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CONCORDIA UNIVERSITY CHICAGO

COLLEGE of BUSINESS

**College of Business**

**Human Resource Plan**

**2019**

## Overview

The Concordia University Chicago, College of Business Human Resource Plan (hereafter COB HR Plan) is an essential element that supports the College of Business Strategic Plan ([https://webserv.cuchicago.edu/files/forms-repository/college-of-business/CoB\\_Strategic\\_Plan.pdf](https://webserv.cuchicago.edu/files/forms-repository/college-of-business/CoB_Strategic_Plan.pdf)) that states:

As we strive to become a globally recognized College, we continue to raise the academic reputation of the College of Business and its faculty through the active pursuit of academic discovery, scholarship and professional credentials.

In order to raise the academic reputation of the College of Business we have focused on three key objectives: actively engage in the academic environment on a global level; facilitate the academic pursuits of our faculty, and recruit faculty with terminal degrees. Full-time faculty currently possessing master's degrees, on tenure track, will commit to pursuing and completing their terminal degree as a condition of continuing employment.

Within the Strategic Plan, there are six key initiatives addressing the delivery of academic expertise. Each of the six goals, below, are presented in the COB HR Plan to provide the framework for achieving each objective to increase academic expertise:

1. Increase the number of faculty with PhD or terminal degrees.
2. Faculty objectives for conferences – attend and contribute
3. Faculty objectives to promote active membership in professional organizations
4. Adjunct faculty development and coaching; Community of Practice (formerly known as Café). etc.
5. Global mentoring and research with international partner universities
6. Increase and support the number of staff with higher education achievement

Moreover, this COB HR Plan is used in concert with the Concordia University's office of Human Resources which provides the guidelines, policies and procedures for the recruiting selecting, hiring, developing, and retaining staff and faculty. "The Human Resources Office is dedicated to advancing the mission of Concordia University Chicago by providing employment resources to all members of the university community" (<https://www.cuchicago.edu/about-concordia/employment/>).

### **Goal 1: Increase the number of faculty with PhD or terminal degrees**

In 2015, the COB in addition to the Dean, only one FT faculty had an earned doctorate. As of June 2019, five FT faculty have earned doctorates. The remaining FT faculty are enrolled in a doctoral program with a projected conferral date between the 2020-2022 timeframe. In 2015, no staff members had post graduate degrees. Today, of the four staff members, three have earned master's with one of the three pursuing their doctorate, and one is pursuing her MBA. This is the result of the proactive leadership and planning within the College of Business. The College also



supports one doctoral research assistant, and one master’s graduate assistant. To continue to meet the objective of the Strategic Plan, this COB HR plan codifies that through both hiring and increased educational pursuits, the College of Business will strive to maintain and raise faculty membership with terminal degrees. To pursue a highly-qualified faculty, the COB follows the Concordia University Chicago search policies and processes to better ensure that faculty with terminal degrees are recruited and selected from an available diverse candidate pool.

Equally important, the College of Business supports current full time faculty in the pursuit of completing their terminal degrees. (See the Employee Handbook):

[https://webserv.cuchicago.edu/files/forms-repository/human-resources/CUC\\_EmployeeHandbook2016.pdf](https://webserv.cuchicago.edu/files/forms-repository/human-resources/CUC_EmployeeHandbook2016.pdf)

Full-time faculty are provided with continuing education opportunities as Concordia University Chicago allocates funds for faculty to attend conferences, take professional development and continuing education courses that may be required in their field, and provides a tuition reimbursement program for faculty to achieve a terminal degree. Several faculty members have or soon will finish their coursework and have only their dissertations to complete. Completing their dissertations is a criteria for reappointment. The current leadership for the College of Business is as follows:

**Leadership**

Dr. Claudia Santin	Dean
Dr. John Schwarm	Associate Dean, Chair, Graduate Programs
Elisabeth Dellegrazie	Chair, International Academic Programs
Dr. Dana Sendziol	Chair, Undergraduate Programs

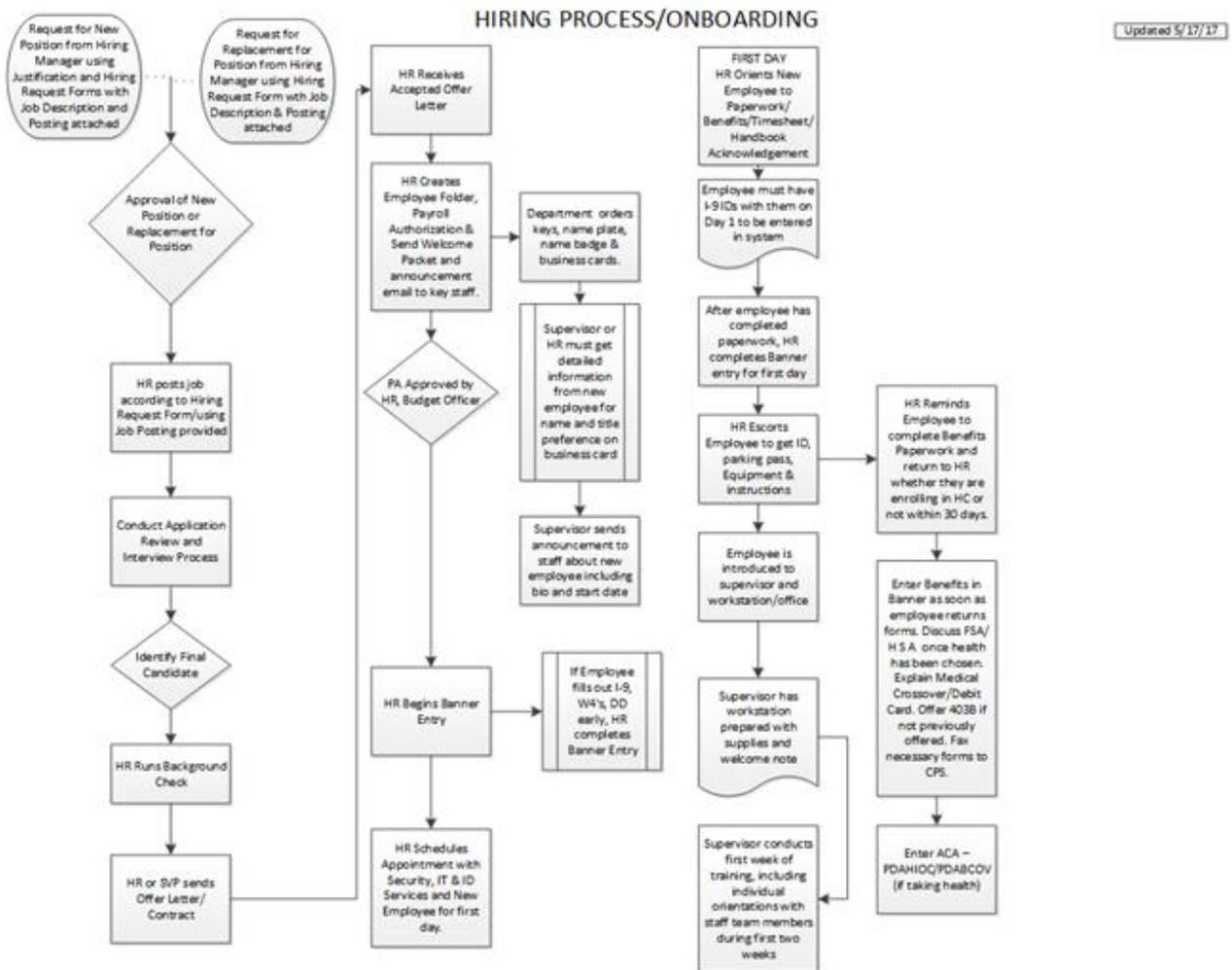
**Full-Time Faculty**

Tim Basadur	Assistant Professor
Dr. Charlene Dunfee	DBA Program Lead, Visiting Associate Professor
Maria Battistoni	Assistant Professor
Dr. Wanda Foster	Associate Professor
Dr. Svetlana Mitereva	Associate Professor
Joseph Stachnik	Assistant Professor
Russell Zage	Assistant Professor

**Staff**

Susan Kvasnicka	Administrative Assistant to the Office of the Dean	<a href="mailto:Susan.Kvasnicka@CUChicago.edu">Susan.Kvasnicka@CUChicago.edu</a>
Mallory Marach	International Program Operations Manager	<a href="mailto:Mallory.Marach@CUChicago.edu">Mallory.Marach@CUChicago.edu</a>
Cathy Schlie	Marketing, Communication, and Events Manager	<a href="mailto:Catherine.Schlie@CUChicago.edu">Catherine.Schlie@CUChicago.edu</a>
Elizabeth Soto	Academic Operations Director	<a href="mailto:Elizabeth.Soto@CUChicago.edu">Elizabeth.Soto@CUChicago.edu</a>

If a full time faculty search is approved by budget, The Concordia University Chicago’s Human Resource search policy and procedures are graphically presented below.





The existing College of Business recruiting process follows the Concordia University policies and procedures. The process is initiated by placing a Request for Hire or Request for Replacement into the Concordia personnel system. The process initiates a search via the University careers site, job boards, and a talent websites. The recruitment and hiring process for faculty the corresponds to the earlier graphic is outlined in the Concordia University Handbook, Section 3.2.9.2 on pages 99-101;

“The filling of an open teaching position (either with a new hire or by reassignment/reclassification) shall use the following procedures:

- A. When a position opens or it is known a position will be opening, it is recommended that the college dean or his or her designee confer with Human Resources to discuss any background information about the position, the job description, job posting, skills sets, sourcing, Full Time or Part Time, benefit status, salary, etc.  
Prior to filing the *Faculty Hiring Request/Position Control Change Authorization* form the *Justification for a Faculty Position* form must be filed and approved.
- B. The college dean or his or her designee submits the *Faculty Hiring Request/Position Control Change Authorization* (click [here](#) for form) with the attached job description and job posting to initiate a personnel action. Human Resources should be the repository of all current job descriptions by department and organization charts.
- C. The request should have upper level signature(s): Budget Control Officer, VP, President, Budget Services and Human Resources.
- D. The college dean or his or her designee should complete a justification for a new position plus the proposed job description and revenue source that will pay for the new position and submit to senior management for approval.
- E. Human Resources reviews the request and documentation and submits it to Budget Control and Finance for review and budget approval.
- F. Once all signatures are obtained, Human Resources posts the position internally and sources it externally: internal for 5 days then on external sites indicated on request form. External, or public, advertising shall include various Synodical publications and websites, including the Concordia University System Website [<http://www.lcms.org/cus>], the *Lutheran Witness*, and *The Reporter*.  
Additional sites are possible. There may be a time delay between Human Resources receiving the requisition and the posting of up to 5-7 days.
- G. Applications are received electronically through the applicant tracking system and forwarded to the college dean or his or her designee. Internal applications can be received in Human Resources in hard copy also. Only those resumes of qualified internal and external candidates will be considered. All applicants, applications and resumes must be directed to Human Resources, where initial pre- screening of applicants is performed. Academic search committees may do this pre-screening under agreement from Human Resources.



- H. All candidates' initial letters of application, supporting documents, and references will receive e-mails of acknowledgement of receipt through the applicant tracking system.
- I. The college dean or his or her designee will appoint a search committee chair and members, subject to the dean's approval. The committee will develop a rubric of interview questions, a point system for consistent interviewing, and a search plan to interview candidates.
- J. A spreadsheet will be created for each search and posted to Blackboard with applicant attachments. Search committee members, the President and Senior Vice President for Academics will have access. The search committee chair will keep the dean and the Senior Vice President for Academics informed of the search progress.
- K. The search committee will choose the candidates to be brought in for an interview (generally three applicants).
- L. Human Resources and search committee should do first round interviews. Second round should be second level reviewers, peers, and others who will work with employee. Human Resources should contact applicants and arrange interviews. Human Resources should contact applicants to set up interviews.
- M. Academic candidates will also interview with the dean of the college and the Senior Vice President for Academics. The President must interview candidates for theology and science positions. Search Committees are expected to be fiscally responsible. They shall work with the Purchasing Department for travel, housing, and other arrangements to host an interviewee. Entertainment expenses shall follow guidelines for off-campus meals.
- N. Once interviews are complete, the dean or his or her designee will notify Human Relations of the top finalist(s). Search committee chairs notify Senior Vice President for Academics of the top finalist(s). Faculty candidates must be recommended by the search committee and college dean, to the Senior Vice President for Academics, who submits the finalist(s) to the President for approval.
- O. Human Resources will perform the background check. The normal turnaround is 5 days to get the results back.
- P. The Board of Regents has final approval for tenure-track Faculty candidates. The Dean and the Senior Vice President for Academics make all job offers to Faculty and prepares the contract.
- Q. Human Resources will perform the background check. The normal turnaround is 5 days to get the results back.
- R. The search committee chair will collect all interview notes and submit them to Human Resources for the search file and required records retention.
- S. Non-Synodically rostered Faculty members shall be encouraged to become rostered through the Synodical colloquy program. The two means on campus are through campus classes and through CUEnet. On-campus courses are free to the Faculty member, but CUEnet courses carry a charge for such courses. Both routes prepare the candidate for the interview with the Colloquy Committee."



Vacancies will be filled consistent with these policies and procedures in a manner that enhances the College of Business ability to achieve the appropriate combination of faculty with academically- and professionally-qualified status. The COB also follows the Higher Learning Commission and the Association of College and Business Schools' policies on hiring of highly qualified faculty. Because, the College of Business faculty interact with students on an ongoing basis, and they have such a key role in student success, faculty should be sought that are passionate about helping students succeed and providing the support and guidance needed to be successful in the classroom.

Regarding the profile of the current COB adjunct faculty, it includes a mix of JD, doctorate, and masters terminal degrees, and all have previous college teaching, business management or leadership experience. The College of Business relies on adjunct faculty to teach many of the on ground and online master's classes. Consequently, the COB maintains a pool of qualified adjunct faculty so that term to term academic demands may be met. To further develop the pool of potential full time faculty, the College of Business will continue to seek and recruit terminally degreed instructors. Adjunct faculty receives 100% tuition as follows (pg. 15 & 16)  
[https://webserv.cuchicago.edu/files/forms-repository/human-resources/employee-handbooks-historical/General\\_Employee\\_Handbook.pdf](https://webserv.cuchicago.edu/files/forms-repository/human-resources/employee-handbooks-historical/General_Employee_Handbook.pdf)

## **Goal 2: Faculty objectives for conferences – attend and contribute**

The COB recognizes the importance of encouraging and supporting employees in professional development activities that are related to their discipline. Professional development opportunities include, but are not limited to, professional conferences and meetings, sabbaticals, educational leave, reduced tuition at Concordia University Chicago, course work and College or University-sponsored workshops and online training courses. The University and the COB encourage professional development of its faculty for a variety of development opportunities. The COB encourages faculty attendance at conferences and opportunities, within budget constraints, to develop and present papers to further enhance the academic recognition of the College of Business and Concordia University Chicago.

Each fall, the University Faculty Growth and Development Committee organizes a face to face two day professional development event, part of which involves community service. This includes a full-time faculty forum providing department dialogue and the sharing of information. That same week, the University hosts a full day orientation for new full-time faculty, at which time new faculty meet other new faculty, attending a faculty mentoring orientation, and spend time with the University President and the College Deans. During this week, adjunct faculty meets via the Community of Practice capability.



### **Goal 3: Faculty objectives to promote membership in professional organizations**

The College recognizes the importance of encouraging and supporting employees and faculty in professional development activities that are related to their discipline. Professional development opportunities include, but are not limited to, professional conferences and meetings, sabbaticals, educational leave, reduced tuition at Concordia University Chicago. Sabbaticals are offered through the University for Faculty who have been employed 10 or more years. The process from page 216, section 3.4.10.1, of the CUC Employee Handbook includes:

**A. Eligibility:**

Faculty members are eligible to apply for sabbatical leave in the tenth year of full-time service at any Synodical college, university, or seminary. The ten years will not include any time on full study leave from the Synodical institution.

**B. Type of Leave:**

Faculty members may apply for a full year (July 1- June 30) leave of absence at half salary or a one-semester leave of absence at full salary.

If the granting of a sabbatical is delayed, the applicant begins accruing time for eligibility for a subsequent sabbatical application from the time of the initial application.

**C. Procedures:**

The Senior Vice President for Academics will annually publish information regarding eligibility for sabbatical leaves. Faculty members may apply for sabbatical leave for the subsequent academic year by completing an application available from the Office of the Senior Vice President for Academics and submitting it to that office no later than September 10th of the academic year prior to the year of the requested leave. This application must include the purpose of the projected leave, the plans for the leave, the department's plans to cover the leave, and how Concordia will benefit from the proposed leave.

**D. Criteria:**

The Senior Vice President for Academics will consider the following criteria, in consultation with the Deans' Council, in making the recommendation to the Board of Regents regarding the request for the sabbatical.

**1. Primary Criteria:**

- a. The potential contribution to the Faculty member's discipline or higher education.
- b. The benefit of the leave to the University or the church.
- c. The benefit of the leave to the individual Faculty member.
- d. The number of years a Faculty member has been eligible and has applied for a sabbatical.

**2. Secondary Criteria:**

- a. The plans for covering the leave by the academic department.

b. The cost of the leave to the University.

The size of the department shall have no bearing on the eligibility for or granting of sabbatical leaves.

The University expects that Faculty members who take a sabbatical leave will serve at Concordia at least one year following the leave.

E. Elected Committee Service during Sabbatical Leave

A Faculty member on sabbatical leave does not have to serve on their elected committees during the sabbatical period, whether such leave is a half year full leave or two semester half leave. A replacement will be elected for that time period. A Faculty member on sabbatical or other leave at the time of election is eligible for election. Absence from a Committee during any leave does not extend term for which elected.

The guidelines and form are attached. The guidance is found in Section 4.13: Faculty Leaves (Employee Handbook [2016] Section III: Faculty 4.13.1 Sabbaticals for Review.

#### **Goal 4: Adjunct faculty development and coaching; Community of Practice, etc.**

The COB provides various mechanisms to help faculty engage with each other. The Community of Practice section of the Blackboard shell where each discipline and course lead has space to engage the faculty through discussion boards, live chats, and conferencing sessions. These channels are used throughout the term to help facilitate communication and community building.

The College of Business Faculty Guidebook, 2018 ([https://webserv.cuchicago.edu/files/forms-repository/college-of-business/CoB\\_Faculty\\_Guidebook.pdf](https://webserv.cuchicago.edu/files/forms-repository/college-of-business/CoB_Faculty_Guidebook.pdf)) is provided to new faculty to give the useful knowledge about the teaching resources that are available to faculty. This Guidebook is updated annually. Additionally, The Concordia University Chicago Employee Handbook ([https://webserv.cuchicago.edu/files/forms-repository/human-resources/CUC\\_EmployeeHandbook2016.pdf](https://webserv.cuchicago.edu/files/forms-repository/human-resources/CUC_EmployeeHandbook2016.pdf)) is distributed at orientation and covers many such areas as general work information, facilities, administrative services, and numerous human resource policies and procedures. A sampling of the topics in the COB Faculty Guidebook include: 1) APA Guidelines; 2) Blackboard Online Teaching Certification; 3) Course Evaluations; 4) Documentation and Protocol for Adjunct Faculty; 5) Grading Guidelines; 6) Monitoring Ethical Behavior; 7) Online Guidelines and Teaching Expectations; 8) Academic Programs for Student Success; 9) Academic Center for Excellence (ACE); 10) Center for International Student Services (CISS); 11) Academic Faculty Coordinators/Café and Community of Practice; 12) Adjunct Contract Request Process; 13) Adjunct Load Restrictions; 14) Adjunct Pay Scale; 15) Faculty Duties beyond Teaching Loads: Full-Time Faculty & Part-Time Faculty; 16) Faculty Enrichment and Development; and 17) Scholarly Activity.

Since the COB utilizes many adjunct faculty to teach online and in classes, a pool of faculty has been established to meet term-to-term variations in load and courses. At the same time,



hiring new faculty for the College of Business, most often at the adjunct level, will seek to identify and recruit faculty that can primarily be assessed on their teaching abilities and academic activities. Additionally, the COB seeks to recruit faculty with career and industry experience to provide real business learning experiences for students. The minimum requirements of 70 percent of students being taught by academically qualified faculty and 90 percent of students being taught by academically or professionally qualified faculty is acquired in this manner. The COB ensures that all faculty hired meet or exceed the criteria for highly qualified faculty as laid out by the Higher Learning Commission (HLC) and the Accreditation Council for Business Schools & Programs (ACBSP). The requirements for Academically Qualified and Professionally Qualified faculty are listed below:

To be considered academically qualified a faculty member must successfully complete a minimum of fifteen (15) graduate credit hours in the discipline in which she/he is teaching. In addition, the faculty member must:

- Hold a doctorate in business with graduate level major, minor, or concentration in the area of teaching responsibility.
- Hold a doctorate in business with professional certification in the area of teaching responsibility.
- Hold a doctorate in business with five or more years of professional and management experience directly related to the area of teaching responsibility.
- Hold a Juris Doctor (JD) and teach business law, legal environment of business or other area with predominantly legal content.
- Hold an out of field doctorate,
  - Demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and
  - Demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.
- Hold an out of field doctorate,
  - Demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes and
  - Demonstrate successful professional practice evidenced by significant involvement in professional organizations related to the teaching field.
- Hold an out of field doctorate,
  - Demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes and
  - Demonstrate successful professional practice evidenced by substantial professional or management level practice.
- Hold an out of field doctorate,
  - Demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes and



- Demonstrate successful professional practice evidenced by significant consulting activity.
- Hold an out of field doctorate,
  - A master's degree in business with a major, concentration or specialization in the field;
  - demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and
  - Demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.
- Hold an out of field doctorate,
  - Master's degree in business with a major, concentration or specialization in the field;
  - demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and
  - Demonstrate successful professional practice evidenced by substantial professional or management level practice.
- Hold an out of field doctorate,
  - A master's degree in business with a major, concentration or specialization in the field;
  - demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and
  - Demonstrate successful professional practice evidenced by significant involvement in professional organizations related to the teaching field.
- Hold an out of field doctorate,
  - A master's degree in business with a major, concentration or specialization in the field;
  - demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and
  - Demonstrate successful professional practice evidenced by significant consulting activity.

To enhance growth of full time and adjunct faculty, the College of Business uses the results of Student Opinion Polls take at midpoint and the end of the term in conjunction with observations. The observations for classrooms and online helps to identify areas where the faculty member may need added training. But also, these observations often provide examples for sharing about “best practices.”

To further faculty monitoring and evaluation for the future, the College of Business has engaged a Faculty Excellence Coach whose goal is to assure that COB faculty are teaching at the highest standard. The goals for the faculty excellence coach are to:



- organize faculty training sessions – titles include but are not limited to, teaching on Blackboard, discussion engagement, personalizing your course, and international teaching approaches, etc.
- create a more comprehensive APA page along with writing expectations per COB programs
- mentor faculty who require assistance meeting the COB's faculty expectations for course facilitation
- coordinate COB training sessions for all new faculty
- complete faculty expectation rubrics
- manage the Course Café to add meaningful and relevant information that you all can use

## **Goal 5: Global mentoring and research with international partner universities**

The intent of two programs follow:

### **HUEB**

Concordia University Chicago and Hebei University of Economics and Business began a partnership with the intention of promoting international exchange and cooperation between the two institutions and broadening the impact of each institution in their education and research fields. With this agreement, the cohort of undergraduate students from HUEB's Sino-American program for human resources and marketing who qualify in English and academic capabilities will continue their study at CUC in the form of mutual recognition of credits and they will obtain the corresponding Bachelor's degree. The partnership encourages the students to stay at CUC for an additional year to receive their MBA degree.

### **Singapore**

In order to expand the global reach and impact of the Concordia University Chicago's MBA program, CUC developed an additional location in Singapore with the partnership of London School of Business and Finance - Singapore. Graduate students in Singapore are provided the same curriculum and courses as the Chicago MBA students and will be awarded a US degree upon successful completion of the program.

Note: Additional international partnerships are under development and will be added to this plan as they unfold.

## **Goal 6: Increase the number of staff with higher education achievement**

In 2015, two of the three staff members in the College of Business had bachelor's degrees and one held a master's degree. In 2019, four staff members in the College of Business have a collective three completed master's degrees, one staff member is enrolled in an MBA program, and the most recent staff hire, Academic Operations Director, is working on completing her doctorate degree.



## **The COB HR Plan and Concordia University policies and procedures**

The Concordia University Chicago's Human Resource Department has specific policies with respect to human resources at the university, and these policies are available through the university website repository (<https://connect.cuchicago.edu/web/concordia-connect/resources>) Some of the policies in the Employee Handbook ([https://webserv.cuchicago.edu/files/forms-repository/human-resources/CUC\\_EmployeeHandbook2016.pdf](https://webserv.cuchicago.edu/files/forms-repository/human-resources/CUC_EmployeeHandbook2016.pdf)) include the following:

- University Mission and Values
- Anti-Discrimination and Anti-harassment policy
- Title IX
- Employment and Payroll Information
- Benefits
- Time Off
- Information Technology
- Faculty Policy Handbook
- Sexual Harassment Policy
- Conflict of Interest

The College of Business Faculty Guidebook, 2019 ([https://webserv.cuchicago.edu/files/forms-repository/college-of-business/CoB\\_Faculty\\_Guidebook.pdf](https://webserv.cuchicago.edu/files/forms-repository/college-of-business/CoB_Faculty_Guidebook.pdf)) is provided to new faculty to give the useful knowledge about the teaching resources that are available to faculty. This Guidebook is updated annually. Additionally, The Concordia University Chicago Employee Handbook ([https://webserv.cuchicago.edu/files/forms-repository/human-resources/CUC\\_EmployeeHandbook2016.pdf](https://webserv.cuchicago.edu/files/forms-repository/human-resources/CUC_EmployeeHandbook2016.pdf)) is distributed at orientation and covers many such areas as general work information, facilities, administrative services, and numerous human resource policies and procedures.

### **Adjunct faculty handbook**

[https://webserv.cuchicago.edu/files/forms-repository/handbooks/faculty-handbooks/Adjunct\\_Faculty\\_Handbook.pdf](https://webserv.cuchicago.edu/files/forms-repository/handbooks/faculty-handbooks/Adjunct_Faculty_Handbook.pdf)

### **Staff Handbook**

[https://webserv.cuchicago.edu/files/forms-repository/human-resources/employee-handbooks-historical/Staff\\_Handbook.pdf](https://webserv.cuchicago.edu/files/forms-repository/human-resources/employee-handbooks-historical/Staff_Handbook.pdf)

### **Recruitment (Goal 1, 4, & 6)**

The COB HR Plan complies with the Concordia University HR diagram shown earlier. The process with the steps to ensure the proper interaction between the COB and the University HR Department is found at: [https://webserv.cuchicago.edu/files/forms-repository/human-resources/hiring-and-interviews/Guidelines\\_for\\_Hiring\\_Faculty.pdf](https://webserv.cuchicago.edu/files/forms-repository/human-resources/hiring-and-interviews/Guidelines_for_Hiring_Faculty.pdf).



The College of Business faculty has a combination of scholastic and practical business career knowledge. Having faculty who possess both theory and business experience helps to ensure that the College of Business teaches our students to become proficient in their business degree areas and careers. Consequently, during the hiring process, potential faculty is screened to assure that academic transcripts, professional experience/credentials, and vitae reflect education and experience in the potential area of instruction.

#### **Orientation (Goal 4)**

New faculty go through an orientation process, which includes sexual harassment training, and the use of university resources. Every new faculty member at the COB takes the New CUC Faculty Online Certification course before he or she can begin to teach. The COB requires new faculty, whether teaching online or face to face to take this course. This training is online and consists of a general overview of what pedagogy to use to engage adult learners, as well as other pertinent information for a new faculty member including that contained in the University catalog. Instructors also complete a course in the use of Blackboard.

Additionally, the COB offers its own professional development and training for new and ongoing faculty, each new faculty member completes new faculty orientation before they can begin as an instructor. Training is online and consists of a series of learning activities in Café and Blackboard.

The University has an established a FT faculty mentoring program. In addition, the COB provides new adjunct faculty mentoring through the Faculty Excellence Coach. The University mentoring program begins every August and continues through the academic year. The faculty mentorship program pairs each new faculty with a mentor.

#### **Faculty Monitoring and Evaluation (Goal 4)**

The COB currently ensures that faculty is proficient to teach using Blackboard. Monitoring of class rooms is conducted by the Faculty Excellence Coach and other administrators. Each full-time and part-time faculty is required to conduct student evaluations at the end of each term. These Student Opinion Polls (SOPs) will be used in the assessment of faculty, the materials, and the course. These evaluations are also done online.

The COB uses a standardized course syllabus approach to its teaching in-class, hybrid courses, and online courses. Faculty are given a populated course shell with a syllabus, assigned textbooks and digital learning tools, assignments, and grading rubrics. This ensures consistency of courses taught and assessment of learning outcomes, and the developed syllabus with a Blackboard course shell is provided for online and in-class sessions. Course room readiness is ensured by the Faculty Excellence Coach and the Academic Operations Director.



<b>Table 1: MBA Student to Faculty Ratio</b>			
Academic Year	Faculty FTE	Student FTE	Student to Faculty Ratio
2015-16	18	137	8 to 1
2016-17	24	212	9 to 1
2017-18	28	266	10 to 1
2018-19	30	278	9 to 1

Using Billing Hours to estimate Full/Part Time status on instruction. The FTE for faculty is calculated at  $FT + 0.3333 * PT$ . All FT faculty members with administration duties such as Dean or Assistant Dean are automatically PT, if they instruct. Student FTE is based on Federal semester hours of 9 credit hours for full time status, 18 for the academic year, and the IPED weight of 0.382059 on part time students. Students included were enrolled for at least one term during an academic year with an active status.

Faculty recruitment, hiring, development, and retention are vital to meet the goals of the College of Business and the Concordia University strategic plan. To meet our goals of academic quality, faculty helps the leadership team to develop and deliver high quality courses within the College of Business. Faculty serves on committees to ensure high academic quality. Also, faculty has a key role related to student success as they interact with our students on a regular basis. Faculty must be caring and interested in student success and be willing to provide the support and guidance needed to be successful in the classroom.

## Closing

The COB Human Resources Plan is a living document, and is updated as policies, procedures, new initiatives, and processes are developed. In order to recognize the accomplishments and scholarly pursuits of Faculty, Staff, Students and College Stakeholders, the *College of Business Newsletter* is published on a quarterly basis and can be found at [www.CUChicago.edu/COB-Newsletters](http://www.CUChicago.edu/COB-Newsletters).