



PARKER
COLLEGE OF
BUSINESS

GEORGIA SOUTHERN
UNIVERSITY

POLICY MANUAL
Parker College of Business
Georgia Southern University
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**Administrator Absence:
Alternative Office Coverage When Administrators Engage in
Sustained Professional Development Activities**

Rationale

Administrators are expected to engage in traditional faculty activities such as teaching and scholarship; therefore, mechanisms that encourage and enable administrators to pursue professional development opportunities must exist. While it is customary for administrators to participate in scholarly meetings, other unique opportunities may arise throughout the year. For example, administrators might benefit from participation in business abroad programs or faculty internships with local businesses. An equitable approach for releasing administrators from their administrative duties without forcing them to take annual leave (or sick leave) for days out of the office is necessary.

Ground Rules

- When an administrator is out of the office for any reason, he/she must make arrangements for the ongoing function of the administrative unit. The Dean must approve any extended absence of the administrator.
- Typically, for periods of 10 days or less, the administrator will either be accessible by phone and/or e-mail during regular working hours or an acting administrator will be temporarily in charge.
- When the period away from the office exceeds two consecutive weeks, the Dean must approve the plan for administrative coverage of the administrative unit and typically an acting administrator will be named.

**Parker College of Business
Faculty Qualifications Policy**

The Parker College of Business is committed to academic excellence, and so requires that teaching be grounded in expertise that is current and relevant. Expertise can be demonstrated in a variety of ways, including high-quality disciplinary, pedagogical, and applied research, as well as the development and maintenance of business and professional identities and accomplishments relevant to our disciplines.

The AACSB defines four distinct types of faculty qualification. In the Parker College, these different faculty roles are used to produce a robust and high-quality educational experience. We value the faculty in each role and recognize the unique contribution of each to high-quality business education.

Department Chairs are responsible for assigning instructors to particular courses, taking into account faculty qualifications and expertise relative to the needs of the particular course, including the subject area and level (Ph.D., Masters or Undergraduate).

Faculty Types (As defined by AACSB Standards)

		Sustained engagement activities	
		Academic	Practice
Initial academic preparation and professional experience	Professional experience, substantial in duration and level of responsibility	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
	Doctoral degree	Scholarly Academics (SA)	Practice Academics (PA)

Minimum Faculty Percentages (As specified by AACSB Standards)

- SA ≥ 40%
- SA + PA + SP ≥ 60%
- SA + PA + SP + IP ≥ 90%

Scholarly Academics (SA)

Appropriate Faculty: All new tenure-track faculty are hired as Scholarly Academics and must maintain that status in order to earn tenure and promotion to Associate Professor and Professor.

Initial preparation: Scholarly Academic status is granted to faculty members who have achieved one or more of the following within the past five years:

- 1) Earned a doctorate in a field closely related to the subjects they teach.
- 2) Completed an AACSB-endorsed post-doctoral bridge to the business program.
- 3) Earned a graduate degree in law, accounting, or taxation (qualifies a faculty member to be SA to teach classes closely related to the relevant degree).
- 4) Earned ABD status from an AACSB-accredited institution.
- 5) Ph.D. candidates who have successfully completed comprehensive exams at Georgia Southern University and are in good standing working on completing the requirements for a Ph.D. will be considered SA for a period of 3 years.

Currency: To demonstrate expertise and currency, SA faculty must earn 50 points from the list in Table 1, during a 5-year period. Engagement in high quality and impactful research is the strongest evidence of on-going SA qualification. Hence, no less than 20 points in each 5-year period must be acquired via the activities highlighted in the Table.

Table 1

Activity	SA
Author / co-author a quality peer-reviewed journal article (PRJ) ¹	20
Bonus points: PRJ ranked as A* or A on the PCB list or equivalent	20
Invited article published in a PRJ	10
Publish a scholarly book (1st ed.)	25
Publish a scholarly book (subsequent editions)	20
Publication of a scholarly monograph	10
Publish a book chapter disseminating original research	10
Publish a popular press book relevant to the discipline	20
Presentation and/or proceeding at a national or international conference	10
Presentation and/or proceeding at a refereed regional conference	5
Invited paper presented at a conference	5
Editor of a quality PRJ per year	20
Bonus points: PRJ ranked as A* or A on the PCB list or equivalent	20
Associate or Section Editor of a quality PRJ per year	15
Bonus points: PRJ ranked as A* or A on the PCB list or equivalent	15
Editorial Board Member of a quality PRJ per year	10
Bonus points: PRJ ranked as A* or A on the PCB list or equivalent	10
Serve as a Special Edition Editor for a quality PRJ	15
Book editor of a scholarly book	20
Elected officer or Track Chair of a major academic society (per year)	10
Academic fellow status (per year)	10
Research award (conference or journal)	10
Research grant (external) over \$10,000	20

Research grant (external) under \$10,000	10
Publication of textbook (1st ed.)	20
Publish a textbook, subsequent edition	10
Professional certification in an area related to teaching	5
Expert witness in an area related to teaching	5
Cited as an expert in a national media outlet	5
Material or Significant consulting activities (per project or per year for ongoing consulting)	5
Documented continuing professional education (including licensing requirements e.g. CPA, CFA, or CFE)	5
Discussant, session chair, or moderator at national or major regional conference	5

Practice Academics (PA)

Appropriate Faculty: Practice Academic status will normally be reserved for tenured faculty members who previously held SA status and to faculty with advanced degrees (described below) hired as Lecturers.

Initial Preparation: PA status will be granted to Lecturers (or other faculty with the consent of the Department Chair/Director, with the approval of the Dean), who have one or more of the following within the past five years:

- 1) Earned a doctorate in a field closely related to the subjects they teach.
- 2) Completed an AACSB-endorsed post-doctoral bridge to the business program.
- 3) Earned a graduate degree in law, accounting, or taxation (qualifies a faculty member to be PA to teach classes closely related to the relevant degree).

Currency: To demonstrate expertise and currency, PA faculty must earn 50 points from the list in Table 2, during a 5-year period.

Table 2

Activity	PA
Author or co-author a quality peer-reviewed journal article (PRJ) ¹	20
Bonus points- PRJ ranked as A or A* on the PCB list or equivalent	20
Invited article published in a PRJ	10
Publish a scholarly book (1st ed.)	25
Publish a scholarly book (subsequent editions)	20
Publication of a scholarly monograph	10
Publish a book chapter disseminating original research	10
Publish a popular press book relevant to the discipline	20
Presentation and/or proceeding at a refereed national or international conference	10

Presentation and/or proceeding at a refereed regional conference	5
Invited paper presented at a conference	5
Editor of a quality PRJ per year	20
Bonus points: PRJ ranked as A or A* on the PCB list or equivalent	20
Associate or Section Editor of a quality PRJ per year	15
Bonus points: PRJ ranked as A or A* on the PCB list or equivalent	15
Editorial Board Member of a quality PRJ per year	10
Bonus points: PRJ ranked as A or A* on the PCB list or equivalent	10
Serve as a Special Edition Editor for a PRJ	15
Elected officer or Track Chair of a major academic society (per year)	10
Research grant (external) over \$10,000	20
Research grant (external) under \$10,000	10
Publication of textbook (1st ed.)	20
Publish a textbook, subsequent edition	15
Elected officer of an international or national professional organization	20
Paper presented at a faculty research seminar	5
Professional certification in an area related to teaching	15
Expert witness in an area related to teaching	10
Cited as an expert in a national media outlet	10
Consulting activities that are material in terms of time and substance (per project or per year for ongoing consulting)	10
Development and presentation of executive education programs	10
Sustained professional work material in scope and responsibilities	10
Significant participation in business professional associations and societies	10
Board member of a large corporation or non-profit	20
Board member of a small corporation or non-profit	10
Documented continuing professional education (including licensing requirements e.g. CPA, CFA, or CFE)	10
Participation in professional events focused on business management or practice	10
Participation in other activities that place faculty in direct contact with business and other organizational leaders (per year)	5
Publish a journal article that does not meet the criteria for a PRJ	5
Publish an article in a non-refereed national magazine	5
Discussant, session chair, or moderator at national or major regional conference	5
Discussant, session chair, or moderator at regional or pedagogical conference	5
Publication of instructional software or discipline-related application software	10

Scholarly Practitioners (SP)

Appropriate Faculty: Scholarly practitioner status is appropriate for faculty members without terminal degrees who have substantial relevant professional experience at the time of hire, supplemented by scholarly activities before or after hire.

Initial Preparation: Scholarly Practitioner status normally requires a Master’s degree and professional experience of significant depth, duration, sophistication, and complexity. It is the Department Chair’s responsibility to document the relevant experience. In exceptional cases, a Bachelor’s degree and unusually sophisticated relevant professional experience could qualify a faculty member for SP status.

Currency: To demonstrate expertise and currency, SP faculty must earn 50 points from the list in Table 3, during a 5-year period.

Table 3

Activity	PA
Author or co-author a quality peer-reviewed journal article (PRJ) ¹	10
Bonus Points: PRJ ranked as A or A* on the PCB list or equivalent	10
Invited article published in a PRJ	5
Publish a popular press book relevant to the discipline	25
Publication of textbook (1st ed.)	20
Publish a textbook, subsequent edition	10
Elected officer of an international or national professional organization	25
Professional certification in an area related to teaching	25
Expert witness in an area related to teaching	10
Cited as an expert in a national media outlet	10
Consulting activities that are material in terms of time and substance (per	25
Development and presentation of executive education programs	20
Sustained professional work material in scope and responsibilities	25
Significant participation in business professional associations and societies	10
Board member of a large corporation or non-profit	20
Board member of a small corporation or non-profit	10
Documented continuing professional education (including licensing	20
Participation in professional events focused on business management or	20
Participation in other activities that place faculty in direct contact with	15
Publish a journal article that does not meet the criteria for a PRJ	5
Publish an article in a non-refereed national magazine	5
Conducting a professional workshop or symposium	5

Instructional Practitioners (IP)

Appropriate Faculty: Instructional Practitioner status is appropriate for faculty members lacking terminal degrees who have substantial relevant professional experience at the time of hire, supplemented by continued involvement in professional activities after hire.

Initial Preparation: Instructional Practitioner status normally requires a Master's degree and professional experience of significant depth, duration, sophistication, and complexity. It is the Department Chair's responsibility to document the relevant experience. In exceptional cases, a Bachelor's degree and unusually sophisticated relevant professional experience could qualify a faculty member for IP status.

Currency: To demonstrate expertise and currency, IP faculty must earn 50 points from the list in Table 4 during a 5-year period.

Table 4

Activity	IP
Author or co-author a quality peer-reviewed journal article (PRJ) ¹	10
Bonus Points: PRJ ranked as A or A* on the PCB list or equivalent	10
Invited article published in a PRJ	5
Publish a popular press book relevant to the discipline	25
Publication of textbook (1st ed.)	20
Publish a textbook 2nd edition or later	10
Elected officer of an international or national professional organization	30
Professional certification in an area related to teaching	25
Expert witness in an area related to teaching	15
Cited as an expert in a national media outlet	15
Consulting activities that are material in terms of time and substance (per	25
Development and presentation of executive education programs	20
Sustained professional work material in scope and responsibilities	30
Significant participation in business professional associations and societies	20
Board member of a large corporation or non-profit	30
Board member of a small corporation or non-profit	10
Documented continuing professional education (including licensing	20
Participation in professional events focused on business management or	20
Participation in other activities that place faculty in direct contact with	15
Publish a journal article that does not meet the criteria for a PRJ	5
Publish an industry or discipline newsletter - sustaining (per year)	15
Publish an article in a non-refereed national magazine	20
Conducting a professional workshop or symposium	15
Completion of a relevant professional development course	15
Participant in documented continuing professional education experiences	5

Note:

¹ A PRJ is a journal listed in Cabell's Directory that has an acceptance rate of less than 50%, or a journal of equivalent quality as demonstrated by the faculty member and approved by the Department Chair/Director.

Class Schedule

- Department Chairs/Directors will assign courses in the department/school, in consultation with the Associate Dean, with the intent of improving student performance and programmatic reputation.
- Preparation of the master schedule will be done on a rolling basis and at least one year in advance so that students, faculty, and advisors can prepare their schedules.
- Preparation of the master calendar will be driven by the imperatives of student success, along with faculty expertise and capability.
- It is the responsibility of the Dean's office to oversee the scheduling of the various departments, schools, and programs so as to effectively meet the needs of all the Parker College's students.
- In the Fall and Spring semesters, it is expected that undergraduate classes are delivered face to face. Requests to use online delivery of undergraduate classes during the Fall and Spring semesters should be student-centered and require approval from the Associate Dean. This policy does not apply to summer classes.

Note: Unless otherwise noted, these policies also apply to summer teaching.

Code of Ethics

All faculty, staff, students and other partners in the Parker College share the responsibility of upholding and promoting respect, integrity, and professionalism while pursuing academic excellence. Members shall avoid any conduct that is an actual or apparent violation of the standards below.

1. Provide all students with fair access to educational opportunities and benefits available at the university without harassment, discrimination, or intimidation.
2. Promote a setting of academic freedom that allows faculty members a fair opportunity to teach, conduct research, and provide professional service.
3. Abide by the requirements of the law when acting as an individual or as a representative of the college or university.
4. Treat each other and members of the public with courtesy, professionalism, and civility.
5. Not condone dishonesty in any form including lying, cheating, plagiarism, theft, and fraud.
6. Take care that university resources should not be used for other than their intended purpose, for personal use or gain, or for any transaction that is a violation of the law.
7. Not approve, recommend, or promote a business transaction that can be construed as an actual or apparent conflict of interest.
8. Not receive or solicit anything of value in return for influencing or exercising discretion in a particular way on a university matter.
9. Prepare all accounts and records with care and honesty, maintain accurate and auditable records, and control access to all records to ensure confidentiality.
10. Strive for continuous improvement in the performance of their duties.
11. Become familiar with and abide by all policies and principles established in the Parker College policy manual and by-laws, the GSU Faculty handbook, and the BOR policy manual.

Course Syllabus

- Faculty members shall prepare and distribute a copy of the course syllabus to each student (physically or electronically).
- This syllabus will be made available to students at the first class meeting.
- A copy of the course syllabus will also be provided to the Department Chair/Director.
- The syllabus should incorporate the following elements:
 - Course title and number
 - Term
 - Instructor name, office location, telephone number, and office hours
 - Classroom and class hours
 - Course prerequisites
 - Course description and objectives
 - Text/reading requirements
 - Course calendar (dates, topics, assignments)
 - Final exam dates and requirements
 - Attendance policies
 - Last day to withdraw
 - Homework and grading policies
 - Procedures to be followed in cases of suspected academic dishonesty consistent with the Student Conduct Code.
 - Courses to which the course and its grade are a prerequisite.

Faculty Absence from Class

- It is the policy of the Parker College that faculty will strive to meet all classes at their scheduled times for the entire class period.
- When a faculty member must be absent from class, the faculty member shall inform his/her Department Chair/Director.
- The Department Chair/Director may approve arrangements for substitute coverage of the faculty member's courses.
- Generally, substitute coverage should be by a faculty colleague.

Faculty Search Procedures

Department Chairs/Directors should review and follow search procedures and required forms provided by Provost. (See Office of the Provost website.) The steps below should be incorporated into the search process:

1. Department Chair/Director will receive notification of position and salary range from Dean or Associate Dean.
2. Department Chair/Director meets with faculty to share search process.
3. Recruitment budget (approximately \$3,000 per line) is transferred to the department and all expenses associated with the search (ads, travel, lodging, and meals) are paid by the department.
4. After receiving approved ads from Assistant Provost, Departments place advertisements with discipline-specific professional associations; complete HBCU mailing/email; submit the ad to Director of Marketing & Media for posting on the Parker College web page; and, forward position announcement to candidates in the Georgia Applicant Clearinghouse.
5. A short list of three to five candidates for campus interviews is submitted to the Dean and Associate Dean for review.
6. Campus interviews are scheduled; including interviews with the Dean and the Associate Dean. Check with the Dean's EA for his availability prior to scheduling campus visits.
7. After visits are completed, the Department Chair/Director solicits input to identify the department's 1st choice and then conducts a vote on making the offer to that person. A memo including the name of the finalist, the justification for the decision, and the final vote (yes, no and not voting), is submitted to the Dean. Note: Voting tally must equal number of department faculty eligible (full-time tenured and tenure-track faculty) to vote.
8. If the Dean approves, the Department Chair/Director and the Associate Dean are notified, and the search moves forward. If the Dean does not approve the finalist, the Department Chair/Director and the Associate Dean are notified. The search is remanded to the faculty for reconsideration.
9. After Department Chair and Associate Dean discuss the offered salary and terms, the Department Chair/Director submits to the Associate Dean: 1) finalist's CV, 2) approval to hire form and 3) offer letter. (Offers must be within the salary range from step 1.)
10. Documents are forwarded to the Assistant Provost for approval.
11. After receiving approval, the Department Chair/Director will contact the finalist and make a verbal offer. The offer includes salary, teaching load, summer research support, and relocation expenses. No written offer is made at this point and, generally, finalists should be granted no more than five business days to respond to the verbal offer. Note: Teaching loads typically cannot be specified in written offer letters.

12. After receiving written acceptance of employment offer, Department Chair/Director directs Director of Marketing & Media to remove the position from the Parker College web page.
13. The Department Chair/Director archives the search and forwards required materials to the Assistant Provost.
14. The Department Chair/Director requests computer preference for the new hires. Technology budgets for new hires will be transferred to departments, and departments will process purchases for computers and printers.

Notes:

- Recruitment Strategy caveat: If you include a search item in your plan, you must complete it, regardless of the expense. Otherwise, the search may be canceled.
- When constructing your ad, pay close attention to “Required” and “Preferred” Qualifications. These are not interchangeable, ex-post. Only faculty who clearly meet ALL required qualifications may be classified as qualified.
- No meetings or interviews with applicants will take place in hotel rooms.
- All candidates must be treated equally.
- All finalists must experience very similar campus visits.
- All search salaries are determined by using the most recent AACSB Salary Survey results for publicly accredited institutions.
- All department faculty should be included throughout the search process.
- Communication with the Assistant Provost goes through the Associate Dean.

Final Examination Administration

- Final examinations will be given at the date and time assigned as published by the Registrar. Unanimous consent of the students in a class does not justify changing the schedule.
- If a take-home final exam is assigned, it will be due **no earlier** than the ending hour of the scheduled final exam period for the course.
- Individual students may petition professors (in writing) for alternate arrangements and Department Chairs/Directors should be informed of such arrangements. As stated in the Faculty Handbook, “A change in a student’s final examination schedule will be approved only for emergency reasons, such as serious illness (note from Health Services or family physician required) or the death of an immediate family member (letter or phone call from a parent, guardian, or physician required).” In the Parker College, the professor may exercise discretion regarding an individual’s petition beyond serious illness and/or death of a family member provided the Department Chair/Director concurs.
- If a course instructor wishes to give the final exam in a different location from the assigned course classroom, the instructor is to submit a Room Request to the Registrar’s Office. 25Live should not be used to reserve rooms during finals week. Doing so may create conflicts for rooms.

Grade Reporting and Grade Changes

- All final grades must be reported to the Office of the Registrar using WINGS no later than 48 hours after the scheduled final examination.
- Before the midpoint of each semester (and before the last day to drop without academic penalty), faculty must submit for all classes a progress grade of Satisfactory (“S”-equivalent of “C” or better work) or Unsatisfactory (“U”-less than “C” work) for each student who has earned fewer than 30 hours. These progress grades are submitted through WINGS using the mid-term grades form.
- Professors are encouraged to double-check all calculations and the entry of grades on WINGS before they are finalized by WINGS to minimize the need to submit grade change forms at a later date.
- It is inappropriate to allow students to submit work after the scheduled final examination period unless the delay is for a non-academic reason. In that case, a grade of “incomplete” may be appropriate. It is not appropriate to submit a change of a letter grade based on the evaluation of late submissions, extra-credit work, etc., because this is not fair to students who do all of their work within the time constraints of the semester.
- A grade of incomplete (“I”) indicates the student was performing satisfactorily but was unable to meet the full requirements of the course due to non-academic reasons.
- Justification is required for all “I” grades. The instructor must send justification for the incomplete by e-mailing <grades@georgiasouthern.edu> or clicking on the “Email about Grades” link at the bottom of the Final Grade Worksheet page in WINGS.
- Incomplete grades are normally removed no later than the semester following the course; however, the instructor may allow the student up to one year. If the grade has not been changed after one year, the “I” is automatically converted to a grade of “F.”

Graduate Research Assistants

- Graduate assistantship workload will be structured to support faculty research and departmental functions.
- Graduate assistants will be assigned on a college-wide basis to reflect the needs of individual departments.
- Employment duties will be assigned by the Department Chairs/Directors with the consultation of the Director of Graduate Studies in the Parker College.
- Full-time graduate assistants will provide 20 work hours per week for each academic semester in which support is given.
- Graduate assistants may not otherwise be employed at Georgia Southern University, except as approved by the Director of Graduate Studies in the Parker College.
- Assistantships are limited to a maximum of two years for master's level candidates.
- Each department will follow the measurement of performance for graduate assistants as prescribed by the Director of Graduate Studies in the Parker College.

Maintenance of Grade Records

- Faculty will retain grades and other records of student evaluation for at least two calendar years after the completion of any academic term.
- When a faculty member leaves the employment of Georgia Southern University (or during an approved leave of absence), all grade records specified above will be given to the Department Chair/Director prior to departure. In such cases, faculty will make every effort to ensure that the Department Chair/Director is appraised of grades yet to be awarded or to provide information relevant to pending grade appeals.
- Department Chairs/Directors should also obtain the records specified above from all temporary faculty members at the end of any fall or spring semester in which an agreement has not been approved for the faculty member to continue, regardless of whether the faculty member is expected to teach again the following semester.

Merit Review Procedure

1. In December, Department Chairs/Directors (DC/Ds) should remind faculty to update their vitae and prepare summary reports of teaching and service effectiveness. Following University policy, preparation and submission of these materials is the responsibility of the faculty member.

All faculty, tenured, tenure-track, non-tenure-track, full time and part time, are part of the annual review process and should be provided a written review.

- a. Vita should be in the standard format and updated through 12/31 of the calendar year.
 - b. Teaching effectiveness should be based on a wide range of measures, such as classes, programs, class sizes, preps, required or elective, online or face-to-face, average GPA per class, SRIs, instructional innovations, peer reviews, etc.
 - c. Service effectiveness should focus on activities and contributions that add value to the Parker College, its programs and reputation.
 - d. Faculty should submit materials to the DC/Ds no later than Jan. 31.
2. Department Chairs/Directors will evaluate materials and complete an annual evaluation form for each faculty member. The DC/Ds should use a 3-year rolling window in their assessment.
 - a. Faculty should be evaluated in teaching, research and service, weighted in accordance with workloads and understood areas of emphasis. Weights must sum to 1.0.
 - b. Faculty with reduced teaching loads should have greater weights for research and/or service.
 - c. Faculty with increased teaching/service loads may have reduced weights on research.
 - d. DC/Ds should provide both narrative and numerical assessments for each faculty member, in every area evaluated. Numerical assessments should use the entire, 5-point scale.
 - e. DC/Ds should complete a Faculty Qualification (FQ) sheet for each faculty member.
 - f. DC/Ds should seek the feedback of their senior faculty on the performance of the associate and assistant professors, as well as non-tenure track lecturers and part-time instructors.

3. Each DC/D will prepare a Summary Sheet showing (1) the name, (2) rating and weight in each area evaluated, (3) the composite score across all the areas, and (4) the recommended teaching load for the coming year, for each faculty member.
4. By the date specified by the Dean's office, the DC/Ds will submit to the Dean a departmental evaluation binder, containing the following:
 - i. Annual Faculty Evaluation Forms
 - ii. Vitae / Summaries of Teaching & Service Effectiveness
 - iii. Faculty Qualification Sheets

These materials should be arranged alphabetically, by rank, and include all faculty in each department, professors, associate professors, assistant professors, lecturers, part-time instructors.

5. Each DC/D will then meet with the Dean to discuss the evaluations. DC/Ds should be prepared to explain and defend their assessments and teaching load recommendations.
6. Following the meeting with the Dean, the DC/Ds should revise the evaluations and Departmental Summary Sheets, as necessary. The DC/Ds should then share the evaluations with each faculty member. The feedback should include the mean and standard deviation of the department composite score, as well as the recommended teaching load for the coming year.
7. Faculty should sign the evaluation, signifying they have received it. If they would like to respond, they may do so, in writing. Such written responses will be retained as part of the file.
8. Departments should maintain a record of all evaluation materials.

Merit Review Procedure for Department Chairs/Directors

1. In August, each Department Chair/Director submits to the Dean's office, a list of priorities and goals for his/her Department. Departmental faculty should be involved in the development of these goals and priorities. Limit this to one page, with bullet-points and short narratives.
2. In February, when the Department Chairs/Directors submit the materials for departmental merit review, they should also submit:
 - a. A current vita and FQ forms.
 - b. A narrative of departmental accomplishments in (1) teaching, (2) scholarship and (3) service, along with an assessment of the progress made on the departmental priorities and goals during the year.
 - c. A narrative self-evaluation, in the areas of teaching, research, service, and administration.
3. Following the meeting to discuss the departmental merit reviews, a separate meeting will be scheduled to discuss the performance of the Department Chair/Director and the department overall.
4. Department Chairs/Directors will be evaluated based on the progress, contributions and overall strength of their departments and programs, as well as their own teaching, scholarship and service. Each Department Chair/Director will receive a written assessment from the Dean.
5. Department Chairs/Directors will sign the evaluations, signifying it was received. If they would like to respond, they may do so, in writing and those written responses will be retained as part of the file.
6. The Dean's Office will maintain a record of all Department Chair/Director evaluation materials.

New Faculty Orientation

- Each new faculty member will be assigned a liaison from the experienced faculty of the department.
- The liaison will assist the new faculty member in orientation to the community and university as well as in achieving excellence in the classroom, scholarship, and service.
- Each fall, the Associate Dean of Parker College will conduct an orientation seminar for new faculty members.

Office Hours

- Faculty members will maintain office hours consistent with the size, number, and schedule of classes taught.
- During the academic year, faculty members shall maintain a minimum of two office hours per week for every three student credit hours taught, including online classes.
- Office hours are to be distributed throughout the week and throughout the day.
- Office hours are to be posted for the benefit of the students.
- Office hours will be submitted to the Department Chair/Director.
- Office hours will be included in the course syllabus for each course taught.
- Faculty members should be available to their current students by appointment if published office hours' conflict with the students' class schedule.

Note: During office hours, faculty members are expected to be physically in their office.

Participating and Supporting Faculty Classifications

AACSB accreditation standards require that all faculty be classified either as *participating* or *supporting*. Participating faculty contribute to the intellectual and developmental life of the College, beyond just teaching responsibilities. These contributions include involvement in decision making, curriculum development, career advisement, research, and other forms of service. Supporting faculty contributions are limited to, or mainly to, the delivery of instruction, especially if on a temporary basis.

Participating faculty

Participating faculty are faculty members within the Parker College who contribute actively to the intellectual vitality of the College beyond just course instruction. These contributions are documented and considered a part of the annual review process. Examples of the types of things expected of participating faculty are:

1. Providing effective and continuously improving instruction,
2. Engaging in extra-curricular, programmatic activities designed to improve instructional quality and student outcomes,
3. Participating in various non-class activities that impact student life in the Parker College, such as office hours, student career and/or academic advising, and student appreciation events of the college,
4. Participating in the faculty goal-setting and evaluation activities,
5. Actively engaging in research or supporting the research activities of other faculty or the research culture of the College,
6. Participating actively in the shared internal governance processes of the College and the University, and
7. Attending and participating in departmental and college meetings and processes.

Participating faculty are expected to maintain that status, and failure to do so will be taken into account during the annual merit review.

Supporting faculty

Supporting faculty are individuals with instructional responsibility in the Parker College who do not meet the previously stated definition for participating faculty. Examples of the types of things expected of supporting faculty are:

1. Maintain their academic or professional qualifications to teach,
2. Provide effective instruction,
3. Complete all administrative paperwork associated with their class according to deadlines specified by their chair/director, and
4. Provide their Department Chair/Director with grade records upon completion of each term. These records should be sufficient in the event the Department Chair/Director would have to respond to a potential grade appeal.

Peer and Aspirant List

This list of peers and aspirants was established for strategic and benchmarking purposes. While the Parker College at Georgia Southern seeks to be distinctive and a leader in all it does, these peers and aspirants will be used in evaluating our progress and measuring our performance across a range of measures.

Peer Schools

- Appalachian State University
- Ball State University
- University of Southern Mississippi
- James Madison University
- Eastern Kentucky University
- Middle Tennessee State University
- Arkansas State University

Aspirant Schools

- East Carolina University
- Miami (of Ohio) University
- Kansas State University
- Kent State University
- New Mexico State University
- University of Nevada
- Western Michigan University

Professional Travel

- The travel budget of each department will be administered by the Department Chair/Director.
- Faculty may anticipate funding to attend either domestic national conferences or regional conferences which meet in the southeastern United States for the following purposes:
 - 1) to present a paper,
 - 2) to serve as an elected association officer at the annual meeting, or
 - 3) to serve as program chair or track chair.
- When sufficient funds are available, the following activities may also be funded:
 - 1) to recruit new faculty,
 - 2) to present a paper outside the continental United States (all international travel must be approved by the university's president),
 - 3) to serve as a workshop panelist, discussant, or session chair,
 - 4) to engage in faculty development activities, or
 - 5) to receive an award.
- Departmental travel budgets may also be used to support off-campus instruction and internship supervision.
- University vehicles should be used when available.
- Allowable travel expenses incurred by the faculty will be reimbursed.
- Department Chairs/Directors should establish priorities for allocation of travel funds based on the perceived merit of presentations at the conference and the faculty members track record of converting conference presentations into refereed journal articles. For example, a request to travel to a national conference with competitive acceptance rates by a faculty member who has regularly produced journal articles would likely have high priority. A request to travel to a regional conference with a high acceptance rate would have lower priority especially if the faculty member had frequently traveled in the past to make presentations but had not generated peer-reviewed journal articles.

Reserving Space and Vehicles

- Conference rooms 2251, 2254A and 3311 may be scheduled for faculty or staff meetings by contacting the Dean's Office.
- Classes should not be conducted in any of the conference rooms.
- Parker College vehicles can be reserved by contacting the Associate Dean's Office.

Summer Compensation, Teaching & Other Activities

- Department Chairs/Directors are responsible for assigning summer teaching, in coordination with the Associate Dean.
- Student progression and success is the primary consideration in building the summer schedule.
- Whenever aggregate faculty requests to teach exceed available resources, the following factors will apply in staffing summer faculty:
 - commendable teaching effectiveness in recent years
 - scholarly productivity
 - faculty qualification status and performance record
- Faculty members will be paid at a rate of 3 percent per credit hour based on their nine-month contracted salary.
- Assuming continued funding at the college level, tenured and tenure track faculty may apply annually for research grants in lieu of teaching.
 - Such grants will be paid at a rate specified in a call for proposals issued by the Associate Dean.
 - Grants will be awarded competitively and a report on research activity will be required of the recipients.
- Faculty who do not maintain FQ during the most recent annual evaluation process will be eligible for summer teaching only after all qualified faculty have been accommodated.

Teaching Load

- University System of Georgia teaching load is established by the State Board of Regents at 15 credit hours per semester or 30 credit hours for the academic year (Regents Policies Section 301).
- Georgia Southern University, as a comprehensive university with substantial research, service, and outreach components to its mission, has established a 24 credit hour teaching load for the academic year.
- Each year, the faculty member's Department Chair/Director will assess the faculty member's qualification status (SA / PA / SP / IP), as part of the annual merit review. Tenure track faculty who are SA will receive a 6-credit hour release from the 24 credit hour teaching load. Tenure track faculty qualified as PA, SP, or IP may receive a 3-credit hour release. All tenure-track faculty and non-tenure track lecturers regardless of qualification status, may receive additional releases, based upon the annual merit review and recommendation of the department chair, with the approval of the dean. In all cases, releases from the 24 credit hour teaching load are made with the expectation of research or service activities with demonstrable benefits to the Parker College, its students, faculty, and staff.
- Endowed chair holders may have additional releases, based upon the recommendation of the department chair and with the approval of the Dean. As with all other faculty though, releases are made with the expectation of significant research or service.
- Summer teaching may be counted as part of the annual teaching load (in lieu of additional monetary compensation), provided there is sufficient capacity within the department and at the discretion of the faculty member, with the prior approval of the department chair and dean.
- Administrators on twelve-month contracts are excluded from this policy and will be assigned to teach by the dean.

Textbook Selection

- Selection of textbooks for a given course will be made at the departmental level, by the Department Chair/Director and those faculty who regularly teach the course.
- These faculty shall regularly review text materials, make recommendations for adoption of texts, and exchange syllabi for consistency of topic coverage.
- Multiple sections of courses should utilize a common text.
- Faculty textbook committees and individual faculty members will supply the needed textbook information to the department administrative assistant so that textbook order forms may be prepared.
- Complimentary textbooks are not to be sold.

Use of Resources

- All faculty shall use state-provided resources in a reasonable, cost-effective, and prudent manner, with regard to the legal status of such resources. This precludes the use of state-provided resources for personal benefit or gain including:
 - local and long distance telephone and fax
 - campus and federal mail services
 - administrative, clerical, or student assistance
 - printing and copying services
 - personal computers
- In the event state-provided resources are used for personal benefit or gain, the state will be reimbursed.
- State resources are not to be used to support political candidates. For example, e-mail distributions promoting or announcing political events are not allowed.