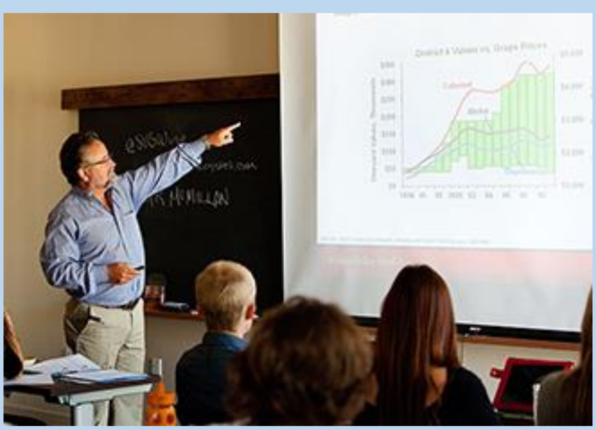
SONOMA STATE UNIVERSITY School of Business and Economics

SONOMA STATE UNIVERSITY

APPENDIX B FOR CIR REPORT

DECEMBER 2016



SONOMA STATE UNIVERSITY'S
SCHOOL OF BUSINESS AND ECONOMICS
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Implications of the Seven Economies on the SBE

In 2015, the Institute for the Future's 10-Year Forecast explored the fragmented reality of a seven-economy future that will influence markets, communities, and organizations in the coming decade. These seven economies - corporate, consumer, collaborative, creative, civil, criminal, and crypto - are operating simultaneously, but are in different stages of evolution. In our 2015/16 annual strategic planning review, we explored the implications of these seven economics for the SBE. A summary of this analysis is provided below.

Type of Economy	Relevance/Importance of this Economy	Implications of this Economy on the SBE
Corporate Economy	This traditional "legitimate" economy, is organized for efficiency and scale, but is vulnerable like never before, subject to stranded assets and technological obsolescence. The next decade will see more investment in automation to keep costs down and quality high. The changes will not only be seen on the factory floor, but also in service and knowledge work.	*The corporate economy is demanding skilled labor for the advanced manufacturing sector to support North Bay companies such as Agilent Technologies, Medtronic, Calix, Inc., Sonic.net, and Cyan. The SBE is partnered with regional economic development organizations supporting business retention and expansion, new business attraction, and workforce development.*
Consumer Economy	Also known as the economy of households, this has many different variations and will continue to change as the millennial generation, the largest in history, begins creating households. Despite being the best educated generation, millennials face diminishing "traditional" job prospects and can expect to see more horizontal career opportunities and free agent job assignments. In contrast to previous generations, they are not going into debt for houses and cars, but are investing in education and mobile technology to support their work, communication, and purchasing preferences.	*Evolving career paths are changing how we must prepare our students for career and life success. Our 2014 Economic Outlook Conference took a look at "Workforce 2020" to support regional economic planning for a changing workforce. The SBE is redesigning our undergraduate Business curriculum to incorporate a more explicit career development core, and are developing new services and programs in our Career Center focused on the emerging career models. Through our Wine Business Institute's research programs, we are also providing the industry with data on millennial wine consumers, the fastest growing market segment.*
Collaborative Economy	The collaborative economy is emerging out of technology-enabled peer-to-peer interactions, shifting economic production and the associated risks and rewards from corporations to individuals (although corporations typically still provide the technological platform for these exchanges).	*(Note: This is a combined answer for both the Collaborative and Creative Economies)* *The North Bay is the home of the Maker Movement, and there is both a regional cultural ethos and an economic development focus on creative- and collaborative-economy businesses. The SBE is supporting the growth of the collaborative and creative economies by promoting entrepreneurship throughout the university, rather than as a discipline exclusive to the business school. Our engagement efforts*

Creative Economy	The creative economy is building upon these economic shifts, growing beyond its foundation in artists, writers, and musicians to embrace free-lance workers across sectors, as seen in the maker movement, artisanal food movement, and in a variety of crowd-funded innovations. Historically, a winner-take-all economy because of limited distribution channels, the creative economy will have much more economic impact though the use of collaborative economic platforms.	*in this area resulted in the creation of (1) Entreprenoma, a student-run entrepreneurship club and business incubator, (2) the Start-Up Classroom and Maker certificate programs in partnership with the School of Education, (3) the Digital Media and Creative Arts Entrepreneurship certificate program, and (4) a handful of targeted initiatives such as the Make-a-thon, Market Day, our Made by Seawolves store, and the Create-a-thon.*
Civil Economy	The civil economy is the collective of all of us acting as citizens, the place where we encode our values, and where we legitimize economic practices. This is trending towards localized practices, as national values no longer represent the diversity of communities.	*The tension between national policy and regional economic imperatives is most palpable around the issue of immigration. Over the long term, population gains in our region will increasingly be driven by immigrant households, and Sonoma County is predicted to have a majority Latino population by 2050. Since immigrant households are generally younger and larger, they will provide a boost to long-term labor force growth as children grow into the working age group. But in the short-term, access to affordable housing and education are significant issues to be addressed. In fall of 2015, the SBE hosted a State Senate and Assembly hearing focused in part on the issue of housing for workers in the wine industry, promoting a dialogue and legislative solutions for one of California's most dynamic industries. We are addressing barriers to access and promoting student success for first generation college students through our partnership with the Educational Opportunity Program, the work of the faculty Director of Inclusive Excellence, and a scholarship program for the children of vineyard and winery workers.*
Criminal Economy	The criminal economy is much larger than people imagine. Yet in most business schools, it is barely acknowledged, or is only addressed through historical exploration of such events as the S&L crisis, Enron and business ethics lapses, and the recent Great Recession. The strategic questions are (1) do we need to look proactively at the criminal economy as an economic driver, for it is often an innovation economy, and (2) what are our ethical obligations to help support legal and legitimate business opportunities that evolve out of the criminal sector?	*These are not idle questions for the SBE for we sit at the gateway to the Emerald Triangle, the largest cannabis-producing region in the country. Estimates put the consumption of cannabis at over $126M in Sonoma County and the economic production of cannabis at over $2B. This fall Californians passed Proposition 64, creating a legalized cannabis industry in California. The role of the SBE in promoting best business practices for this fledgling industry is still to be determined as we examine this significant opportunity in our strategic environment.*

Crypto Economy	This is the economy of secure transaction, encryption, block chain technology, and bitcoin. It represents the first truly distributed economy, with decentralization like we've never known. Much of the technology and infrastructure for the crypto economy has roots in the Bay Area.	*Of all the Bay Area communities, the North Bay's roots are more agricultural than technological. But these economic sectors converge in the areas of biotech, medical technology, and sustainable technology, all of which are growth sectors in the North Bay region. For the SBE, the challenge is to keeps tabs on these emerging economic sectors, so we can be positioned to support those that evolve to become key drivers in our area. We do this through our annual Economic Outlook Conference and the research inquiries of our faculty.*

SONOMA STATE UNIVERSITY
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SONOMA STATE UNIVERSITY
DEPARTMENT OF BUSINESS ADMINISTRATION

CRITERIA FOR FACULTY QUALIFICATIONS AND ENGAGEMENT

Department of Business Administration (DBA) faculty are committed to maintaining professional competence and currency in accord with the standards established by the Association to Advance Collegiate Schools of Business (AACSB) International. Faculty are engaged both academically and professionally in programs of continued scholarship, professional certification and development, consulting, and other activities characteristic of life-long learning. It is crucial for all faculty — tenured, tenure-track, and non-tenure track — to meet the DBA's faculty qualification standards. In accordance with AACSB's 2013 Business Accreditation Standard 15, "qualified faculty status applies to faculty members who sustain intellectual capital in their fields of teaching, demonstrating currency and relevance of intellectual capital to support the school's mission, expected outcomes, and strategies, including teaching, scholarship, and other mission components. Categories for specifying qualified faculty status are based on the initial academic preparation, initial professional experience, and sustained academic and professional engagement." As detailed in AACSB Standard 15, the following four categories are used to classify the faculty deployed by the school, inclusive of those holding administrative appointments. See the table below:

		SUSTAINED ENGAGEMENT ACTIVITIES	
		Academic (Research/Scholarly)	**Applied/Practice**
INITIAL ACADEMIC PREPARATION AND PROFESSIONAL EXPERIENCE	**Doctoral degree**	Scholarly Academics (SA)	Practice Academics (PA)
	Professional experience, substantial in duration and level of responsibility	Scholarly Practitioners (SP)	Instructional Practitioners (IP)

The categories are defined by the AACSB as follows:

- Scholarly Academics (SA) sustain currency and relevance through scholarship and related activities. Normally, SA status is granted to newly hired faculty members who earned their research doctorates within the last five years prior to the review dates. Subsequent to hiring, faculty members may undertake a variety of academic engagement activities linked to the theory of business and management to support maintenance of SA status.

- Practice Academics (PA) sustain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty members' earlier work as an SA faculty member.
- Scholarly Practitioners (SP) sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching.
- Instructional Practitioners (IP) sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. Normally, IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience.

The following table displays the AACSB's minimum expectations for faculty deployment based on qualification levels. Since the DBA has two Masters' degree programs currently, it is desirable for the department standard to be higher than the minimum. Therefore, the DBA's target percentage is to maintain 50% or more of our faculty as Scholarly Academics (SA). See the table below:

Faculty Qualification Status	**AACSB Minimum Percentage**	**SSU DBA Target Percentage**
Scholarly Academics (SA)	40%	50%
Scholarly Academics (SA) Practice Academics (PA) Scholarly Practitioners (SP)	60%	60%
Scholarly Academics (SA) Practice Academics (PA) Scholarly Practitioners (SP) Instructional Practitioners (IP)	90%	90%

The DBA has established criteria to determine faculty qualification status as *Scholarly Academic*, *Practice Academic*, *Scholarly Practitioner*, or *Instructional Practitioner*. Faculty who do not meet the criteria for any of these categories will be classified as *Other*. In alignment with the AACSB, the DBA recognizes the importance of participating faculty who also hold significant administrative appointments (such as deans, department chairs, and center directors) and includes these administrative responsibilities as part of a faculty member's effort to maintain qualified status. This recognition serves to encourage faculty to pursue significant administrative duties within the DBA.

Classification guidelines for each category are presented on the following pages. As noted in the section of this policy entitled *Status of Faculty Members Holding Administrative Positions*, performance of significant administrative duties may substitute for the peer reviewed publication requirement in all of the guidelines below. _Those faculty with a new Ph.D. will be assumed to be qualified as SA faculty. In accordance with AACSB guidelines, new Ph.D.s are assumed to be qualified for 5 years after completion of their dissertation.

SCHOLARLY ACADEMIC (SA) GUIDELINES

To be classified as a Scholarly Academic, a faculty member must:

1. hold a doctorate degree (or equivalent as defined by AACSB);

2. publish two peer-reviewed articles in academic journals during the five years prior to every annual review. (The term "article" includes a business case with accompanying instructional materials.); and

3. maintain active academic engagement by completing one activity from List A OR two activities from List B (see below) during the five years prior to every annual review. An activity may be repeated.

SA List A

- Publish a peer-reviewed journal or peer-reviewed magazine article
- Serve as an editor of an academic journal
- Author a published textbook
- Serve as an investigator on a research grant in excess of $25,000 from an external agency

SA List B

- Present a peer-reviewed paper at an international, national, or regional academic conference
- Publish an article in a trade journal
- Publish a business case with instructional materials in an editorially-refereed outlet
- Publish a chapter in an editorially-refereed or peer-reviewed scholarly book or textbook
- Publish an article in a non-refereed national magazine or a non-refereed national professional journal
- Serve as a reviewer for academic conferences and journals (reviews of at least 3 different papers within the 5-year period)
- Serve as an elected officer of an international or national professional organization
- Serve as a Special Edition editor for an academic journal
- Serve as a program chair or track chair for an academic conference
- Revise a published textbook
- Serve as an editor of an academic book
- Develop and produce instructional software
- Serve on the editorial board for a disciplinary journal
- Serve as an investigator on a research grant of less than $25,000 from an external agency
- Participate in evaluation teams for accrediting bodies such as AACSB
- Work on a significant business consulting project important to an organization in the faculty member's discipline to be determined jointly by the Department Chair, Dean, and faculty member
- Serve in a faculty internship at a business, nonprofit, or community-based organization (one day per week over the course of a year or 400 hours)

PRACTICE ACADEMIC (PA) GUIDELINES

To be classified as a Practice Academic, a faculty member must:

1. hold a doctorate degree (or equivalent as defined by AACSB) and have previously been classified as a Scholarly Academic;

2. publish one peer-reviewed article in an academic journal during the five years prior to every annual review. (The term "article" includes a business case with accompanying instructional materials.); and

3. maintain active academic and professional engagement by completing four activities from the list below during the five years prior to every annual review. An activity may be repeated.

PA List

- Work one day per week over the course of a year (or 400 hours) doing consulting or professional work that is significant in level of responsibility
- Publish an article in a trade journal
- Serve in a substantial role (based on scope and commitment) in developing programs that benefit the department and school
- Work on a significant business consulting project important to an organization in the faculty member's discipline to be determined jointly by the Department Chair, Dean, and faculty member
- Serve in a faculty internship at a business, nonprofit, or community-based organization (one day per week over the course of a year or 400 hours)
- Serve in an active role of significance or leadership position in a business, nonprofit, or community-based organization that involves substantial rigor and commitment (e.g., board of directors)
- Obtain a new and appropriate professional/technical certification (e.g., CPA, CMA, Oracle, PHR)
- Renew or recertify an appropriate professional/technical certification that requires the completion of continuing education units
- Serve as an elected officer of a professional organization (regional, state, national, or international)
- Complete an academic, college-level course in a new or emerging field with implications for one's primary field (for academic credit)
- Participate in a high quality, extended teaching workshop with pre-approval of the Department Chair and Dean (e.g., Harvard's program for teaching cases)
- Participate in evaluation teams for accrediting bodies such as AACSB
- Serve as an investigator on a research grant from an external agency

SCHOLARLY PRACTITIONER (SP) GUIDELINES

At the time of hire, the SP faculty member's experience should be current, relevant, and significant in duration and level of responsibility. In addition, SP faculty are required to be engaged in scholarly work and professional development activities that maintain their currency in the field of teaching.

To be classified as a Scholarly Practitioner, a faculty member must:

1. normally hold at least a Master's degree in an area related to the courses taught, except for the Accounting field in which a Bachelor's degree and an active CPA/CMA license (or equivalent certification) are acceptable for those with significant experience;

2. publish one peer-reviewed article in an academic journal during the five years prior to every annual review. (The term "article" includes a business case with accompanying instructional materials.); and

3. maintain active academic and professional engagement by completing one activity from List A OR two activities from List B (see below) during the five years prior to every annual review. An activity may be repeated.

SP List A

- Publish a peer-reviewed journal or magazine article
- Serve as an editor of an academic journal
- Author a published textbook
- Serve as an investigator on a research grant in excess of $25,000 from an external agency

SP List B

- Present a peer-reviewed paper at an international, national, or regional academic conference
- Publish an article in a trade journal
- Publish a business case with instructional materials in an editorially-refereed outlet
- Publish a chapter in an editorially-refereed or peer-reviewed scholarly book or textbook
- Publish an article in a non-refereed national magazine or a non-refereed national professional journal
- Serve as a reviewer for academic conferences and journals (reviews of at least 3 different papers within the 5-year period)
- Serve as an elected officer of an international or national professional organization
- Serve as a Special Edition editor for an academic journal
- Serve as a program chair or track chair for an academic conference
- Revise a published textbook
- Serve as an editor of an academic book
- Develop and produce instructional software
- Serve on the editorial board for a disciplinary journal
- Serve as an investigator on a research grant of less than $25,000 from an external agency
- Participate in evaluation teams for accrediting bodies such as AACSB
- Work on a significant business consulting project important to an organization in the faculty member's discipline to be determined jointly by the Department Chair, Dean, and faculty member
- Serve in a faculty internship at a business, nonprofit, or community-based organization (one day per week over the course of a year or 400 hours)

INSTRUCTIONAL PRACTITIONER (IP) GUIDELINES

At the time of hire, the IP faculty member's experience should be current, relevant, and significant in duration and level of responsibility. In addition, IP faculty are required to be engaged in professional development activities that maintain their currency in the field of teaching.

To be classified as an Instructional Practitioner, a faculty member must:

1. normally hold at least a Master's degree in an area related to the courses taught, except for the Accounting field in which a Bachelor's degree and an active CPA/CMA license (or equivalent certification) are acceptable for those with significant experience; and

2. maintain IP status by completing four activities from the list below during the five years prior to every annual review. An activity may be repeated. All activities are expected to be relevant to the field of teaching.

IP List

- Work one day per week over the course of a year (or 400 hours) doing consulting or professional work that is significant in level of responsibility
- Publish an article in a trade journal
- Serve in a substantial role (based on scope and commitment) in developing programs that benefit the department and school
- Serve in an active role of significance or leadership position in a business, nonprofit, or community-based organization that involves substantial rigor and commitment (e.g., board of directors)
- Obtain a new and appropriate professional/technical certification (e.g., CPA, CMA, Oracle, PHR)
- Renew or recertify an appropriate professional/technical certification that requires the completion of continuing education units
- Serve as an elected officer of a professional organization (regional, state, national, or international)
- Complete an academic, college-level course in a new or emerging field with implications for one's primary field (for academic credit)
- Participate in a high quality, extended teaching workshop with pre-approval of the Department Chair and Dean (e.g., Harvard's program for teaching cases)
- Serve as an investigator on a research grant from an external agency

ADMINISTERING THE POLICY

Reporting on Intellectual and Professional Contributions
On an annual basis, faculty members shall report on their intellectual and professional contributions for the previous calendar year by completing the Questionnaire for Classification of Participating Faculty. Once per year, faculty will submit the Questionnaire to the Department Chair for review by a faculty committee. Faculty qualification status will be valid for the forthcoming calendar year or until such time as a new qualification status is determined.

Journal Rankings and Quality
At the present time, the DBA's faculty qualification criteria will not consider the ranking, prominence, or impact factor of any particular journal when determining whether a faculty member satisfies SA, PA, or SP status. We ensure journal quality by verifying that each publication has undergone a peer-reviewed evaluation process in an appropriate publishing outlet.

Service
Service as an editor-in-chief or in a leadership role in a scholarly organization will only count for SA, PA, and SP status if the position requires significant time demands upon the faculty member and the publication or organization is well-known within the faculty member's discipline.

Failure to Maintain Qualification Status
Faculty who fail to meet the criteria for SA, PA, SP, or IP status will be classified as *Other*. To further the college mission, faculty members classified as *Other* are encouraged to acquire academic preparation and/or engage in additional professional engagement activities in order to be reclassified. As stated in the Professional Development Award Policy, faculty who are not SA, PA, SP, or IP are not eligible for professional development funds.

Status of Faculty Members Holding Administrative Positions
In acknowledgement of the service and level of professional currency required to maintain their roles, department chairs and deans (and similar administrators with a faculty background serving during the review period) will be deemed to satisfy faculty qualification activity requirements solely as a function of their administrative roles. When performing significant administrative duties, a faculty member maintains his or her qualification status while in the position and remains in that status on a provisional basis for three years after leaving it.

Appeals or Exceptions
A faculty member who engages in a particular development activity that is not listed in this policy can request a review of that activity by the committee charged with evaluating appeals. The committee will determine whether or not the proposed activity fits within any of the predefined categories. If the committee does not approve the activity, it cannot count toward the faculty member's qualification status. If the committee approves the activity, the activity will be added to the relevant list. It may also be possible that the substance of a listed activity is not deemed sufficient by the Department Chair and/or Dean. In that case, the faculty member can also request a review of that activity by the committee charged with evaluating appeals.

Policy and Procedure for Allocating Faculty Professional Development Funds
Revision approved March 11, 2016

I. Purpose of Professional Development (PD) Funds

The School of Business and Economics (the School) recognizes that faculty members need resources to actively pursue academic interests, make pedagogical improvements, and enhance the School's reputation as a learning and research center. The School also recognizes the importance of providing staff members with resources so that they may actively pursue professional goals in support of the School's mission.

II. Scope of this Policy

The purpose of this policy is to establish the method by which all professional development funds are allocated. This policy replaces policies governing the Professional Development Monetary Award, the Professional Development Reassign Time Award, the Wine Business Research Grant Award, and the Travel Award. This policy does not limit the Dean or department chairs' ability to use discretionary funds for professional development purposes.

III. Eligibility

Faculty members must be classified as "participating faculty" in order to receive professional development funds under this policy. Further, any faculty member who is classified as a Scholarly Academic, Practice Academic, Scholarly Practitioner, or Instructional Practitioner must maintain that status to be eligible to receive funds under this policy. Part-time and visiting faculty in the School may participate in the appropriate credit program but the amount funded will be prorated. For part-time faculty members, the proration will be based on a 12-unit full-time base.

IV. PD Award Programs

A. Overview

This policy establishes and governs two PD support programs. The first program is the Faculty Flat Award Program. This program reflects the indirect nature of many PD activities which require relatively small amounts of money on an as-needed basis. The second program is the Faculty PD Competitive Award Program. Faculty members often require substantial direct financial support in order to achieve progress toward a research objective or pedagogical innovation. The Competitive Award Program is intended to provide such support.

Before the beginning of each academic year, the Dean's leadership team will determine, and the Managing Director of Academic Programs will announce, the amount of professional development funds available for assignment. The announcement will note the amount of such funds as are available for general PD purposes and the amount restricted to a particular use (e.g. travel; wine business research; student assistants) and the nature of such restrictions.

To the extent possible, funds will be allocated to the Faculty PD Competitive Award Program in the fall and spring semesters. Money not awarded during the fall semester will roll over to the spring semester unless the Professional Development Award Committee recommends and the Dean's leadership team approves an alternative use of the funds. If the full amount available is not awarded in the spring semester, the Dean's leadership team will determine whether to issue an additional call for proposals, roll the funds into the following fiscal year's PD fund pool, or redirect the funds to some other purpose.

The Faculty Flat Award Program is to be fully funded up to $1000 per full-time equivalent person before the PD Competitive Award Program is funded.

B. Faculty Flat Award Program

Each eligible faculty member will receive a credit to his or her PD account that represents a pro rata share of the funds allocated to this program, up to the amount specified in section
IV.A. This money may be used for items or activities which indirectly support a faculty member's PD but are more difficult to justify as part of a specific competitive award process, including professional membership dues, academic journal subscriptions, journal submission fees, reference books, and supplemental professional travel. This list is not exhaustive.

A faculty member may accumulate a balance of up to $2,000 from the PD Flat Award Program. This accumulation limit applies solely to funds received through the PD Flat Award Program and does not apply to other PD funds that a faculty member accumulates in his/her PD account. Exceptions to this limit require justification and are subject to PD Award Committee approval.

C. Faculty PD Competitive Award Program

Each eligible faculty member may apply to the Faculty PD Competitive Award Program. Faculty PD Competitive Awards are available so that faculty members may advance a specific research objective or pedagogical innovation. A faculty member may not receive more than $12,000 per fiscal year from this program, with no exceptions. Competitive awards will not ordinarily exceed $5,000 (except to fund a one-course reassign time award) per fiscal year, and may frequently be less. Significant exceptions to the ordinary award maximum may be recommended by the PD Award Committee. This recommendation is expected to be exceptionally rare; awards exceeding the ordinary award maximum require the Dean's approval. The PD Award Committee will not prioritize activities for the faculty member in the event a proposal is not fully funded; however, the PD Award Committee may decide not to fund specific budget items in an otherwise acceptable application. The faculty member is responsible for not exceeding the awarded amount.
Restricted use funds, such as funding restricted to wine business research, travel, or student assistants, will be allocated to eligible activities before general use funds are allocated to such activities. The source of funds does not alter the ordinary award maximum of $5,000 or the absolute annual maximum of $12,000. After the PD Award Committee has developed its recommendations for individual awards, the Dean and the Director of the Wine Business Program will share oversight on all wine-specific grant requests.

Award purposes include travel to professional conferences or workshops, course releases directly related to research activity, data collection, supplies and expenses related to data collection or analysis, travel to work with coauthors, funds for a guest speaker to give an open lecture or seminar, specialized computer software, specialized computer hardware, and pedagogical materials and/or training. This list is not exhaustive. The award purposes do not include funding for a summer stipend or other additional payroll compensation for the faculty member. The award purposes also do not include consulting fees or other payments to a coauthor.

In general, all awarded funds should be spent within one year of the announcement of the award. Extensions of this time must be approved by the PD Award Committee. The faculty member should use the progress report (see

VIII) to request an extension of the time to spend awarded funds. Funds that are not spent for their designated purpose within the one-year timeframe will be swept back into the School's funds.

V. Professional Development Award Committee

The PD Award Committee shall consist of tenure-track or tenured faculty members of the School. The incumbent PD Award Committee may choose to alter the committee size based upon workload. The PD Award Committee shall have at least two members from each Department, but no more than three members from any one Department. Committee member terms shall be staggered three-year terms. Once elected, the PD Award Committee members shall choose a chairperson from among themselves. The chairperson is responsible for organizing meetings of the PD Award Committee, maintaining a spreadsheet of all award requests, communicating the committee's decisions to the Dean, and making sure that the policy is being implemented appropriately and in a timely fashion.

A faculty member may not take part in considering his or her own proposal. A proposal from a PD Award Committee member, along with a recommendation from the remaining members, will be forwarded to the Dean's leadership team of the School for consideration. The PD Award Committee is encouraged to consult with applicants as well as other experts as necessary.

VI. Selection Criteria for PD Faculty Competitive Award

Awards under the PD Faculty Competitive Award Program are to finance activities directly related to a faculty member's PD. The following criteria are set forth to minimize the degree of subjectivity inherent in a competitive award process.

1. A direct connection to an established or emerging research program, agenda, pedagogical improvement, or project is the primary criterion on which proposals will evaluated. Concrete, specific proposals will make these connections more clear than will vague or general proposals. If the PD Award Committee determines that a proposal does not establish a direct link between the proposed items or activities and PD, the proposal will not be further considered.
2. The second criterion on which proposals will be evaluated is their anticipated impact and expected benefits.
3. Finally, if the research involves human subjects, evidence that the research has been approved by the University's Institutional Review Board for the Rights of Human Subjects must be submitted with the proposal. Proposals that fail to include this approval will not be evaluated by the PD Award Committee.

In the event that two proposals are found to be of equal standing after the PD Award Committee's evaluation, the first priority for Faculty Competitive Awards shall be based on faculty rank from most junior to most senior: Assistant Professor (highest), Associate Professor, Professor, adjunct. Probationary faculty have priority over tenured faculty at any rank.

There is one exception to the priority schedule described above. Faculty members who fail to submit a progress report or a report of project completion (see section VIII) from a previous fiscal year's award will be given the absolute lowest priority. After priorities have been applied, if there is a priority tie among two or more faculty members at the award budget margin, then the PD Award Committee may decide to make partial awards on the basis of practicality of receiving partial awards, additional sources of financial support, or other criteria determined by the PD Award Committee.

VII. Proposal Format and Guidelines

Faculty Competitive Award proposals must provide clear, concise answers to the following seven questions in no more than 5 pages. Proposals that fail to address these questions will not be considered by the PD Award Committee. Note that research proposals should describe the contribution of the research as well as describe appropriate outlets. If the proposal is directly related to pedagogy, the faculty member should describe how the award will enhance classroom instruction and student advising and leadership. In either case the faculty member needs to convince the PD Award Committee that the proposed activities have a direct connection to PD, as noted by the Selection Criteria (see section VI). Applicants are encouraged to consult with the PD Award Committee on proposal preparation.

The key questions to address in the proposal include:

1. What are the purpose and objectives of the project?
2. What are the anticipated impact and expected benefits of this project? Describe how the project advances the faculty member's PD, may enhance the stature of the School, and also may benefit the community at large.
3. What procedures and/or methods will be used to meet the project's objectives?
4. What are the stages of work and/or tasks involved in the project? Provide a timeline for accomplishing major activities.
5. What funding amount is being requested? What is the rationale behind the request? Provide a budget that includes all items and activities for which funding is being requested.
6. Has funding been received or requested from other sources for this project? If so, describe.
7. If this project involves human subjects, has the research been approved by the University's Institutional Review Board for the Rights of Human Subjects? Submit evidence of approval.

A sample budget (see the last page of this document) is to be provided to applicants. When requesting funds for student assistants, keep in mind that the applicant should complete and include a copy of the Student Employment Form (provided by Human Services at http://www.sonoma.edu/hr/forms/es/student-assistants/student_employment_form.pdf). (The budget officer for the School must be consulted before hiring any student assistants.)

Proposals are to be submitted to the PD Award Committee via the process described in the Call for Award Proposals. **Faculty should consider their plans for winter and summer work in the application timeline; if faculty intend to be funded during winter and summer breaks, they should apply the semester before (fall and spring respectively).** Applicants will be notified in writing of PD Award Committee decisions no later than four weeks after the deadline for proposals.

VIII. Progress Reports and Reports of Project Completion

Faculty members receiving a Competitive Award are required to submit to the PD Award Committee a brief progress report describing the progress made on the funded items or activities. The purpose of progress reports is to track projects to their completion. Thus, progress reports must be submitted on a regular basis (see below) until such time that a report of project completion has been submitted to the PD Award Committee. The progress report, which should not exceed one typewritten, single-spaced page, may be submitted along with the original and, perhaps, a revised research plan. The due date for the progress report is the date of University Convocation of the second semester after the award was granted. Failure to submit a progress report will result in future applications being given the absolute lowest priority. If the first progress report does not indicate that the project has been completed, the faculty member must submit progress reports by the date of University Convocation in each subsequent semester until the project is completed. Failure to submit a progress report as required will result in future applications being given the absolute lowest priority. Faculty members may submit reports of project completion to the PD Award Committee at any time. Progress reports will be shared via School meetings, the School newsletter, and/or faculty research or teaching seminars.

IX. Policy Review Mandate

This policy is to be reviewed by the PD Award Committee at the end of the award cycle for each fiscal year and recommendations for modifications shall be presented by this committee to the Dean's leadership team. The PD Award Committee's review should include a discussion of the effectiveness of the implementation of the policy as well as the Competitive Award caps, the PD Credit amounts, and program usage. A brief report should be made to the School faculty at the first School meeting of each semester.

X. Staff Workload Sensitivity

Each person submitting receipts for reimbursement is advised that PD receipts will be processed only once per month by School staff. Therefore, faculty members are advised to submit all current receipts at the same time to maximize the efficiency of the School's staff.