
BY-LAWS

COLLEGE OF BUSINESS ADMINISTRATION

GEORGIA SOUTHERN UNIVERSITY

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BY-LAWS OF THE COLLEGE OF BUSINESS ADMINISTRATION

Article I

ORGANIZATION AND ADMINISTRATION OF THE COLLEGE

Section 1. Name. The official name of the College is the College of Business Administration. The College of Business Administration (hereinafter referred to as “College”) is organized with a dean and a faculty.

Section 2. Organizational Structure of the University and College.

The President of Georgia Southern University (hereinafter referred to as “University”) is the executive head of the University and all of its departments and exercises such supervision and direction as to promote the efficient operation of the institution. The President is responsible to the Chancellor of the Board of Regents of the University System of Georgia (hereinafter referred to as “Board”) for the operation and management of the institution and for the execution of all directives of the Board and the Chancellor. The Provost and Vice President for Academic Affairs (hereinafter referred to as “Provost”) is the chief academic officer of the University. The Provost also holds administrative jurisdiction over academic matters and academic personnel, and provides leadership in the development of proper academic goals of the institution and its colleges through college and faculty entities.

Section 3. The Dean of the College. The Dean of the College of Business Administration (hereinafter referred to as “Dean”) is one of the administrative officers of the University. The Dean is the chief executive officer of the College and reports to the Provost. Dean is to:

- a. Take the lead in the development and maintenance of a strategic plan for the College;
- b. Take the lead in the development and coordination of the programs of the College;
- c. Present proposals for new degrees and curriculum changes in the College;
- d. Recommend to the Provost the appointment, reappointment, and dismissal of Department Chairs, School Directors, Associate Deans, Assistant Deans, and other College of Business Administration personnel.
- e. Recommend to the Provost the appointment, reappointment, promotion, tenure, and dismissal of faculty in accordance with these By-laws and the policies of the College and University.
- f. Recommend merit increases in salary for the faculty within the College in accordance

with these By-laws and the policies of the College and of the University.

- g. Prepare and administer a budget for the College;
- h. Prepare annual reports for the College;
- i. Recommend to the Provost the appointment of the faculty of the College to the Graduate Faculty;
- j. Exercise general supervision over the work of students in the College;
- k. Be responsible for the program of academic advisement for the students in the College;
- l. Preside at all regular and special meetings of the faculty of the College;
- m. Serve as the medium of communication for all official business with the University, authorities, students, and the public;
- n. Implement the purposes of the College as provided in these By-laws and the policies of the College; and
- o. Nominate candidates for degrees in the College.

Section 4. Associate Dean of the College. The Associate Dean of the College oversees the performance of several staff units within the College to ensure effective internal functioning of the unit. The Associate Dean is to:

- a. Assist the Dean and serve as the Dean's representative on an as-needed basis for both internal and external functions,
- b. Coordinate relationships with the external constituencies that provide service and/or supplies to the College, and
- c. Prepare and maintain essential schedules, reports, and records for the College.

Section 5. The Departments and Schools. The organization of the College is by departments and schools. Departments and schools are administrative units of the College, consisting of at least four full-time faculty members. Their purpose is to provide instruction and conduct research in their respective fields of teaching and investigation. The College consists of the departments and schools recommended by the faculty of the College, through the Dean to the Provost and to the President and the Board of Regents for approval.

Section 6. Chairs of Departments and Directors of Schools. The Chairs of the Departments and Directors of the Schools shall be appointed with the approval of the Board of Regents and shall hold office at the pleasure of the President. Appointments shall be made after consultation with the faculty of the particular department or school, the Dean, the Dean of the College of Graduate Studies, and the Provost. The Chair or Director must hold the rank of associate professor or professor and an earned doctorate in one of the teaching fields of the Department or School. A Department Chair or School Director shall:

- a. Have general direction of the work of the Department or School and establish and maintain communication with members of the Department or School;
- b. Be the representative of the Department or School in all official communications;
- c. Recommend to the Dean, after consultation with the faculty, the requirements of the major offered in the Department or School;
- d. Be responsible for the quality of instruction in the Department or School;
- e. Be responsible for the coordination of instruction in courses offered in multiple sections and see that all sections of the same course have essentially the same content;
- f. Prepare and submit to the Dean such information regarding the courses in the Department or School as may be needed for the catalog;
- g. Assign courses within the Department or School and maintain, insofar as possible, an equitable distribution of courses and sections;
- h. Submit to the Dean class schedules to be worked into the master schedule;
- i. See that there is no undesirable duplication of courses in the Department or School and bring to the attention of the Dean any instance in which another department, school, college or other division within the University is offering a course that conflicts with or duplicates a course offered in his/her Department or School;
- j. Coordinate the advisement of the students who are majoring in the Department or School and establish and maintain communication with majors and other students enrolled in courses offered in the Department or School;
- k. Prepare and submit to the Dean an annual budget for the Department or School and be responsible for the expenditure of the Department or School funds and the care and use of Department or School property;
- l. Be responsible for establishing a Department or School Promotion and Tenure Committee during each year in which promotion or tenure decisions are to be made and

- be responsible for appointing the members of this committee;
- m. Conduct Annual Performance Evaluations of faculty within the Department or School in accordance with University and Board Policies, and meet with faculty individually at least annually to review their performance for the previous year and discuss goals and expectations for the following year in conjunction with the Annual Evaluation Process outlined in Appendix B to these By-laws;
 - n. Recommend merited salary increases based upon College policies and transmit recommendations to the Dean;
 - o. Make an annual report to the Dean on the teaching, service, professional, and research accomplishments of the Department or School and include in the report a list of publications by members of the Department or School and of honors received by them; and
 - p. Recommend to the Dean appointments, reappointments, promotions, tenure, and dismissal of members of the Department or School faculty, after consideration of the recommendation of the Department or School Promotion and Tenure committee and in accordance with the College's policies and procedures in Appendix A to these By-laws.

Section 8. Other College of Business Administration Personnel. The Dean may recommend to the Provost the appointment of such additional administrative personnel as may be necessary from time to time to discharge efficiently the responsibilities of student work coordination, placement, advising, and such other tasks as may arise. Such assistants shall serve the entire College in a staff capacity and shall not have line authority over the work of faculty.

Article II**THE FACULTY OF THE COLLEGE**

Section 1. Composition of Faculty. The Faculty shall consist of Professors, Associate Professors, Assistant Professors, Instructors, and other titles as approved by the Board of Regents in the Departments and Schools of the College, as designated by the President.

Section 2. Authority and Responsibility. The Faculty are responsible for policies and procedures affecting academic activities of the College, the general educational policy of the College, the welfare of the College Faculty, and related matters that maintain and promote the best interest of the Faculty and of the College. The Faculty shall:

- a. Establish entrance requirements for students in the College;
- b. Prescribe and define courses of study, including majors, minors, emphases, and certificate programs for students in the College. However, the Faculty shall not make any changes in the curriculum of the College which involve budgetary questions until submitted to the President and until such changes have received approval;
- c. Establish requirements for degrees and certificates offered in the College; recommend for degrees and certificates those candidates who have fulfilled degree or certificate requirements; and certify the conferring of degrees and certificates by the College;
- d. Establish and enforce academic procedures for guidance and advisement of students in the College;
- e. Exercise jurisdiction, in general, over all educational matters within the College;
- f. Establish committees as required to discharge the duties and responsibilities of the Faculty of the College;
- g. Adopt and amend By-Laws, faculty policies and procedures which are necessary and proper for the orderly and efficient administration of the College;
- h. Have the fullest measure of autonomy consistent with the maintenance of general educational policy and standards and of correct academic and administrative relations with the governing authority of the University;
- i. When doubts arise regarding the proper limits of this autonomy, the Faculty of the College shall be entitled to ask that the President make a ruling on the question at issue. From the ruling of the President, an appeal may be made to the Board under its policies.

- Section 3.** University Faculty Senate Representation. The Dean shall annually announce the number of University Senators and Alternates that have been apportioned to the College and shall call for an election pursuant to the University Statutes. The nomination and election procedures shall be consistent with those specified in these By-Laws for the Standing Committees of the College.
- Section 4.** Graduate Faculty. Members of the Graduate Faculty shall be appointed by the President on the recommendation of the Dean of the College of Graduate Studies in accordance with University procedures.
- Section 5.** Statement of Faculty Responsibilities. Faculty members are teacher-scholars, participants in the shaping of University policies, and citizens of the University and the community at large. Faculty members have rights and responsibilities in these capacities, which are closely interrelated. In each capacity, their conduct has an impact upon students, other Faculty and staff, and upon the academic and general reputation of the University.
- a. The Faculty's professional and moral right to teach rests upon mastery of their subject area and/or competent scholarship. They have the obligation to keep abreast of the scholarly and professional developments in their area of expertise. It is expected that all Faculty will be committed to excellence in teaching and student learning, and to that end, will be actively engaged and involved in activities leading to that goal. Excellence in teaching is ultimately judged by the appropriate administrator and Faculty peers during annual evaluations, and promotion and tenure decisions. While difficult to precisely define, excellence can be demonstrated through a variety of teaching related activities.
 - b. In the pursuit of excellence, Faculty are expected to organize and present their subject matter in such a way that it will have optimum value for their students while requiring sufficient rigor to justify the course credit accorded. They are expected to present the pre-announced subject matter in their courses which conforms to the agreed upon topics determined by the Faculty conferring the degree. They should allow their students the freedom of inquiry that they demand for themselves, should make them aware of viewpoints that differ from their own, and should carefully distinguish between fact and opinion. Faculty should place high priority on allocating time to students and have the duty to promptly evaluate the work of each student based upon and in accordance with the guidelines that are reflected in the Departmental, School, College and other Faculty policies.
 - c. All Faculty members must contribute to the College's service responsibility to the University and community. It is the responsibility of individual Faculty members to seek out and/or respond positively and effectively to service opportunities. The Department Chair or School Director will ensure that service activities are evaluated, and reflected annually in the faculty member's files.
 - d. Faculty members must take responsibility for their own professional development. This

includes membership and participation in appropriate professional, academic, and civic organizations. Development of, leadership of, and attendance at workshops and seminars or consulting activities which enhance teaching and research productivity are indications of professional development. An active reading program is necessary. Preparation of book reviews as well as presentations at international, national, and regional meetings indicate professional development initiatives by Faculty members. All of the above will be planned, evaluated and documented with the Department Chair or School Director on an annual basis.

- e. All tenured or tenure track faculty members, as members of an AACSB International accredited College (The Association to Advance Collegiate Schools of Business), have the responsibility to contribute to the mission and objectives of the College through excellence in teaching, service to the University and community, and an active, productive research agenda. The AACSB establishes minimum standards for faculty productivity that may change from time to time. Faculty members therefore are expected, with the assistance and guidance of their Department Chairs or School Directors, to maintain a level of performance in all three areas that meets or exceeds the existent AACSB standards.
- f. Faculty members who are not terminally qualified or who are in a non-tenure track position may satisfy AACSB standards by attaining and maintaining Professional Qualifications. Professional Qualification may be initially awarded in a variety of ways based on previous relevant professional experience or certification. However, in order to maintain qualifications, faculty members must continue to develop academically and professionally through activities that result in outcomes that have a clear and significant impact on the College's mission. It is the responsibility of the individual faculty member and the Department Chair or School Director to jointly develop a program for the faculty member that will maintain Professional Qualification.
- g. Terminally qualified faculty members of an AACSB accredited institution must routinely and continually produce new knowledge and applications for the field. Evidence of this is normally shown through the development of a research agenda which results in peer reviewed journal publications that meet the standards of AACSB. Other manifestations may include proceedings and presentations of research results at peer-reviewed meetings or conferences sponsored by the various disciplines represented in the College.
- h. It is expected that each year during the annual evaluation process, the appropriate Department Chair or School Director will advise each faculty member if he/she is meeting the minimum performance requirements to assist the College in meeting AACSB standards.

Section 7. Promotion of Faculty Members. Recommendations for promotion are made by Department Chairs or School Directors, after consideration of the recommendation of the Department or School Promotion and Tenure Committee, through the Dean to the Provost who shall recommend faculty members to the

President under University and College policies. In addition to the minimum standards for promotion set forth in the policies of the Board, the College has adopted policies and procedures that set forth guidelines in promotion decisions.

Section 8. Tenure. Tenure recommendations are made by the Department Chairs or School Directors, after consideration of the recommendations of the Department/School faculty members and the Department/School Promotion and Tenure Committee, through the Dean to the Provost who shall recommend faculty members to the President. Tenure is awarded by the Board on recommendation of the President only to Assistant Professors, Associate Professors and Professors who are employed full-time in accordance with the policies adopted by the College Faculty. The meaning and effect of tenure are set forth in the policies of the Board. Since tenure resides at the University level, it is intended by the Board that its policies should be the minimum standard for the award of tenure and are not a limitation upon the adoption of such additional standards and requirements as the College may wish to adopt for its own improvements.

Section 9. The Departments and Schools. The Department or School is the fundamental unit of academic as well as administrative organization within the College. In carrying out the duties established by these By-laws, the Chair of the Department or the Director of the School is to consult with and seek the guidance of the Department or School Faculty, and is to call such meetings as are necessary for the Faculty to exercise its general responsibility for the academic program of the Department or School.

Section 10. College Faculty Meetings. The College Faculty is to meet in a timely manner to conduct the business that needs to be transacted. Meetings shall follow the requirements set forth hereinafter.

- a. The Faculty is to meet at least once during the fall and the spring semesters of each year.
- b. The Faculty is to meet at other times that the Dean may deem appropriate.
- c. In addition, the Dean shall convene a meeting of the Faculty upon petition of at least ten voting faculty members as defined herein.
- d. The Dean shall convene any meeting of the Faculty by giving at least seven days notice to the Faculty, along with a written agenda to accompany the notice.
- e. The Dean is to preside, *ex-officio*, at all meetings of the Faculty.
- f. Robert's Rules of Order shall be observed in the conduct of meetings, and the Faculty may, each spring, elect a parliamentarian to preserve the integrity of these rules.

- g. A quorum shall consist of a majority of the full-time tenured and tenure track Faculty members. Unless specifically required by these By-laws, a quorum is presumed to exist unless a challenge is made and proven in a timely manner.
- h. Voting is to be limited to full-time tenured and tenure track Faculty.
- i. A majority of those full-time and tenure track Faculty present may vote to permit discussion and action on non-agenda items.
- j. Proposed motions affecting the educational policy of the College are to be submitted in writing to the Dean at least ten days prior to the meeting at which these motions are to be made, with copies distributed to Faculty members at least seven days in advance, unless the requirement for advance notification is waived by consent of three-fourths of the Faculty present at such meeting
- k. No new curriculum changes are to be considered for final passage by the Faculty unless the proposed change has been submitted by the College Curriculum Committee at least ten days prior to the Faculty meeting and written copies of the proposed changes in curriculum have been made available to the Faculty.

Section 11. Elections. Elections for College Standing Committees are to be conducted as specified in Appendix C of these By-Laws. Elections for Faculty Senate, Faculty Senate Committees, and other University committees are to be conducted in essentially the same manner. Voting for all elections is to be limited to full-time tenured and tenure track Faculty. Elections are to be by majority vote.

Section 12. Committees and Council. There are five standing committees and one council of the College: Governance Committee; Development, Promotion and Tenure Committee; Undergraduate Curriculum Committee; Graduate Curriculum and Programs Committee; Student Retention, Graduation, and Instructional Resources Committee; and the COBA Strategic Planning Council. Information related to these bodies is contained in Appendix C to these By-laws.

Article III

STUDENT ORGANIZATIONS

Faculty members will recognize any appropriately constituted student organizations that have as their purpose the facilitation of formal, regularized communication channels for the interaction of student body, faculty and administration.

Article IV

INTERPRETATION

The faculty, through action in regular or called meetings, shall by majority vote (a quorum present) be the final authority on interpretation of these By-Laws. However, these By-Laws may not be interpreted in any manner that is inconsistent with either the Statutes of the University or the By-Laws of the Board of Regents.

Article V

DEFINITIONS

- Section 1. Statutes: The statutes referred to in this document are the statutes of The University as they may, from time to time, be amended. Any amendment of these statutes shall become part of the By-Laws of the College of Business Administration as if they were originally part of such By-Laws.
- Section 2. By-laws of the Board of Regents: The By-laws of the Board of Regents referred to in the statutes of the University are the By-laws of the Board of Regents as they may, from time to time, be amended. Any amendment of the By-laws of the Board of Regents shall become part of the By-laws of the College of Business Administration as if they were originally part of such By-laws.
- Section 3. Corps of Instruction: The corps of instruction of Georgia Southern University will consist of those faculty so defined in the Policy Manual of the Board of Regents and appointed by the president of Georgia Southern University.

Section 4. Earned Doctorate: An earned doctorate shall be any earned, terminal degree accepted by the AACSB for accreditation purposes (including a Ph.D, D.B.A, and J.D.) to the extent such interpretation is consistent with the Statutes of the University and the By-Laws of the Board of Regents.

Article VI

RATIFICATION

The By-Laws of the faculty of the College of Business Administration shall be in full force when approved by a two-thirds majority of faculty members present at a general faculty meeting, provided the required quorum is present at time of voting.

Article VII

AMENDMENTS

The faculty of the College of Business Administration shall have the power to amend the By-laws. The By-laws amendment procedure is as follows:

Proposals to amend the By-laws shall be submitted to the College faculty not later than ten days prior to any regularly scheduled faculty meeting or any special meeting called for the purpose of amending.

b. Proposed amendments must be adopted by a two-thirds majority of faculty members present, provided the required quorum is present at the time of voting.

APPENDIX A**Promotion and Tenure Criteria and Procedures**

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APPENDIX A**COLLEGE OF BUSINESS ADMINISTRATION BY-LAWS
GEORGIA SOUTHERN UNIVERSITY****A. PROMOTION AND TENURE - AN OVERVIEW**

Consideration for promotion is separate from and independent of consideration for tenure. Promotion decisions represent recognition of past performance. Tenure represents a decision regarding a faculty member's potential contribution as evidenced by the individual's past performance. Thus, a basis for recommendation for tenure should not be construed as sufficient for simultaneously recommending promotion.

The College of Business Administration's standards, which must be met for either promotion or tenure, are evolving. With the passage of time, as the University and the College of Business Administration gain increased recognition in the academic world and the markets that they serve, the standards for promotion and tenure must also rise. Excellence in teaching is required of all faculty to be recommended for promotion or tenure.

B. GUIDING PRINCIPLES FOR PROMOTION AND TENURE

The evaluation of faculty is guided by both the Association for the Advancement of Collegiate Schools of Business (AACSB) guidelines and the following faculty evaluation criteria established by Georgia Southern University.¹ AACSB guidelines may require more demanding performance levels, especially in the area of scholarship/creative scholarly activity.

While additional criteria may apply to consideration for promotion to a particular rank or tenure, every promotion and tenure application will include consideration of the following broad areas of performance: teaching, creative scholarly activity, and service.

Excellence in teaching and creative scholarly activity rank highest among the criteria in promotion decisions, and documented achievement in both areas is necessary. Each faculty member is unique in respect to his/her academic talents and interests. Therefore, the criteria for promotion are to be applied with sufficient flexibility to recognize and capitalize upon such individual differences.

To be recommended for promotion or tenure, the faculty member's cumulative performance record must reveal evidence of continuous and steady professional growth and development.

The value of a faculty member depends only partly upon degrees, years of service to the institution, research, publications, scholarly activity, appropriate professional service, and other quantifiable factors. It also depends greatly upon talent, intellectual curiosity, creativity, enthusiasm, attitude, rapport with students and colleagues, the ability to motivate, teaching ability and effectiveness, and many other intangible qualitative factors which cannot be measured quantitatively. Comprehensive professional evaluations of the faculty must utilize subjective as well as objective measures.

In the developmental process promoting such attributes in faculty members, it is assumed that the senior faculty within the College of Business Administration will provide leadership by example and by direct assistance to the junior faculty. It is also assumed that support systems such as graduate students, clerical help, travel, and other resources that may be of assistance will be provided the faculty whenever possible. However, the ultimate responsibility for faculty achievement rests with the individual faculty member.

Documentation of relevant activities and accomplishments and the submission of such documentation are the responsibilities of the individual faculty member.

¹*Georgia Southern University Faculty Handbook, 1999-2000, page 25.*

RELEVANT CONSIDERATIONS AND ASSESSMENT SCALES FOR PROMOTION AND TENURE

C.1. TEACHING

Definition: Teaching represents professional activity directed toward the dissemination of knowledge and the development of critical thinking skills. In an institution that is primarily a teaching institution, excellence in teaching effectiveness is expected, irrespective of rank or tenure status. Superior teaching, which is innovative and demonstrates extraordinary diligence or ingenuity, is rewarded.

Relevant Considerations:

1. Development of new courses and programs.
2. Course syllabi.
3. Learning assessment devices, e.g. examinations, projects, etc.
4. Use of outside speakers, films, audio-visual materials, computer tutorials, and simulations.
5. Maintenance of currency in course and curriculum content.
6. Student ratings of instruction.
7. Peer evaluations, when available
8. Communication with students in settings other than the classroom.
9. Development and/or implementation of new teaching methodologies.
10. Familiarization with and use of appropriate teaching technologies.
11. Use of opportunities for self- and/or external assessment of teaching.
12. Performance of students in subsequent courses.
13. Follow-up surveys of graduates in graduate school or in their employment.
14. Statements of teaching philosophy and goals.
15. Examples of student work.
16. Descriptions of steps taken to improve teaching effectiveness.
17. Unsolicited letters/statements describing teaching effectiveness.
18. Documented participation/involvement in professional development experiences and/or organizations whose goals are to enhance teaching effectiveness.
19. Cumulative professional judgment by the Department Chair.
20. Awards for teaching excellence, particularly university-wide awards.
21. Administrative evaluation at the Dean, vice presidential and presidential levels.
22. Other teaching-related material contained in teaching portfolios.

Assessment Scale:

The following five-point rating scale is provided for guidance in the evaluation of effective teaching performance.

1. This faculty member neglects his/her duties, frequently does not meet classes and fails to prepare or plan, or refuses to accept teaching assignments when given by the Department Chair. He/she receives poor teaching evaluations.
2. This faculty member meets his/her classes, but conducts them without enthusiasm or imagination. This teacher might not keep office hours nor otherwise make himself/herself available to students. He/she might be continuing to use the same material from year to year, thereby not keeping up with developments in the discipline. This faculty member might not cooperate in the planning of courses with multiple sections. Because of such performance, he/she will probably not be respected by colleagues and would probably receive mediocre teaching evaluations.
3. This faculty member fulfills duties in teaching as expected. He/she will conduct classes, be available to students, be current in the discipline, and cooperate in departmental or university-wide teaching endeavors. This instructor will be considered by his/her colleagues as a dependable member of the faculty and probably receive satisfactory teaching evaluations.
4. This faculty member is imaginative and enthusiastic about teaching, plans carefully, and carries through. His/her students find this instructor to be an effective classroom lecturer or leader of discussions. This teacher will be very widely read in the discipline, continuously introducing into his/her courses the results of his/her own investigation. He/she will be recognized by both students and colleagues as a very good teacher.
5. This faculty member is considered one of the best. He/she is highly imaginative, completely dependable, in command of his/her discipline. This teacher will generally receive excellent teaching evaluations from both students and faculty. Though he/she is demanding, this instructor is humane in his/her relationships with students and exerts every effort to be personally supportive.

C.2. CREATIVE SCHOLARLY ACTIVITY

Definition:

Scholarship is the integration, development and extension of knowledge and is often demonstrated by publications and presentations designed for professional audiences. Scholarly activity gives evidence that a faculty member is alive intellectually and growing academically. Those engaged in such scholarly pursuits are stimulating forces in the classroom, contribute to the advancement of their discipline and bring honor and recognition both to themselves and to their institution.

A continuous history of creative scholarly activity is more important in determining a faculty member's intellectual contributions than a short period of intensive activity. A faculty member's creative scholarly activity may include basic scholarship, applied scholarship, and instructional development. The relative weight given to the various types of creative scholarly activity will vary by the disciplinary area/academic unit in which the faculty member is appointed. Faculty members without terminal degrees are normally expected to make the bulk of their intellectual contributions in the areas of applied scholarship and instructional development. Faculty members in a specific disciplinary area/academic unit can request and should be provided with an adequate understanding of the relative importance of the various types of creative scholarly activity as perceived by the Dean and the Department Chair.

Relevant Considerations:

1. Basic scholarship (focused on the creation of new knowledge)
 - a. Publication in refereed journals
 - b. Research monographs
 - c. Scholarly books
 - d. Chapters in scholarly books
 - e. Proceedings from scholarly meetings
 - f. Papers presented at international/national/regional academic meetings
 - g. Publicly available research working papers
 - h. Papers presented at faculty research seminars
2. Applied scholarship (concerned with the application, transfer, and interpretation of knowledge to improve management practice and teaching)
 - a. Publication in professional journals
 - b. Professional presentations
 - c. Public/trade journals
 - d. In-house journals
 - e. Published book reviews
 - f. Published software packages
 - g. Papers presented at faculty workshops

3. Instructional development (focused on the enhancement of the educational value of instructional efforts of the institution or discipline)
 - a. Textbooks
 - b. Publications in professional journals
 - c. Proceedings from pedagogical meetings
 - d. Written cases with instructional materials
 - e. Instructional software
 - f. Publicly available materials describing the design and implementation of new courses
 - g. Creative consulting
 - h. Attendance at workshops
 - i. Seminars and short courses in the area of specialization
 - j. Professional and academic honors and awards.

Assessment Scale:

The following five-point rating scale is provided for guidance in the evaluation of creative scholarly activity.

1. This faculty member shows no interest in his/her discipline and does not read relevant material to keep current other than that required for class preparation.
2. This faculty member shows some enthusiasm for study or reading in his/her discipline, and reads or studies on a regular basis beyond that required for class preparation.
3. This faculty member stays current in his/her professional discipline, participates in conferences or professional organizations in the discipline, and has had work accepted in peer-reviewed venues such as publications, proceedings, conference presentations, and funded grants.
4. This faculty member sets out a systematic plan for creative scholarly activity, which yields regular acceptance of articles to journals, proceedings, etc. The hallmark of this faculty member's performance is a record of regular creative scholarly activity over several years.
5. This faculty member's publications and creative scholarly activity make him/her respected beyond the campus in his/her field. He/she has published frequently in quality journals and otherwise has his/her creative scholarly activity judged excellent by his/her professional colleagues. Also, this person indicates a high level of independent functioning as demonstrated by a well-defined research thrust or recognition in a specialized research area.

C.3. SERVICE

Definition: Service is defined as (1) activities conducted on behalf of the University and the community, other than teaching or creative scholarly activity, and (2) professional activities, other than teaching or creative scholarly activity, which widen a faculty member=s professional horizons and which are primarily conducted in settings external to the university. Service includes the application of the individual=s expertise in his/her discipline for the benefit of an organization, the community, or the institution. This type of activity is typically not reimbursed or is reimbursed at a nominal rate and is directly related to the individual=s academic discipline.

Relevant Considerations:

1. Academic advising;
2. Participation or leadership on committees;
3. Supporting/advising student organizations, especially those associated with the College of Business Administration;
4. Service on institutional programs and groups such as the Faculty Senate;
5. Development and participation in continuing education programs;
6. Talks to civic and community organizations;
7. Active participation in civic and community organizations;
8. Holding office in international, national or regional professional organizations;
9. Serving as editor or reviewer for professional journals or proceedings;
10. Participation in professional meetings and seminars as chair, discussant or other significant role;
11. Consulting and professional training in one=s area of expertise; and
12. Earning community and civic honors and awards.

Assessment Scale:

The following five-point rating scale is provided for guidance in the evaluation of service activities.

1. This faculty member performs University and community service activities reluctantly and with minimum effort, participates in no professional programs, holds no offices in any professional organizations, and performs no consulting work or other similar activities.
2. This faculty member serves on committees to which he/she is appointed, but makes no special effort to assist students, or the department, school or University. He/she frequently fails to cooperate with colleagues serving on committees or advising students. The faculty member maintains memberships in a few professional organizations, but is seldom involved in organizational meetings, seminars, consulting work or similar activities.
3. This faculty member fulfills all student support activities and committee assignments effectively. He/she assists willingly in the special service needs of the department, school, and University; serves on committees effectively; and earns the appreciation of colleagues. This person occasionally presents continuing education training programs for persons in his/her discipline and occasionally presents a civic or community training program or gives a civic or community talk. The faculty member averages one regional or national professional meeting per year, occasionally serves as a paper reviewer, chair, or discussant, and occasionally performs consulting work or other similar activities.
4. This faculty member is considered very effective at student support, counseling, committee work, and continuing education programs. He/she is occasionally selected to serve on or to chair important committees. Through such activities, this person earns University-wide respect and recognition for the College of Business Administration. This faculty member frequently serves as a leader of civic and community organizations. The faculty member is well known throughout regional organizations within his/her discipline. The faculty member may demonstrate this level of achievement by involvement in one of more of the following activities: attends professional meetings of regional and/or national organizations and is frequently called upon to serve as a paper reviewer, chair, or discussant, and may serve as an officer; frequently performs consulting or training services for business groups within his/her discipline on and off campus, or other similar activities.

5. This faculty member is highly respected throughout the campus for his/her student and committee work. This faculty member has distinguished himself/herself for work with students, committees, and continuing education, having received service-oriented awards or having served with distinction on prestigious campus-wide committees. This faculty member has served with distinction as a leader in community organizations. The faculty member has distinguished himself/herself in at least one regional professional organization and is known well in a national professional organization supporting his/her discipline. The faculty member may demonstrate this level of achievement by involvement in one or more of the following activities: frequently holds regional or national office and appears on national professional programs; serves on editorial boards and occasionally serves as editor of proceedings or journals; is often called upon for important consulting or training assignments by surrounding business or industry groups and occasionally serves business organizations in other parts of the nation; or other similar activities

D. CRITERIA FOR PROMOTION TO ASSISTANT PROFESSOR

Minimum requirements pertaining to specific faculty ranks are given below. Attainment of these minimum requirements does not ensure promotion.

Eligibility: (1) Earned master degree in field of specialization plus three years of appropriate teaching or professional experience or one additional year of graduate work in field of specialization, or (2) Earned doctorate in field of specialization. Minimum promotion time from instructor to assistant professor is three years.

Teaching: Faculty members appointed as instructors are not normally doctorally qualified and are often employed pending completion of doctoral programs at other institutions or employed pursuant to short-range teaching needs. Since the current Regent's policy limits the time one may serve as instructor, it is often in the institution's best interest to promote him/her to assistant professor. As this institution requires effective teaching contributions by its faculty, no faculty member would be recommended for promotion to assistant professor that has not earned a rating of at least 3 according to the previously listed guidelines.

Creative Scholarly Activity: Faculty members appointed as instructors are frequently not doctorally qualified. However, since the current Regent's policy limits the time one may serve as an instructor, it is often in the institution's best interest to promote instructors to assistant professor. Under current guidelines contribution in creative and scholarly activity are expected.

Service: No faculty member, regardless of rank, will be promoted unless he/she has attained a rating of at least 3 according to the guidelines listed above.

E. CRITERIA FOR PROMOTION TO ASSOCIATE PROFESSOR

Minimum requirements pertaining to specific faculty ranks are given below. Attainment of these minimum requirements does not ensure promotion.

Eligibility: An earned doctorate in field of specialization plus three years of appropriate teaching is normally required. In some cases, outstanding professional accomplishment in the professional work setting may serve in place of a doctorate and teaching experience. Likewise, outstanding creative scholarly activity may serve in lieu of the doctorate. The candidate must have demonstrated a high level of performance in teaching and creative scholarly activity. Minimum promotion time from assistant professor to associate professor is four years.

Teaching: The promotion to associate professor is based upon sustained superior performance in the rank of assistant professor. Only in very rare cases will a faculty member be recommended for promotion to associate professor who has not earned a rating of at least 4 according to the previously listed guidelines.

Creative Scholarly Activity: The promotion to associate professor is based upon sustained superior performance in the rank of assistant professor. Only in very rare cases will a faculty member be recommended for promotion to associate professor who has not earned a rating of at least 4 according to the previously listed guidelines. A faculty member without a doctorate must have a stronger record of creative scholarly activity than those who hold the doctorate. However, a necessary condition for promotion to associate professor and professor, except in rare cases, is that a portion of the faculty member's research has been published (or accepted for publication) in journals of significant quality. Ultimately, the burden of justification of the quality of a journal rests with the faculty member.

Service: No faculty member, regardless of rank, will be promoted unless he/she has attained a rating of at least 3 according to the guidelines listed above.

F. CRITERIA FOR PROMOTION TO PROFESSOR

Minimum requirements pertaining to specific faculty ranks are given below. Attainment of these minimum requirements does not ensure promotion.

Eligibility: An earned doctorate in the field of specialization plus ten years of appropriate teaching or professional experience is normally required. In very rare cases extraordinary accomplishment in business or professional activity may suffice for appointment to professor. The candidate must have demonstrated a commitment to service and a high level of performance in teaching and creative scholarly activity. The candidate must demonstrate continued development significantly beyond that expected for promotion to associate professor. Minimum promotion time from associate professor to professor is five years.

Teaching: The promotion to professor is based upon sustained superior performance in the rank of associate professor. Only in very rare cases will a faculty member be recommended for promotion to professor who has not earned a rating of at least 4 according to the previously listed guidelines and has demonstrated some of the characteristics listed in 5.

Creative Scholarly Activity: The promotion to professor is based upon sustained superior performance in the rank of associate professor. Only in very rare cases will a faculty member be recommended for promotion to professor who has not earned a rating of at least 4 according to the previously listed guidelines and demonstrated some of the characteristics listed in 5. Extraordinary creative scholarly activity may be sufficient for promotion to the rank of professor for those not holding the doctorate. However, a necessary condition for promotion to associate professor and professor, except in rare cases, is that a portion of the faculty member's research has been published (or accepted for publication) in journals of significant quality. Ultimately, the burden of justification of the quality of a journal rests with the faculty member.

Service: No faculty member, regardless of rank, will be promoted unless he/she has attained a rating of at least 3 according to the guidelines listed above

G. CRITERIA FOR TENURE

The purpose of tenure is to protect academic freedom and the integrity of the University. Although tenure is not an unconditional guarantee of lifetime employment, it does provide that the faculty member will not be terminated except for cause and through due process or due to a bona fide financial exigency or institutional change.

Tenure at Georgia Southern University may be awarded after six years of full-time service at the institution at the rank of assistant professor or higher (five years for persons who have previously earned tenure at another institution). Probationary credit, which must be granted at the time of initial appointment, may be used to reduce this time requirement. Meeting the minimum time requirement does not guarantee the award of tenure. A faculty member initially appointed at the rank of instructor may be awarded tenure after six years, provided that the individual has served at least three years at the rank of assistant professor at the institution.

Faculty who apply and are not recommended for tenure in minimum time or who use probationary credit and are not recommended may apply for tenure only once more. The maximum number of years to earn tenure are as specified below:

- Persons initially appointed at the rank of assistant professor have a maximum of seven years to earn tenure. Individuals are not required to include probationary credit in the calculation of this maximum.
- Persons who initially serve at the rank of instructor for one or two years have a maximum of eight or nine years, respectively, to earn tenure, including any probationary credit awarded for service as an instructor.
- Persons who serve between three and seven years at the rank of instructor have a maximum of ten years to earn tenure, including any probationary credit awarded for service as an instructor.

The following sample tenure timetable (abbreviated from the 2004-2005 Faculty Handbook) illustrates the probationary period of a new assistant professor hired in August 2004 who receives positive annual evaluations and who is continued from year to year throughout the probationary period:

Date	Year	Action
2004-05	1	Annual evaluation
2005-06	2	Annual evaluation
2006-07	3	Annual evaluation and (required) Pre-Tenure Review
2007-08	4	Annual evaluation
2008-09	5	Annual evaluation
2009-10	6	Application for tenure
2010-11	7	Tenure becomes effective, if approved – last year of employment, otherwise

Since the guidelines may be amended from time-to-time, non-tenured faculty members should consult with the Dean or Department Chair concerning current guidelines.

The award of tenure to a faculty member is based on satisfactory performance in each of the following areas.

1. Faculty members are employed with the expectation of competence in teaching ability and effectiveness. A candidate for tenure is required to demonstrate a high level of performance in the teaching area. Only in very rare cases will a faculty member be recommended for tenure that has not earned a rating of at least 4 according to the rating scale guidelines on teaching effectiveness in Section I(C).
2. In general, a candidate for tenure is expected to attain a rating of at least 3 in the area of service.
3. Faculty members are often employed by the administration with widely differing qualifications and expectations for creative scholarly activity. It is not feasible to specify a single criterion for creative scholarly activity that would be applicable in all tenure decisions. Therefore, each faculty member must be counseled explicitly concerning expectations for creative scholarly activity for tenure by the Department Chair and the Dean, beginning at the time of employment and continuing through the tenure progress feedback process. Given such guidance, a candidate for tenure is generally expected to attain a rating of at least 3 in the area of creative scholarly activity.
4. The candidate's expertise meets the needs of the academic unit to which he/she is appointed, given present and future academic programming needs of that academic unit. In addition, the faculty member is equally or better qualified in terms of potential contribution than other prospective faculty members who could reasonably be expected to be hired to replace this individual if tenure is not granted.
5. Collegiality is important. A candidate for tenure must have consistently demonstrated the ability to function effectively within the Georgia Southern academic community. This is interpreted to mean not only that the candidate is capable of making contributions whose content is valuable, but also that the university's faculty, staff, and students value him or her as an active participant in the activities of the community. As a minimum, the candidate should exhibit the desired attributes of Georgia Southern faculty (Faculty Handbook, Section 203). Additional expected attributes include honesty, integrity, courtesy, professionalism, and cooperation, with faculty, staff, and students.

H. APPLICATION & REVIEW PROCESS

Actions	Deadline
1. (TENURE ONLY) At the time of the Annual Faculty Evaluation, the Department Chair will prepare a Tenure Progress Report and distribute it to each non-tenured faculty member. These reports will address each of the tenure criteria specified in these bylaws to inform the faculty member of their progress toward tenure. The tenured faculty of the department will meet to provide input for the Department Chair in constructing these reports for members who are undergoing their third-year review. The reports will be reviewed by the Dean before distribution.	Annually, beginning in first year by April 1 st
2. The Department Chair will notify each candidate in writing of his or her eligibility for tenure and/or promotion consideration, upon attainment of the minimum time requirement. In subsequent years, it will be the member's responsibility to find out about application requirements and deadlines.	August or September
3. A candidate who wishes to be considered for tenure and/or promotion will notify the Department Chair, in writing, of their intent to apply.	September
4. The candidate will submit his/her dossier to his/her Department Chair in accordance with guidance published by the Provost's Office.	September or October
5. The Chair will make the dossier available to the Departmental Promotion and Tenure Committee.	September or October
6. The Departmental Promotion and Tenure Committee will evaluate the candidate (to include conducting a vote for a recommendation) and will forward their evaluation in writing to the Chair. The evaluation will include the numerical result of the committee's vote and will become a permanent part of the dossier.	Early October
7. The Chair will formulate a proposed recommendation and document that recommendation as specified by the Provost, e.g. on a "Recommendation for Promotion" and/or "Recommendation for Tenure" form. If the Chair's recommendation is not consistent with the vote of the Departmental Promotion and Tenure Committee evaluation, the Chair will meet with that committee to provide justification for the recommendation. The Chair will then meet with the candidate and provide a written copy of the proposed recommendation at this meeting.	Early November
8. (APPEALS ONLY) If the proposed recommendation is negative, the candidate has the option to appeal for the Chair to reconsider. The candidate will submit his/her appeal, in writing, to the Chair. The written appeal will become a permanent part of the dossier.	Early November

9. (APPEALS ONLY) The Chair will consider the appeal and construct a final recommendation. At this time, the Chair will meet again with the candidate, provide a written response to the appeal, and provide a copy of the final recommendation (if different from the originally proposed recommendation). The written response will become a permanent part of the dossier.	Mid-November
10. (PROMOTION ONLY) The candidate will have the option to withdraw an application for promotion if the Chair's recommendation is negative.	Mid-November
11. The Chair's final recommendation will become a permanent part of the dossier. The Chair will forward the complete dossier to the Dean.	Mid-November
12. The Dean will send the complete dossier to college's Development, Promotion, and Tenure Committee.	Mid-November
13. The college's Development, Promotion, and Tenure Committee will evaluate the candidate (to include conducting a vote for a recommendation) and will forward their evaluation in writing to the Dean. The evaluation will include the numerical result of the committee's vote and will become a permanent part of the dossier.	Mid-November
14. The Dean will formulate a proposed recommendation and document that recommendation as specified by the Provost, e.g. on a "Recommendation for Promotion" and/or "Recommendation for Tenure" form. If the Dean's recommendation is not consistent with the vote of the college's Development, Promotion, and Tenure Committee evaluation, the Dean will meet with that committee to provide justification for the recommendation. The Dean will then meet with the candidate and provide a written copy of the proposed recommendation at this meeting.	Late November
15. (APPEALS ONLY) If the proposed recommendation is negative, the candidate has the option to appeal for the Dean to reconsider. The candidate will submit his/her appeal, in writing, to the Dean. The written appeal will become a permanent part of the dossier.	Late November
16. (APPEALS ONLY) The Dean will consider the appeal and construct a final recommendation. At this time, the Dean will meet with both the candidate and his/her Department Chair. At this time, the Dean will provide the candidate a written response to the appeal, as well as a copy of the final recommendation (if different from the originally proposed recommendation). The written response will become a permanent part of the dossier.	Early December
17. (PROMOTION ONLY) The candidate will have the option to withdraw an application for promotion if the Dean's recommendation is negative.	Early December
18. The Dean's final recommendation will become a permanent part of the dossier. The Dean will forward the complete dossier to the Provost.	Early December

19. As soon as the Provost distributes to the Dean the formal notice of approval by the Board of Regents, the Dean will communicate this information in writing to the faculty member promoted and/or tenured and to the Department Chair.	Usually April
20. No later than the first school faculty meeting after the receipt of this formal notification from the Provost, the Dean will announce the approved promotion and/or tenure recommendations to the faculty.	Early May

I. PRE-TENURE (3RD YEAR) REVIEW

Untenured, tenure-track faculty members are reviewed every year by their Departmental or School Promotion and Tenure Committee, as well as their Department Chair or School Director. In addition, the annual faculty evaluation form provides for specific documentation of activities needed for promotion and/or tenure. However, the university process for faculty evaluation calls for a formal Pre-Tenure Review to be conducted during the third year of the probationary period.

This review is an in-depth look at the member's cumulative performance and is essentially a preliminary tenure review for continued employment. Therefore, tenure track faculty should anticipate being reviewed according to the principles and scales described in Appendix A of the COBA By-Laws.

The Provost, Dean, and/or Chair/Director will provide notification and submission requirements to affected members. Except as specified otherwise in these administrative directives, members should prepare their dossier for submission consistent with the requirements and recommendations specified in Appendix A.

ATTACHMENT ONE: DOSSIER CONTENTS

The dossier must include:

1. A cover letter describing the status or rank for which consideration is requested.
2. A resume in conformance with guidance published by the Provost's Office (The committee or the Dean may request copies of significant publications.);
3. The following materials on teaching effectiveness to be provided by the Department Chair:
 - a. Cumulative professional judgment by the Department Chair;
 - b. Student surveys, otherwise referred to as "Course Evaluations." (Include both the numeric data and all comments written on the backs of the forms.)
4. The dossier may include other materials at the discretion of the applicant, such as:
 - a. Evaluations of continuing education courses/professional seminars;
 - b. Contents of teaching portfolios, as previously defined;
 - c. Awards for teaching excellence, particularly university-wide awards;
 - d. Peer review, especially by faculty colleagues familiar with the nominee's teaching; and
 - e. Administrative evaluation at the Dean, Vice Presidential and Presidential levels.
 - f. Other documentation the faculty member would like to include or be requested to include from time to time.
5. Write out all first occurrences of acronyms with the acronym in parenthesis.

APPENDIX B**Annual Evaluation of Faculty**

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APPENDIX B**COLLEGE OF BUSINESS ADMINISTRATION
GEORGIA SOUTHERN UNIVERSITY****ANNUAL EVALUATION OF FACULTY****SCOPE**

This appendix outlines a procedure for the annual written evaluation of faculty as specified by the Board of Regents and the administration of Georgia Southern. It applies to those persons whose primary duties are those normally associated with a full time faculty member. It is not intended to be applicable to those who may occupy a faculty line, but whose duties are largely administrative, such as department chairs and others designated by the dean or other authority.

ANNUAL FACULTY EVALUATION CRITERIA

The annual evaluation of faculty is guided by both the American Assembly of Collegiate Schools of Business (AACSB) guidelines and the following faculty evaluation criteria established by Georgia Southern University⁰. Georgia Southern University's faculty evaluation criteria are summarized below.

TEACHING

Teaching represents professional activity directed toward the dissemination of knowledge and the development of critical thinking skills. Such activity typically involves teaching in the university classroom. Teaching activities also include the development of new courses, programs, and other curricular materials for both university and other students. Judgments of the quality of teaching activities are based on student ratings of instruction, examination of course syllabi and other course materials, peer evaluations when available, critical review and acceptance of teaching products, performance of students in subsequent courses, and follow-up of graduates in graduate school or in their employment.

⁰ ³*Georgia Southern University Faculty Handbook: 1999-2000.*

SCHOLARSHIP

Scholarship includes academic achievement and professional growth and development. Scholarship is the integration, development and extension of knowledge and is often demonstrated by publications and presentations designed for professional audiences. Scholarship includes articles, scholarly books and texts, reports or research, creative works, textbooks, scholarly presentations, research grants, demonstration grants, papers read, panel participation, exhibits, performances, professional honors and awards, additional professional training or certification, degrees earned, postdoctoral work, work toward terminal degrees, academic honors and awards, and creative consulting.

SERVICE

Service represents professional activities directed toward the development and maintenance of the university and of professional organizations, as well as activities undertaken on behalf of the university or the profession that do not entail systematic instruction (e.g., advisement, manuscript reviewing, design and development of professional conferences). Service includes the application of the individual's expertise in his/her discipline for the benefit of an organization, the community, or the institution. This type of activity is typically not reimbursed or reimbursed at a nominal rate and is directly related to the individual's academic discipline.

PREAMBLE

The Board of Regents of the University System of Georgia specifies that each faculty member be evaluated annually using procedures developed at each institution. Regent's policy also states that faculty members will be evaluated on teaching, service, academic achievement and professional activity. The policy specifies further that

"(1) The immediate supervisor will discuss with the faculty member in a scheduled conference the content of that faculty member's evaluation.

“(2) The faculty member will sign a statement to the effect that he/she has been apprized of the content of the annual evaluation.

“(3) The faculty member will be given the opportunity to respond in writing to the annual evaluation. The response, if any, will be attached to the evaluation.

“(4) The immediate supervisor will acknowledge in writing his/her receipt of this response, noting changes, if any, in the annual evaluation made as a result of either the conference or the

faculty member's written response. This acknowledgment will also become a part of the record."⁰

The basic procedures for faculty evaluations at Georgia Southern as stated in the GSU Faculty Handbook, are that:

"An Annual Evaluation of the work of every faculty member is made for the primary purpose of aiding in improvement. It also serves as the basis for determining merit salary increases and reappointment of probationary faculty."⁰

Further it states that:

"The department chair will discuss the evaluations and the recommendations based upon them, except in the cases of non-renewal, with the faculty member involved. The discussion should be constructive, candid and future-oriented."

The document also specifies that the Annual evaluation should be accomplished by April 1 (in time for the distribution of annual merit salary increases). A narrative summary of the evaluation will be written by the department chair and a copy will be given to the faculty member.

This document defines uniform procedures for the evaluation of all faculty in the College of Business Administration. The procedures are consistent with the directives by both the Regents and the vice president for academic affairs.

GUIDE TO INTERPRETATION

The responsibility for the annual evaluation of faculty must reside with the department chair. The incumbent in this position is in the best position to know the scope and quality of the activities of the faculty within the department and it would be unwise to attempt to supplant his/her judgment with any sort of procedure that attempts to account for all of the variables in academic disciplines, quality, quantity, expectations and the like with a quasi-objective mechanism. The purpose of this appendix is to provide guidelines for faculty evaluation which will produce a measure of consistency within a department and across the College of Business Administration. With this consistency the annual evaluations can provide the basis for resource allocation within a department that is uniformly based on performance and is perceived by its members to be more equitable.

The annual evaluation is of necessity an important determinant of salary levels for each

⁰ ⁴Memorandum to the presidents from Chancellor Vernon Crawford dated June 22, 1981.

⁵Georgia Southern University *Faculty Handbook 1999-2000*, September 17, 1984.

faculty member. However, the following additional factors will be considered in determining compensation.

1. Present total compensation may need to be adjusted upward due to salary compression or increased responsibility. Similarly, salary may need to be maintained at the current level due to a change in faculty status, diminished productivity or diminished responsibility. The factors enumerated herein will also be used by the administration to allocate compensation as it is available outside the annual pay adjustment process.
2. Other forms of compensation such as reduced course loads, summer teaching, access to graduate assistants, class schedules, class size, preferred teaching days and special support for creative scholarly activity are often equally important and the award of such perquisites should also be consistent with the procedure for evaluation of faculty provided herein. Tenure and rank are the cumulative result of the evaluation process and should not be included in the determination of other forms of compensation.

ASSUMPTIONS

In developing this system of evaluating faculty in the College of Business Administration several factors have been taken into consideration. They are:

1. Even though the annual evaluation represents a one year snapshot of a faculty member's performance, the factors used for the annual evaluation must be consistent with the factors used for promotion and tenure decisions. Thus, the system must provide general feedback on the progress of those faculty who are seeking promotion and tenure;
2. Flexibility must be built into the system to allow faculty members to emphasize a particular area each year. Faculty members should be allowed to determine their areas of emphasis within the guidelines of departmental, school, and university needs; and
3. During the course of the academic year, unexpected events can arise such as election to office in a professional organization, selection to chair an important university-wide committee, changes in teaching schedules and the like that may make it necessary to modify one's goals for the year. The faculty member should have the opportunity to reevaluate and modify his/her objectives; but, it must also be understood that the reallocation of work for the year must be done with the concurrence of the department chair. Faculty members may find this a particularly valuable opportunity to review their goals, objectives and progress toward promotion and tenure with their chairs.

With these points in mind the following system has been developed.

SUBMISSION OF ANNUAL GOALS

By April 1st each department chair will request that each faculty member submit specific goals and objectives for the year to his/her department chair using the format shown in Exhibit 1 of this Appendix. The department chair should evaluate these objectives and meet with the faculty member to discuss these goals in the context of departmental objectives and provide feedback to the faculty member regarding whether these are satisfactory. The department chair should also provide an opinion on whether the submitted goals are, in his/her judgment, consistent with a track toward promotion and tenure (if applicable) and the implications of the attainment of these goals as they relate to salary raise opportunities. It must be understood that the attainment of a faculty member's goals for a year does not necessarily guarantee a high rating at the end of the year. In the event that the department chair believes that the goals are too modest for a high rating or inconsistent with overall departmental goals, the faculty member should have the opportunity to reevaluate his/her annual goals and modify them if desired, with the consent of the department chair.

FLEXIBILITY

In each of the three performance areas, the faculty member has flexibility to assign the weights to various areas he/she desires for a given year. The weights for the three areas, expressed in percentage form, are as follows:

TEACHING.....	40-60%
CREATIVE SCHOLARLY ACTIVITY.....	20-40%
SERVICE.....	10-40%

Under current AACSB standards, all faculty members must be involved with creative scholarly activity, i.e., make "intellectual contributions" to the college's mission.

The faculty member can individually set the amount of effort annually in each category (within stated limits) upon which he/she wishes to be evaluated. In many cases faculty members cannot control the types of activities in which they ultimately become involved. This system provides the flexibility for each faculty member to adjust goals and objectives to account for the activities in which he/she becomes involved as they occur in any given year.

THE ANNUAL EVALUATION

By January 31st of each year, the faculty member will report to the department chair his/her annual activities in the format prescribed by the dean of the College of Business Administration. The department chair will evaluate each faculty member according to the five point scales listed in Exhibit 2. An evaluation sheet will be filled out by the department chair for each faculty member as shown in Exhibit 3. A faculty member's rating for the year in each of the three areas of evaluation will be the proportion of weight assigned to each area times the numeric evaluation by the department chair. For example, a faculty member who elected 40 percent weight on teaching and is rated at 4.5 by the department chair will receive a rating of 1.8 in the teaching area. The sum of the weighted ratings in each area will be the cumulative rating for the faculty member for the year. Prior to the annual evaluation consultation with the department chair, a faculty member may request that the department chair adjust the weights to reflect any significant changes that have occurred.

When applicable, the chair will also indicate on the evaluation form the types of activities needed by the faculty member for progress towards promotion and/or tenure. The evaluation will be discussed with each faculty member privately and both the department chair and the faculty member will sign the evaluation form to indicate that the evaluation has been discussed. The signature of the faculty member is not intended to show concurrence with the rating, only to show that he/she has been shown the rating and that it has been discussed. The faculty member may respond in writing to the evaluation. Such response will be handled in accordance with the Board of Regent's direction noted in subparagraphs (3) and (4) on page B-3 of this Appendix. It is expected that the department chair's allocation of departmental resources to individual faculty members, including the apportionment of merit money, will be ordinally consistent with these cumulative ratings of the faculty.

The Administrative Group (AG) will conduct a review of existing faculty to assess their current status with regard to being Academically and/or Professionally Qualified (AQ and/or PQ) in accordance with COBA's policy. Department Chairs and School Directors will submit evidence to the AG in support of the faculty member's designation as AQ, PQ or not qualified. Chairs and Directors will document supporting evidence using a form agreed upon by the AG. A possible example is shown in Exhibit 4.

Exhibit 1. ANNUAL FACULTY EVALUATION OBJECTIVES FORM

TEACHING OBJECTIVES (See Annual Faculty Evaluation Criteria)

NAME _____ CALENDAR YEAR _____
WEIGHT ON THIS AREA _____%(40-60)

PROJECTED TEACHING LOAD (In conjunction with Dept. Chair)

REMOTE DELIVERY: (Including Off-Campus and Distance Learning)

GRADUATE:

UNDERGRADUATE:

TRADITIONAL DELIVERY:

GRADUATE:

UNDERGRADUATE:

NEW COURSES OR PROGRAMS TO BE DEVELOPED

NEW OR INNOVATIVE APPROACHES TO BE IMPLEMENTED FOR THE FIRST TIME

NEW PREPARATIONS

OTHER (See Annual Faculty Evaluation Criteria)

DEPARTMENT CHAIR'S COMMENTS

(Faculty Member)

(Department Chair)

Date

Exhibit 1. ANNUAL FACULTY EVALUATION OBJECTIVES FORM (cont.)

CREATIVE SCHOLARLY ACTIVITY OBJECTIVES (See Annual Faculty Evaluation Criteria)

NAME _____ CALENDAR YEAR _____
WEIGHT ON THIS AREA _____%(20-40)

PUBLICATIONS (List titles or topical areas and co-authors)

BOOKS:

CHAPTERS IN BOOKS OR MONOGRAPHS:

JOURNAL ARTICLES:

PROCEEDINGS/PRESENTATIONS:

OTHER (See Annual Faculty Evaluation Criteria)

DEPARTMENT CHAIR'S COMMENTS

(Faculty Member)

(Department Chair)

Date

Exhibit 1. ANNUAL FACULTY EVALUATION OBJECTIVES FORM (cont.)

SERVICE OBJECTIVES (See Annual Faculty Evaluation Criteria)

NAME _____ CALENDAR YEAR _____
WEIGHT ON THIS AREA _____%(10-40)

SERVICE TO THE UNIVERSITY (Indicate leadership positions where applicable)

UNIVERSITY SYSTEM:

UNIVERSITY:

COLLEGE OF BUSINESS ADMINISTRATION:

DEPARTMENT:

ADVISEMENT:

SERVICE TO THE COMMUNITY (Indicate leadership positions)

SERVICE TO THE PROFESSION (Indicate leadership positions)

OTHER (See Annual Faculty Evaluation Criteria)

DEPARTMENT CHAIR'S COMMENTS

(Faculty Member)

(Department Chair)

Date

Exhibit 2. ANNUAL FACULTY EVALUATION GUIDELINES**TEACHING**

The annual evaluation of teaching effectiveness is guided by both the AACSB's guidelines as well as by Georgia Southern University's faculty evaluation criteria for teaching.

The following five-point rating scale is provided for guidance in the evaluation of effective teaching performance.

1. This faculty member neglects his/her duties, frequently does not meet classes and fails to prepare or plan, or refuses to accept teaching assignments when given by the department chair. He/she receives poor teaching evaluations.
2. This faculty member meets his/her classes, but conducts them without enthusiasm or imagination. This teacher might not keep office hours nor otherwise make himself/herself available to students. He/she might be continuing to use the same material from year to year, thereby not keeping up with developments in the discipline. This faculty member might not cooperate in the planning of courses with multiple sections. Because of such performance, he/she will probably not be respected by colleagues and would probably receive mediocre teaching evaluations.
3. This faculty member fulfills duties in teaching as expected. He/she will conduct classes, be available to students, be current in the discipline, and cooperate in departmental or college-wide teaching endeavors. This instructor will be considered by his/her colleagues as a dependable member of the faculty and probably receive satisfactory teaching evaluations.
4. This faculty member is imaginative and enthusiastic about teaching, plans carefully, and carries through. His/her students find this instructor to be a stimulating classroom lecturer or leader of discussions. This teacher will be very widely read in the discipline, continuously introducing into his/her courses the results of his/her own investigation. He/she will be recognized by both students and colleagues as a very good teacher.
5. This faculty member is considered one of the best. He/she is highly imaginative, completely dependable, and in command of his/her discipline. This teacher will generally receive excellent evaluations from both students and faculty. Though he/she is demanding, this instructor is humane in his/her relationships with students and exerts every effort to be personally supportive.

Exhibit 2. ANNUAL FACULTY EVALUATION GUIDELINES (cont.)**CREATIVE SCHOLARLY ACTIVITY**

The annual evaluation of creative scholarly activity is guided by both the AACSB's guidelines for creative scholarly activity as well as Georgia Southern University's faculty evaluation criteria for scholarship.

The following five-point rating scale is provided for guidance in the evaluation of creative scholarly activity.

1. This faculty member shows no interest in his/her discipline and does not read relevant material to keep current other than that required for class preparation.
2. This faculty member reads in his/her discipline beyond what is required for class preparation and attends professional events such as lectures, symposia, etc.
3. This faculty member has demonstrated this year that he/she is executing a plan for creative scholarly activity.
4. In any given year the hallmark of this faculty member's performance is organization and consistency in setting and achieving goals for creative scholarly activity. He/she published produced a peer-reviewed publication or comparable intellectual contribution.
5. This year this person has exceeded the standards set forth in 4 above. This faculty member's publications and creative scholarly activity make him/her respected beyond the campus in his/her field. He/she publishes in quality journals and otherwise has his/her scholarly or creative work judged as being excellent by his/her professional colleagues. Also, this person should be able to indicate a higher level of independent functioning as demonstrated by a well-defined creative scholarly activity thrust or recognition in a specialized creative scholarly activity area.

Exhibit 2. ANNUAL FACULTY EVALUATION GUIDELINES (cont.)**SERVICE**

The annual evaluation of service is guided by the AACSB's guidelines as well as Georgia Southern University's faculty evaluation criteria for service.

The following five-point rating scale is provided for guidance in the evaluation of professional service activities.

1. This faculty member performs University and professional service activities reluctantly and with minimum effort, participates in no professional programs, holds no offices in professional organizations, and performs no consulting work or similar activities.
2. This faculty member serves on committees to which he/she is appointed, but makes no special effort to assist students, or the Department, College, or University. He/she frequently fails to cooperate with colleagues serving on committees or advising students. The faculty member maintains memberships in a few professional organizations, but is seldom involved in organizational meetings, seminars, consulting work, or similar activities.
3. This faculty member fulfills all student support activities and committee assignments effectively. He/she assists willingly in the special service needs of the Department, College, and University; serves on committees effectively; and earns the appreciation of colleagues. This person occasionally presents a continuing education training program for persons in his/her discipline and occasionally presents a civic or community training program or gives a civic or community talk. The faculty member averages one regional or national meeting per year and occasionally serves as a paper reviewer, chair, or discussant, and occasionally performs consulting work or similar activities.
4. This faculty member is considered very effective at student support, counseling, committee work, and continuing education programs. He/she is occasionally selected to serve on or to chair important committees. Through such activities, this person earns university-wide respect and recognition for the College of Business Administration. This faculty member might also serve as a leader of civic and community organizations. The faculty member is well-known throughout regional organizations within his/her discipline. The faculty member may demonstrate this level of achievement by involvement in one or more of the following activities: attends professional meetings of regional and/or national organizations and is frequently called upon to serve as a paper reviewer, chair, or discussant, and may serve as an officer; frequently performs consulting or training services for business groups within his/her discipline on and off campus; or similar activities.

Exhibit 2. ANNUAL FACULTY EVALUATION GUIDELINES (cont.)

5. This faculty member is highly respected throughout the campus for his/her student and committee work. This faculty member has distinguished himself/herself for work with students, committees, and continuing education, having received service-oriented awards or served with distinction on prestigious campus-wide committees. This faculty member serves with distinction as a leader in community organizations. The faculty member has distinguished himself/herself in at least one regional professional organization and is well known in at least one national organization supporting his/her discipline. The faculty member may demonstrate this level of achievement in one or more of the following activities; frequently holds regional or national office and appears on national professional programs; serves on editorial boards and occasionally serves as editor of proceedings or journals; is often called upon for important consulting or training assignments by business or industry groups; or similar activities.

Exhibit 3. ANNUAL FACULTY EVALUATION FORM

NAME _____ CALENDAR YEAR _____

TEACHING EVALUATION (RANGE 40-60%) _____ 1.0

SELECTED WEIGHT _____ RATING (WEIGHTxSCORE) _____

JUSTIFICATION: _____ 2.0

3.0

4.0

5.0

CREATIVE SCHOLARLY ACTIVITY EVALUATION (RANGE 20-40%) _____ 1.0

SELECTED WEIGHT _____ RATING (WEIGHTxSCORE) _____

JUSTIFICATION: _____ 2.0

3.0

4.0

5.0

SERVICE EVALUATION (RANGE 10-40%) _____ 1.0

SELECTED WEIGHT _____ RATING (WEIGHTxSCORE) _____

JUSTIFICATION: _____ 2.0

3.0

4.0

5.0

STRENGTHS _____ RATING SUM _____

WEAKNESSES

ACTIVITIES NEEDED FOR PROMOTION (when applicable)

ACTIVITIES NEEDED FOR TENURE (when applicable)

(Faculty Member)

(Department Chair)

Date

Exhibit 4. EXAMPLE AQ/PQ DETERMINATION FORM

Faculty Qualification Status – Calendar Year 2006

As of January 2006, the Faculty Qualification Status of Dr. John Doe is Academically Qualified (AQ), based on the standard of achieving at least three quality publications and/or validating academic experiences over the most recent five year period. The AQ status is based on the following:

Year	Type	Description
2001	None	
2002	Publication	Doe, John, and Jane Smith, "A Case Study of Hatchlings in a Mississippi Riverbed," <i>Journal of Fish Management</i> , September 2002, 20(5), 577-592.
2003	None	
2004	Publication	Doe, John, John Smoltz and Chipper Jones, "Batting Order Scheduling: An On-base Maximizing Solution," <i>International Journal of Ball Whackers</i> , 2004, 15(4), 385-399
	Publication	Doe, John, "Reliability-Based Analysis of Italian Railroad Efficiency," <i>International Journal of Hobo Transportation</i> 2004, 21(1), 11-31.
2005	Publication	"Pick a Side ... Any Side?" with Fay Wray in <i>Journal of Restaurant Etiquette</i> , July 2005, 3(2), pp. 295-306.
	Publication	Doe, John, and Smith, James, "An Analytical Approach for Allocating Halloween Treats," <i>Journal of Holidays</i> , February 2005, 7(3), pp. 277-289.

Given this data, it is expected that he will continue to meet the standards for AQ in 2007.

ANNUAL EVALUATION OF PARTICIPATING/NON-TENURE TRACK FACULTY

By January 31st of each year, each participating/non-tenure track faculty member will report to the department chair¹ his or her activities in the format prescribed by the Dean of the College of Business Administration. The department chair will evaluate each Participating/Non-Tenure Track faculty member according to the three point scales in each of the major categories listed below. The chair will also provide written comments and, where appropriate, suggestions for improvement.

Teaching (0 to 3)

0. Either not applicable, does not meet minimum standards, or teaching effectiveness is judged to be mediocre.
1. The faculty member meets classes as required and presents the material according to the basic standards outlined by the department. The faculty member presents prescribed material in the textbook with little or no additional input beyond that required to meet course standards. The faculty member operates independently of the other faculty members with little or no coordination.
2. The faculty member fulfills duties as expected. The faculty member is available to students, is current in the discipline, cooperates with other faculty members, performs teaching duties in a satisfactory manner, and participates in course and curriculum development and planning activities.
3. The faculty member is imaginative and enthusiastic about teaching, develops outside material to supplement the learning experience, plans carefully to ensure the most efficient use of classroom time, is widely read and in command of his or her discipline to a high standard, and is recognized by both students and faculty as a very good teacher

Internal Service(0 to 3)

0. Either not applicable or does not meet minimum standards.
1. The faculty member does what he or she is required to do, such as advise students, but does not exceed the minimum expectation.
2. The faculty member fulfills all student support activities, academic counseling, and/or committee assignment effectively and enthusiastically. This person is active in other service capacities, as well.
3. The faculty member is considered very effective at student support, counseling, career advising, academic advising, and supporting the goals and objectives of COBA and the university in general. Evidence may include university or college awards for exemplary service, production of outside grants and funds, and other pertinent evidence of exceptional service to the college and the university.

¹ All references to departments and department chairs include schools and other administrative units that may be designated by the college and school director.

Faculty Development (0 to 3)

0. Either not applicable or does not meet minimum standards.
1. The faculty member has accomplished some formal developmental activity that can reasonably be expected to enhance his/her capability to teach assigned courses. Examples might include attendance at teaching workshops, participation in formal teaching circles, etc.
2. The faculty member has completed multiple development activities that are both relevant and significant. Examples might include short courses, certification programs, or formal internships.
3. The faculty member has completed a major development effort that will significantly enhance his/her instructional capability, such as having earned an advanced degree related to assigned teaching responsibilities.

CONTINUED EMPLOYMENT OF PARTICIPATING/NON-TENURE TRACK FACULTY

Department chairs are charged by the COBA By-Laws (Article I, Section 5, item d.) with responsibility for the quality of instruction in the department. Therefore, under normal circumstances, a department chair or school director will not offer continued employment to a participating/non-tenure track faculty member unless their most recent annual evaluation score total is at least 4 points, with a score of at least 2 in the Teaching category. Exceptions to this requirement may be made only with written approval of the Dean.

In many cases, the circumstances that led to the hiring of non-tenure track faculty members persist, causing department chairs to wish to retain them for extended periods of time. Consequently, these members transition from supporting to participating roles and their relationship gains a longer-term character. However, unlike tenure track faculty, these members were probably not recruited by a faculty committee, nor have they been subject to the peer review and feedback of the tenure process.

Consequently, at the end of the first full year of service as a participating/non-tenure track faculty member, a department chair or school director will solicit peer review by a departmental committee. The committee will be composed of the department's participating faculty members, including both tenure track member and non-tenure track members who have successfully completed their own peer review process.

The department chair will make available to the committee the subject's annual evaluations, as well as any other appropriate documents either the subject or the chair deems relevant. Although the specific makeup of the documentation is not specified, it is understood that the documentation to support the continued employment is much less extensive than that required for consideration of tenure. Further, the documentation should focus on the quality of the subject's instruction.

The committee will elect its own chair, who will provide a written summary of the committee's

assessment and recommendation concerning continued employment. The department chair will conclude the process by submitting a memo to the Dean, documenting his/her decision concerning the subject's continued employment. The committee's written input to the department chair will be forwarded to the Dean as a supporting attachment to the department chair's memo.

EXAMPLES OF ACTIVITIES THAT MIGHT BE DOCUMENTED AS PART OF THE EVALUATION OF PARTICIPATING/SUPPORTING NON-TENURE TRACK FACULTY**I. Teaching Activities**

- A. Course Delivery Activities
 - 1. Documentation of the number of courses taught, the student headcount, the number of credit hours generated.
 - 2. Supervision and participation in field trips or student educational functions outside of the classroom. Examples might include visits to Savannah area businesses; attendance with students at educational or professional conferences such as the Risk and Insurance Management Society educational conference in Atlanta; or other appropriate examples.
 - 3. Introduction of outside speakers to the classroom.
 - 4. Innovations in course delivery or content, such as development of computer-based delivery materials, simulation modeling, etc.
 - 5. Supervising internships
 - 6. Classroom projects with outside companies or other campus functional areas

 - B. Curriculum Development Activities, which address the overall program of study in a major or concentration area or address the COBA common core.
 - 1. Participation in department curriculum committees
 - 2. Participation in textbook evaluation and selection committees for multi-instructor courses or for common core courses (e.g., MKTG 3131, FINC 3131)
 - 3. Participation in department quality control efforts, which could include
 - a. Peer review of course materials for fellow instructors.
 - b. Peer review of course outcomes, such as grade distributions
 - c. Participation in the development of evaluation standards for instructor courses, such as common final exams or basic skills tests.

 - C. Course Development Activities, which address a particular class or course within a major or concentration area.
 - 1. Participation in department curriculum committee
 - 2. Development of new course(s) or significant revisions to existing courses
 - 3. Development and introduction of new and innovative teaching methods or styles to existing courses

 - D. Other Teaching-Related Activities.
 - 1. Participation in peer review sessions to improve teaching, conducting research seminars
 - 2. Participation in CET courses or other workshops to develop teaching, research or service skills.
-

II. Internal Service Activities

- A. Academic Assistance Activities
 - 1. Tutoring activities
 - 2. Supervision of tutoring programs (e.g., the finance tutor program)
 - 3. Supervision of or coordination of an academic area or course

- B. Career Assistance Activities
 - 1. Developing or assisting in workshops to develop resume writing skills, interviewing skills, business social skills, etc.
 - 2. Participation in job fairs (e.g., taking students to a job fair in Atlanta)
 - 3. Outside speakers
 - 4. Setting up outside interviewer sessions, conducting resume writing workshops, and/or other career assistance activities

- C. Academic Advisement and Counseling
 - 1. Documentation of the number of advisees by category (pre-business, major), office hours, etc
 - 2. Faculty advisor to student organizations, clubs, fraternities and sororities, etc
 - 3. Participation in Honors programs, Honors Day, commencement, etc.

- D. Other Internal Service Activities
 - 1. Membership on Department, COBA or University committees, Faculty Senate, etc.
 - 2. Development of faculty support services, such as the FIS program or academic advising templates

II. Faculty Development

- A. Workshops
 - 1. Center for Excellence in Teaching
 - 2. Professional or academic conferences

- B. Short courses
 - 1. Academic courses
 - 2. Professional societies
 - 3. Progress toward certification requirements
 - 4. Consultant offerings

- C. Certifications
- D. Advanced degrees
- E. Formal internships

- F. Publications appropriate to maintaining Professionally Qualified (PQ) status.

Participating/Non-Tenure Track Annual Faculty Evaluation Form

NAME: _____ Period of Report: _____

I. TEACHING (0 – 3)

Justification:

II. INTERNAL SERVICE (0 – 3)

Justification:

III. FACULTY DEVELOPMENT (0 – 3)

Justification:

OVERALL RATING (SUM)

Recommendations for improvement:

X _____
Signature of Faculty Member

x _____
Signature of Dept Chair

Date

Note: The faculty member's signature indicates only that the department chair's evaluation has been communicated. It does not necessarily indicate agreement.

Faculty member comments:

- Academically Qualified
- Professionally Qualified
- Not Qualified

- Participating Faculty
- Supporting Faculty

APPENDIX C

College of Business Administration Standing Committees and Council

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APPENDIX C**COLLEGE OF BUSINESS ADMINISTRATION BY-LAWS
GEORGIA SOUTHERN UNIVERSITY****COLLEGE OF BUSINESS ADMINISTRATION
STANDING COMMITTEES AND COUNCIL**

This appendix depicts the functions, structure, membership, nomination, and election procedures for each COBA standing committee and the Strategic Planning Council.

This appendix also is designed to insure that adequate support activities are maintained to achieve compliance with AACSB standards and to provide complete dissemination of all COBA standing committees' work to all interested parties. The standing committee framework provides that a shared governance structure with both faculty and administrative input is in place to promote continuous quality improvements throughout the College.

The following guidelines for the COBA standing committee/council membership are intended to create an environment in which non-tenured and junior faculty can pursue research/creative scholarly activity and professional development necessary for promotion/tenure and professional growth.

It is in the best interest of the College to have tenured faculty with the rank of full or associate professor assume the College's major service roles, especially the service leadership roles. This ensures that the College's most experienced faculty are most heavily involved in the governance of the College, while allowing the non-tenured and junior faculty time to focus on the activities needed to attain promotion/tenure and professional growth and development.

Terms of membership for all COBA standing committees and the Strategic Planning Council shall be for two years. No committee member may serve more than two consecutive two-year terms. This restriction applies irrespective of the member's electing constituency. (For example, a member cannot "bypass" the limitation by assignment to a different department or by alternating between an at-large position and department/school representative.) Similarly, a faculty member may not chair the same committee for more than two consecutive years. The restrictions on consecutive years as a member or as a chair are applied independently, so that (for example) a member could serve for four years and then chair the committee for two years. However, in no case may a faculty member serve more than six consecutive years on the same committee in any capacity. The term limit will not apply to a faculty member wishing to serve as his/her school's or department's representative on the COBA DP&T Committee if that person would otherwise be the only eligible candidate. If a faculty member who is serving as an elected representative on a standing committee or the Strategic Planning Council should go on leave for any reason, an election will be held to select a new representative to complete the term of office.

A. COMMITTEE/COUNCIL STRUCTURE:

There are six standing committees of the College and one council as follows.

- Governance Committee
- Development, Promotion and Tenure Committee
- Undergraduate Curriculum
- Graduate Curriculum and Programs Committee
- Student Retention, Graduation, and Instructional Resource Committee
- Educational Outcomes Assessment Committee
- Strategic Planning Council

The Dean may establish additional committees as required to discharge the duties and responsibilities of the College. These committees are not to be established to supplant or abrogate any of the functions or responsibilities of standing committees.

B. NOMINATION PROCEDURES:

First, the chair of each of the five standing committees is to be selected by the Dean from a pool of full or associate tenured professors nominated by the Governance Committee with input from the department chairs, school directors and other faculty. This process will precede the nomination of the standing committee/council members. The COBA Strategic Planning Council is to be chaired by the COBA dean.

Second, the Governance Committee shall solicit committee/council nominations from chairs, directors and other faculty members consistent with the guidelines established for each committee and the Strategic Planning Council. The Governance Committee will compile/develop a slate of nominees to be presented to appropriate electing bodies. This slate will be circulated for five working days during which time additional nominees will be accepted. Additional nominees submitted during this exposure period will be added to a ballot that will be sent to each electing body for return to the Governance Committee. Before any faculty member's name is placed in nomination, the person making the nomination must secure the consent of the prospective nominee. Individuals may self-nominate through contacting any member of the Governance Committee. The nomination of non-tenured faculty is accomplished only by self-nomination.

C. RECALL GUIDELINES FOR COBA ELECTED POSITIONS

To begin the recall of an elected faculty representative requires that the signatures of at least one-third of the appropriate electing body be collected on a recall petition. The petition is to be presented to the Chair of the Governance Committee for verification. Upon verification of the recall petition, the Governance Committee shall announce to the appropriate constituency that a

valid recall petition has been received, and that a recall election will be held. The recall election shall be held no sooner than ten working days, and no later than fifteen working days after the submission of a valid petition. The recall election shall be by secret ballot. If the majority of the votes cast favor the recall of an elected representative, the Governance Committee shall conduct a special election to select a replacement representative. That election shall be held no sooner than ten working days, and no later than fifteen working days, after the recall vote.

D. ELECTION GUIDELINES FOR COBA STANDING COMMITTEES/COUNCIL:

Ballots reflecting the results of the nominating process will be submitted to the appropriate constituencies. Winners will be determined by a plurality of the votes received. In case of a tie vote, the Governance Committee shall determine the winner by a random draw and announce the winner in the ordinary manner. All elections will be completed prior to the end of the spring

term of each academic year for the vacancies during the following academic year. A faculty member who is elected to serve on a committee by more than one voting group shall choose the group that he/she or she wishes to represent.

E. COBA COMMITTEES/COUNCIL:

The nature and functions of the COBA standing committees/council are set forth in the following subsections.

1. GOVERNANCE COMMITTEE:

Purpose: Faculty governance is a significant element in any viable academic institution and should assist in promoting a shared college-wide vision. Given this fact, it is the goal of the Governance Committee to search for consistency, justice, efficiency, and fair representation concerning the faculty in all appropriate matters of the College.

Membership: One representative from each School/Department elected by the faculty of that School/Department. In addition four faculty members elected by the faculty of the College. Committee members will be elected in accordance with the election procedure outlined above

Chair: The chairperson shall be selected by the Dean from a pool of full or associate tenured professors nominated by the Governance Committee with input from school directors/department chairs and other faculty. As an additional member of the Committee, the committee chair only votes in the event of a tie vote. The person selected to serve as chair must have served on the Governance Committee during the most recent membership term. The chairperson will also serve as COBA's contact for the University's Election Committee, a standing committee of the Faculty Senate.

Term of Membership: Terms of membership shall be for two years. Other than the chair, no committee member may serve more than two consecutive two-year terms.

Functions:

- (1.) The Committee shall review and revise the COBA By-Laws on an as-needed basis.
- (2.) The Committee shall meet at least once each academic term to examine any matters related to faculty governance of the College.
- (3.) The Committee shall meet as needed to nominate members of the faculty to serve as Faculty Senators and as members of University and College Standing Committees. Where appropriate, such nominations must then be approved by vote of the faculty of the College.
- (4.) The Committee shall appoint on an as-needed basis Ad-Hoc Faculty Grievance Committees consisting of three faculty of the College. Each Ad-Hoc Faculty Grievance Committee will be created in response to a written faculty appeal to the Dean of an employment related decision that has been made at the school/departmental level within the College. The chair of each Ad-Hoc Committee shall be appointed by the Dean from the three committee members. Recommendations from an Ad-Hoc Faculty Grievance Committee will be reported to the faculty member and the appropriate administrative unit heads. It is noted that the College Faculty Grievance Committee structure does not replace the University Grievance Committee process. It is instead a review mechanism for possible use prior to any utilization of the University Grievance Process
- (5.) The Committee shall ensure retention, control, and accessibility of key governance documents by maintaining current master files, providing backup copies to the Dean's secretary, and placing copies in a source convenient to the faculty at large (e.g. a common drive on the file server). Files will be maintained in a manner that facilitates ease of access and historical review of decisions and changes made. Specifically, files will be organized and/or named in a way that reflects the nature of the document and the last date of revision. As a minimum, this function applies to the following documents:
 - (a.) COBA Bylaws (to include all appendices)
 - (b.) Assignments to University and College committees (to include terms of office)
 - (c.) Annual summaries submitted by each standing committee
 - (d.) Governance Committee minutes, to include items discussed and decisions made.

Agenda: The agenda for each meeting will be prepared by the chair and made available with the call to meet.

Minutes: A written summary of the work done and actions taken by the Governance Committee will be the responsibility of the chair. The summary as prepared will be distributed by

appropriate means to the committee membership as well as other members of the COBA faculty.

2. DEVELOPMENT, PROMOTION AND TENURE COMMITTEE:

Purpose: The purpose of this committee is to make recommendations to the Dean on promotion and tenure decisions for faculty in the College of Business Administration and to review, recommend, and promote faculty development programs that will facilitate faculty progress to achieve promotion, tenure and life-long learning.

Membership: One tenured, full professor from each department/school. (If a department/school has no tenured full professors willing to serve, its position on the committee may be filled by a tenured associate professor. However, that member may not participate in any reviews, deliberations, or votes concerning full professors or applications for promotion to full professor.) Nominations will be made by the Governance Committee after consultation with and recommendation of qualified candidates by the department chairs/school directors and other faculty. Department chairs/school directors are ineligible to serve. Committee members will be elected by their respective departments/schools in accordance with the election procedures outlined above.

Chair: The committee will be chaired by a tenured, full professor selected as an additional member. The chair votes only in the event of a tie. The chair will be selected by the Dean from a pool of tenured full professors nominated by the Governance Committee with input from the department chairs/school directors and other faculty.

Term of Membership: Members will serve two years, with no member serving more than two consecutive terms. However, a member may serve more than two consecutive terms if no other qualified candidates are available in that department/school. The chair shall not be restricted by this limitation.

Functions:

- (1.) The committee will evaluate the records of those being considered for promotion and/or tenure in accordance with the guidelines contained in Appendix A of this document in a consistent and unbiased manner.
- (2.) The committee will make recommendations on promotion and/or tenure decisions to the Dean based on its evaluation of a candidate's package and the guidelines contained in Appendix A of this document.
- (3.) The committee will review and recommend development programs and processes that ensure timely progress toward promotion and tenure.
- (4.) The committee will annually review applications for faculty development awards and grants, and make recommendations to the dean.

- (5.) The committee will call a meeting of the faculty at least once per academic year to discuss issues related to development, promotion and tenure.
- (6.) The committee will schedule at least one faculty development activity, available to all faculty that wish to participate, per academic year.

NOTE: The Dean is responsible for making the ultimate recommendation on promotion and/or tenure that will be forwarded to his/her superiors according to the Statutes of the University and the By-Laws of the Board of Regents.

Agenda: The agenda for each meeting will be prepared by the chair and made available with the call to meet.

Minutes: A summary of the work done and actions taken will be the responsibility of the chair. The summary will be made available to the faculty of the College.

3. UNDERGRADUATE CURRICULUM COMMITTEE:

Purpose: The purpose of the committee will be to review and evaluate the College of Business Administration's undergraduate curriculum to insure that the degree programs are of high quality and that the requirements are consistent with the University's mission and with accreditation standards.

Membership: The committee will be composed of one faculty member from each school or department offering a degree in the College of Business Administration. Committee members will be elected by their respective departments/schools, in accordance with the election procedure outlined above.

Ex-officio Members: The College of Business director of the COBA Advisory Center will be an ex-officio member of the committee and will serve without a vote. The College's elected representative to the Faculty Senate Undergraduate Committee will also be an ex-officio member, unless already serving as the chair or as an elected representative to the College Undergraduate Curriculum Committee as a voting member.

Chair: The committee will be chaired by a faculty member with the rank of full or associate professor selected as an additional member. The chair votes only in the case of a tie. The chair will be selected by the Dean from a pool of full or associate tenured professors nominated by the Governance Committee with input from department chairs/directors and other faculty.

Term of Membership: Members will serve two years, with no member serving more than two consecutive terms. The chair and the ex-officio members are not restricted by this limitation.

Functions:

- (2.) The committee will review and monitor the College's undergraduate Curriculum to ensure

compliance with AACSB accreditation guidelines.

- (3.) The committee will recommend to the College faculty:
 - (a.) Appropriate changes in the undergraduate curriculum.
 - (b.) The minimum requirements for degrees.
- (4.) The Committee will ensure the effective presentation of COBA undergraduate course and programs with the appropriate University committees.

NOTE: Matters considered by the committee may originate with the committee or may reach it through recommendations by schools, departments, students, or individual faculty members. Undergraduate curricular items will not be included on the agenda for COBA faculty meetings prior to analysis and report of this committee, except as provided by Article II, Section 10, subsection (j), of the COBA By-laws.

Agenda: The agenda for each meeting will be prepared by the chair and made available with the call to meet.

Minutes: A summary of the work done and actions taken will be the responsibility of the chair. The minutes will be made available to the faculty of the college.

4. GRADUATE CURRICULUM AND PROGRAMS COMMITTEE:

Purpose: The purpose of the Graduate Curriculum and Programs Committee is to monitor and evaluate the College of Business Administration's graduate curriculum to ensure that it is a high quality degree program that complies with AACSB accreditation guidelines and is consistent with the University's mission. The committee will make recommendations to the College's graduate faculty concerning changes to the graduate curriculum and degree and admission requirements.

Membership: One member of the graduate faculty from (and elected by) each department or school that offers a course in a COBA graduate degree program. If there are no graduate faculty members within a particular department or school, another faculty member may be elected.

Ex-officio Members: The director of Graduate Studies will be an ex-officio member of the committee. The College's elected representative to the Faculty Senate Graduate Committee will also be an ex-officio member, unless already serving as the chair or as an elected representative to the College Graduate Curriculum and Programs Committee as a voting member. Both ex-officio members will serve without vote.

Chair: The chair of the committee will be a full or associate professor who is a member of the graduate faculty nominated by the Governance Committee and appointed by the Dean. The chair votes only in the case of a tie.

Term of Membership: Members will serve two years, with no members serving more than two consecutive terms. However, a member of the graduate faculty may serve more than two consecutive terms if there are no other members of the graduate faculty in that department. The chair and the ex-officio members are not restricted by this limitation.

Functions:

- (1.) To provide guidance to the director of Graduate Studies in administering the College's responsibilities in approved programs for graduate study.
- (2.) To review and monitor the College's graduate curriculum to ensure compliance with AACSB accreditation.
- (3.) To make general recommendations to the College's graduate faculty concerning:
 - (a.) requirements for courses in graduate programs,
 - (b.) minimum requirements for graduate degrees, and
 - (c.) graduate admissions policies; and
- (4.) To recommend to the graduate faculty new graduate courses or courses to be discontinued and forward the recommended courses once approved by the COBA Graduate Faculty to the appropriate University committees.
- (5.) To ensure the effective presentation of COBA graduate courses and programs with the appropriate University committees.

NOTE: These matters may originate within the committee, departments, schools, individual faculty members, or students.

Agenda: The agenda for each meeting will be prepared by the chair and made available with the call to meet.

Minutes: A summary of the work done and actions taken will be the responsibility of the chair and will be made available to the COBA faculty.

5. STUDENT RETENTION, GRADUATION, AND INSTRUCTIONAL RESOURCES COMMITTEE:

Purpose: The purpose of the committee will be to oversee the College of Business Administration's student affairs programs to seek to ensure that the selection, advising, and career planning are consistent with the College's mission and accreditation standards. The committee will have the further responsibility to ensure that academically qualified students are retained in COBA programs, make satisfactory progress and graduate from Georgia Southern and the COBA in a timely manner. This committee will also oversee the instructional resources of the College of Business Administration to seek to ensure that these resources are available and

sufficient to satisfy the instructional objectives of the programs offered.

Membership: The committee will be composed of an Associate Dean of the College of Business Administration and one faculty member from each department or school to be elected by their respective departments/schools in accordance with the election procedure outlined above. Although student input would help this committee achieve its functions, formal student membership would likely be inconvenient to the students themselves. Therefore, the committee will regularly use the means it considers most appropriate to solicit student input to deliberations of substantial issues.

Ex-officio Members: The following will be ex-officio members of the committee: the COBA Director of Student Services and the COBA Technical Services Manager. Both ex-officio members will serve without vote.

Chair: The committee will be chaired by a faculty member with the rank of full or associate professor selected as an additional member. The chair votes only in the case of a tie. The chair will be selected by the Dean from a pool of full or associate tenured professors nominated by the Governance Committee with input from department chairs and other faculty.

Term of Membership: Faculty committee members will serve two years, with no member serving more than two consecutive terms. The chair and student representatives are not restricted by this limitation.

Functions:

- (1.) The committee will oversee the College's student affairs programs. Areas to be addressed include the following:
 - (a.) College admission policies
 - (b.) Ensuring demographic diversity in student enrollment
 - (c.) College retention policies
 - (d.) Academic advising supporting student progress towards graduation
 - (e.) Career planning support.

- (2.) The Committee will oversee the College's instructional resources. In order to fulfill this charge the Committee will meet with the Associate Dean at least once a semester to develop and revise a College Instructional Resources Plan. The Instructional Resources plan will be conceived and executed in support of the College and University Strategic Plans. Areas addressed include the following:
 - (a.) Availability and utilization of appropriate instructional technologies.
 - (b.) Student access to and use of the library and computing facilities.
 - (c.) Comparable access to resources for off-campus sites.
 - (d.) Adequate space, facilities, and staff support for instructional resources to meet program goals and objectives.

Agenda: The agenda for each meeting will be prepared by the chair and made available with the call to meet.

Minutes: A summary of work done and decisions made will be the responsibility of the chair and made available to the COBA faculty.

6. EDUCATIONAL OUTCOMES ASSESSEMENT COMMITTEE

Purpose: The Educational Outcomes Assessment Committee formulates methods of assessment, collects and analyzes assessment results, and makes recommendations to COBA degree program managers..

Membership: The committee is composed of one faculty member from each discipline within COBA, appointed by the appropriate department chair or program director.

Ex-officio Members: The associate dean is an ex-officio member of the committee and is responsible for administrative and other support as required to carry out the committee's continuing charge. The chairs of the COBA Undergraduate Curriculum Committee and the COBA Graduate Curriculum & Program Committee (or their appointed representatives) are also ex-officio members in order to provide coordination between the assessment and curriculum processes.

Chair: The committee's chairperson will be appointed by the dean.

Term of Membership: Members will serve staggered two year terms. There is no limit on the number of terms that a faculty member may serve.

Functions:

- (1.) The committee reviews draft educational outcomes developed by the faculty and submitted by program managers, making recommendations to facilitate assessment.
- (2.) The committee works with program managers and faculty to determine the method(s) used to objectively measure learning outcomes that have been approved (via the applicable curriculum process) for each COBA degree program.
- (3.) The committee reviews, analyzes, and interprets assessment data gathered via the agreed-upon methods.
- (4.) For each assessment effort, the committee reports its findings and recommendations, if any, to the applicable program director, with an information copy to the applicable curriculum committee.

Agenda: The agenda for each meeting will be prepared by the chair and made available with the call to meet.

Minutes: A summary of the word done and actions taken will be the responsibility of the chair and will be made available to the COBA faculty, as well as any affected faculty outside of

COBA.

7. COBA STRATEGIC PLANNING COUNCIL:

Purpose: The purpose of this committee is to make recommendations concerning the COBA mission statement and strategic plan.

Membership: The committee is composed of the Dean, the chairs of the COBA standing committees, and one faculty member elected by each department/school.

Ex-officio Members: The COBA associate dean is an ex-officio member of this committee and will serve without vote.

Chair: The Dean serves as chair of the committee. The chair will vote only in the case of a tie.

Term of Membership: Elected faculty members will serve two-year terms, with no member serving more than two consecutive terms. The chair, the standing committee chairs and the ex-officio member shall not be restricted by this limitation.

Functions:

- (1.) The committee will serve as the faculty's official representative body in making recommendations to the Dean (and other stakeholders, as needed) concerning the College's mission statement and strategic plan.
- (2.) The committee will monitor changes in the University mission and strategic plan and make recommendations needed to ensure that the COBA mission and strategic plan remain compatible and compliant with the former.
- (3.) The committee will perform environmental scanning and analysis and report changes and trends to all college constituents.
- (4.) The committee will create special task forces in response to needs determined through the environmental scanning and analysis process.
- (5.) The committee will meet at least once each fall and spring semester of the academic year.

Agenda: The agenda for each meeting will be prepared by the chair and made available with the call to meet.

Minutes: A summary of the work done and decisions made by the committee will be the responsibility of the chair. The summary will be made available to the faculty of the college.

F. DEPARTMENTAL OR SCHOOL PROMOTION AND TENURE COMMITTEE:

Purpose: The Departmental/School Promotion and Tenure Committee functions in the same capacity at the departmental/school level as the COBA Development, Promotion and Tenure Committee at the college level. The purpose of this committee is to make recommendations to the Department Chair or School Director, who is responsible for making the ultimate recommendation for promotion and/or tenure that will be forwarded to the Dean. The Chair or Director will advise the convened departmental/school committee if there are any differences between his/her recommendation and those of the Departmental/School Promotion and Tenure Committee.

Membership: Three or more tenured full or associate professors appointed by the Department Chair or School Director. (For tenure decisions, the committee shall seek input from all tenured faculty in the department/school. For promotion to Full Professor, only Full Professors may serve.) In instances where departments or schools do not have the required number of eligible members, the department's/school's full and associate professors will work with the Dean to establish an appropriate committee.

Chair: A tenured, full professor will be appointed by the Department Chair or School Director to serve as a voting member of the committee.

Term of Membership: Generally one academic year. Membership should rotate so that no individual serves more than two consecutive years. When this is not possible, exceptions must be submitted to the Provost annually by the Dean.

Functions:

- (1.) Evaluate the records of those being considered for promotion and/or tenure in accordance with the guidelines contained in Appendix A of the COBA by-laws;
- (2.) Conduct an annual meeting to evaluate all tenure-track faculty members undergoing their third-year review. All tenured faculty of the department or school should participate in this meeting. The outcome of this meeting should be an in-depth look at the cumulative performance of the individual and essentially consist of a preliminary tenure review decision for continued employment;
- (3.) Solicit, evaluate, and summarize input from other faculty members who have achieved rank equal to or above that for which the candidate is applying;
- (4.) Make recommendations to the Department Chair or School Director and/or Dean based on the guidelines in Appendix A of this document.

Agenda: The agenda for each meeting will be prepared by the committee Chair and will be made available with the call to meet.

Minutes: The only documentation to be retained in conjunction with the activities of this

committee will be as specified in Appendix A of this document.

APPENDIX D**Contents****POST-TENURE REVIEW CRITERIA AND PROCEDURES**

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**COLLEGE OF BUSINESS ADMINISTRATION BY-LAWS
GEORGIA SOUTHERN UNIVERSITY**

**POST-TENURE REVIEW
CRITERIA AND PROCEDURES**

Overview

Post-tenure review is an extension of the evaluation process. In this evaluation is the opportunity for renewal and development. The review focuses on rewarding faculty for meritorious performance and identifies development opportunities for tenured faculty that will benefit the individual, the college, and the institution. The purpose of post-tenure review is to “recognize, reward, and enhance the performance of tenured faculty” (Faculty Handbook, Sec. 212).

Purpose

- According to the Faculty Handbook, Sec. 212, the purposes of post-tenure review are
1. To recognize and reward tenured faculty who have made and continue to make significant contributions to the mission of their departments, colleges, and the University;
 2. To provide faculty development opportunities for tenured faculty for the primary purpose of enhancing teaching, but also scholarship and/or service, in a way that is mutually beneficial to the individual and the University; and
 3. To provide a systematic faculty development plan to remedy instances where a tenured faculty member’s contributions in teaching, scholarship, and/or service are found to be deficient with respect to the mission of the department, college, or University.

Areas for Post-Tenure Evaluation

Teaching. Teaching represents professional activity directed toward the dissemination of knowledge and the development of critical thinking skills. Such activity typically involves teaching in the university classroom. Teaching activities also include the development of new courses, programs, and other curricular materials for both university and other students.

Service. Service represents professional activities directed toward the development and maintenance of the university and of professional organizations, as well as activities undertaken on behalf of the university or the profession that do not entail systematic instruction, such as advisement, manuscript reviewing, and the design and development of professional conferences. Service includes the application of the individual’s expertise in his/her discipline for the benefit of an organization, the community, or the institution. This type of activity is typically not reimbursed or is reimbursed at a nominal rate and is directly related to the individual’s academic discipline.

Scholarship. Scholarship includes academic achievement and professional growth and development. Scholarship is the integration, development and extension of knowledge and is often demonstrated by publications and presentations designed for professional audiences.

Scholarship includes articles, scholarly books and texts, grants, papers read, panel participation, exhibits, performances, professional honors and awards, additional professional training or certification, degrees earned, postdoctoral work, work toward terminal degrees, academic honors and awards, and creative consulting. The evaluation of scholarship may be guided by AACSB International—The Association to Advance Collegiate Schools of Business. Tenured faculty should maintain competence and currency in their specialty.

Recommendations

The departmental or school post-tenure review committee will provide a written summary of its findings and a recommendation to the appropriate departmental chair or school director. The recommendation will be one of the following opinions:

1. Meets Expectations. Over the most recent period of review, the faculty member has made sufficient contributions at an expected level of quality to support the missions of both the University and COBA.
2. Exceeds Expectations. Over the most recent period of review, the faculty member's contributions were far greater than expected and/or were of premier quality in support of the University's and COBA's mission.
3. Does Not Meet Expectations. Over the most recent period of review, the faculty member's contributions were insufficient in quality or quantity.

According to the Faculty Handbook, Sec. 212, if a development plan is warranted, the department chair, in consultation with the faculty member, must establish a formal plan of development. At the time of the annual evaluation, the department chair/director will meet with the candidate to review progress toward achieving the goals of the development plan. A progress report will be included in the annual review and sent to the dean. If the department chair/director and dean agree that the development plan has been completed, then such additions to the annual review are discontinued at that time.

Appeals

A faculty member, who disagrees with the post-tenure review and/or the development plan, may file a formal appeal to the department chair/director. The department chair/director will consider the appeal and prepare a written response, which will become a permanent part of the dossier. The department chair/director will meet with the faculty member concerning the appeal. The department chair/director forwards the recommendation and dossier to the dean. The dean will formulate a recommendation, which will become a permanent part of the dossier. If the dean's recommendation is not consistent with the department chair/director, the dean will meet with the department chair/director to provide justification. The dean will also consult with the faculty member. If the candidate disagrees with the decision, he/she may appeal to the Provost.

Schedule

According to the Faculty Handbook, Sec. 212, the following schedule will be applied for post-tenure reviews:

1. Review of the tenured members of the corps of instruction will take place at least once every five years.
2. Review will be initiated five years after the most recent promotion or personnel action and continue at five year intervals unless:
 - a. interrupted by a promotion, or
 - b. a written declaration to retire within five years is submitted to the appropriate dean, (If the declaration to retire is withdrawn and accepted, the candidate's post-tenure review will be conducted the next academic year.) or
 - c. the faculty member takes a leave of absence. (In this case, the clock restarts upon the faculty member's return.)
3. Tenured faculty whose primary responsibilities are in administration will be reviewed five years after returning to a full-time faculty position.

Schedule Examples

According to the Provost's office, the following are examples for the Schedule.

1. An individual would undergo post-tenure review five years after the last personnel action (for example, tenure and/or promotion) as follows:

AY 03-04 Individual successfully undergoes review for tenure and/or promotion.
 AY 04-05 Tenure and/or promotion are effective for individual (year 1 after review)
 AY 05-06 Year 2 after review
 AY 06-07 Year 3 after review
 AY 07-08 Year 4 after review
 AY 08-09 Year 5 after review
 AY 09-10 Post-tenure review occurs*

*Unless the candidate undergoes review for promotion during this year. If successful, a new five-year clock begins in AY 10-11 (year 1 after review). If unsuccessful, post-tenure review occurs in AY 10-11, even if the candidate chooses to again undergo review for promotion.

Annual evaluations for the post-tenure packet for the example above will be for

04 Annual Evaluation
 05 Annual Evaluation
 06 Annual Evaluation
 07 Annual Evaluation
 08 Annual Evaluation

2. If an administrator stepped down beginning January 04, the clock would be set beginning with AY 04-05, which means that post-tenure review would occur AY 09-10.

3. The clock will not stop for a one semester sabbatical. The clock will stop after a year long sabbatical and will resume upon the faculty member's return.
4. The clock will not stop for an individual serving as an acting chair.

Post-Tenure Review Department/School Committee

Purpose: The purpose of this committee is to make recommendations to the department chair/director on post-tenure review decisions.

Membership: At least three faculty members in the candidate's discipline, other than the department chair/director, tenured and at the candidate's rank or above. If there are not a sufficient number of faculty at a given rank, the department chair/director will determine the structure of the three-member committee to conform as closely as possible to the guidelines with the concurrence of the concerned faculty member.

Chair: A tenured, full professor appointed by the department chair/director to serve as a voting member of the committee.

Functions:

1. The committee will evaluate in a consistent and unbiased manner the materials of those being considered for post-tenure review in accordance with the guidelines contained in this document .
2. The committee will make recommendations to the department chair/director based on its evaluation of the post-tenure review candidate's materials.

Dossier

Candidates are responsible for providing documentation, including:

1. A self-evaluation narrative of accomplishments for the period to include teaching, scholarship and service.
2. An up-to-date curriculum vitae
3. Copies of the calendar year annual performance review for the five years under consideration

Post-tenure Review Time Line

Deadline	Action
Mid-September	Chairs/Directors notify candidates in writing with a copy to the Dean
Mid-October	Candidates submit material for review
Mid-November	Department/School committees report to chairs/directors
End-November	Chairs/Directors provide results to candidates
First-December	Candidates provide written responses (if desired)
End first week-December	Chairs/Directors provide results to the Dean
Mid-December	Dean provides results to Provost, Dean of Graduate Studies, and chairs/directors