact that would be typically expected of an individual working at this grade.</td>
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<tr>
<td>Proactive and effective support to colleagues and students</td>
<td>Involvement in equalities action planning</td>
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<tr>
<td>Proactive contribution to effective management and administration in line with duties allocated by Head of Department</td>
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