POLICY MANUAL
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 (though to a lesser degree than full-time faculty); therefore mechanisms that encourage and incent administrators to pursue professional development opportunities must be available. 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 study abroad programs or in 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. Any extended absence of the administrator must be approved by the dean.
- Typically, for periods of 10 days or less, the administrator will either be accessible by phone and/or e-mail during normal 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.
- When the acting administrator is in charge for sustained periods of time, he/she must be paid. This remuneration may come via such mechanisms as:
  - Quid pro quo exchanges with other administrators for similar coverage of their administrative duties during periods designated for professional development.
  - Quid pro quo exchanges of teaching responsibilities with a College of Business faculty member who serves as an acting administrator.

Acting Administrators

Any senior faculty member in the administrative unit may serve as an acting administrator; however, it is reasonable to give preference to former administrators who are still full-time faculty members in the College of Business.

Georgia Southern University College of Business
Faculty Qualifications Policy

Introduction

The College of Business at Georgia Southern University is committed to instructional 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 the production and sharing of high-quality disciplinary, pedagogical, or applied research and the development and maintenance of business and professional identities and accomplishments relevant to our disciplines.

The AACSB defines four distinct types of faculty qualification. At Georgia Southern, these different faculty roles are combined to produce a robust and high-quality educational experience. We value the faculty in each role and recognize the unique contribution of each to a high quality business education. In the sections below, we review AACSB's relevant guidelines and discuss the specific expectations for meeting these requirements.

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

Faculty Types (Copied from AACSB Standards, page 39)

		Sustained engagement activities	
		Academic (Research/Scholarly)	Applied/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 (Specified by AACSB Standards, page 42)

$SA \geq 40\%$
$SA + PA + SP \geq 60\%$
$SA + PA + SP + IP \geq 90\%$

Summary of Requirements

The sections below detail how faculty members initially demonstrate expertise for each type of faculty role (SA, PA, SP, and IP). This initial preparation demonstrates expertise and currency for five years, after which faculty members must provide evidence of continuing activities to maintain currency.

Table 1 provides a list of engagement activities that are accepted as evidence of continued currency in the field for each of the four types of faculty. Faculty members must demonstrate continued engagement with their discipline by earning at least 50 points from the column in Table 1 that corresponds to the faculty role.

Scholarly Academics (SA)

Appropriate Faculty: All new tenure-track faculty will be hired as Scholarly Academic and must meet the requirements for SA status as a condition of hire and in order to earn tenure and promotion to Associate 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 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 to complete the requirements for a Ph.D. will be considered SA for a period of 3 years.

Currency: To demonstrate continued relevant expertise and currency in the discipline, SA faculty who completed their degree or bridge program more than five years ago must engage in academic engagement activities sufficient to earn 50 points in a five-year rolling period from the SA list in Table 1.

Practice Academics (PA)

Appropriate Faculty: Practice Academic (PA) status will normally be reserved for tenured faculty members who request PA status and receive consent from their department chair, with approval of the dean, or 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, 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 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 continued relevant expertise and currency in the discipline, PA faculty who completed their degree or bridge program more than five years ago must engage in professional engagement activities sufficient to earn 50 points in a five-year rolling period from the PA list in Table 1.

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 (SP) 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 continued relevant expertise and currency in the discipline, SP faculty must have ongoing contact with their relevant professional experience, such as part-time faculty who maintain their industry positions, or engage in professional engagement activities sufficient to earn 50 points in a five-year rolling period from the SP list in Table 1.

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 (IP) 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 continued relevant expertise and currency in the discipline, IP faculty must have ongoing contact with their relevant professional experience, such as part-time faculty who maintain their industry positions, or engage in professional engagement activities sufficient to earn 50 points in a five-year rolling period from the IP list in Table 1.

Table 1

Activity	**SA**	**SP**	**PA**	**IP**
Author or co-author a quality peer-reviewed journal article (PRJ) [1]	20	20	10	5
Additional points- PRJ ranked as A or A* on the ABDC list or equivalent	20	20	10	-
Additional points – PRJ ranked as B or C on the ABDC list or equivalent	10	10	5	-
Invited article published in a PRJ	10	10	5	5
Publish scholarly book (1st ed.)	30	30	-	-
Publish scholarly book (subsequent editions)	20	20	-	-
Publication of a scholarly monograph	15	15	-	-
Publish a book chapter disseminating original research	15	15	10	-
Publish a popular press book relevant to discipline	20	20	30	30
Presentation and/or proceeding at refereed national or international conference	15	15	10	5

Presentation and/or proceeding at refereed regional conference	10	10	5	5
Invited paper presented at conference	5	5	5	5
Editor of a quality PRJ per year	20	20	10	-
Additional points- PRJ ranked as A or A* on the ABDC list or equivalent	20	20	-	-
Additional points – PRJ ranked as B or C on the ABDC list or equivalent	15	15	-	-
Associate or Section Editor of a quality PRJ per year	10	10	5	-
Additional points- PRJ ranked as A or A* on the ABDC list or equivalent	15	15	-	-
Additional points – PRJ ranked as B or C on the ABDC list or equivalent	10	10	-	-
Editorial Board Member of a quality PRJ per year	10	10	5	-
Additional points- PRJ ranked as A or A* on the ABDC list or equivalent	10	10	-	-
Additional points – PRJ ranked as B or C on the ABDC list or equivalent	5	5	-	-
Serve as a Special Edition Editor for a PRJ	15	15	-	-
Book editor of a scholarly book	25	25	-	-
Elected officer or Track Chair of a major academic society (per year)	10	10	-	-
Academic fellow status (per year)	10	10	-	-
Research award (conference or journal)	10	10	-	-
Research grant (external) over $10,000	20	20	-	-
Research grant (external) under $10,000	10	10	-	-
Publication of text book (1st ed.)	30	30	30	30
Publish a textbook 2nd edition or later	15	15	20	20
Elected officer of an international or national professional organization	5	20	25	40
Paper presented at faculty research seminar	-	5	5	5
Professional certification in area related to teaching	5	20	25	25
Expert witness in area related to teaching	5	10	15	15
Cited as an expert in a national media outlet	10	10	15	15
Consulting activities that are material in terms of time and substance (per project or per year for ongoing consulting)	5	10	25	25
Faculty internships (per internship)	-	-	25	25
Development and presentation of executive education programs	5	10	20	20
Sustained professional work material in scope and responsibilities	-	10	25	50
Significant participation in business professional associations and societies	-	10	25	25
Board member of large corporation or non-profit	10	20	25	25
Board member of a small corporation or non-profit	5	10	15	15
Documented continuing professional education (including licensing requirements e.g. CPA, CFA, or CFE)	5	10	15	20
Participation in professional events focused on business management or practice	-	10	25	25
Participation in other activities that place faculty in direct contact with business and other organizational leaders (per year)	-	5	15	15
Publish a journal article that does not meet the criteria for a PRJ	-	5	5	10
Publish an industry or discipline newsletter - sustaining (per year)	-	-	15	15
Publish an article in a non-refereed national magazine	-	5	15	20
Conducting a professional workshop or symposium	-	-	15	20
Completion of a relevant professional development course	-	-	15	20
Participant in documented continuing professional education experiences	-	-	10	10
Discussant, session chair, or moderator at national or major regional conference	5	5	-	-

Discussant, session chair, or moderator at regional or pedagogical conference	-	5	-	-
Presentation at innovative teaching in seminar	-	-	20	20
Presentation at teaching conference	-	-	20	20
Publication of instructional software or discipline-related application software	5	10	20	20
Attend teaching seminar	-	-	-	20
Receipt of external grant (over $10,000) for teaching or service	10	25	25	20

Notes:
[1] A PRJ is a journal listed in Cabells 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.

Guidelines from AACSB (not part of policy)

Scholarly Academics (SA)

AACSB Guidelines: Scholarly Academics (SA) sustain currency and relevance through scholarship and related activities. Normally, SA status is granted to newly hired faculty members who earned their research doctorates within the last five years prior to the review dates. Subsequent to hiring, SA status is sustained as outlined below.

Normally, faculty members may undertake a variety of academic engagement activities linked to the theory of business and management to support maintenance of SA status. A non-exhaustive list of academic engagement activities may include the following:

- Scholarly activities leading to the production of scholarship outcomes as documented in Standard 2
- Relevant, active editorships with academic journals or other business publications
- Service on editorial boards or committees
- Validation of SA status through leadership positions, participation in recognized academic societies and associations, research awards, academic fellow status, invited presentations, etc.

Practice Academics (PA)

AACSB Guidelines: Practice Academics (PA) sustain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty members' earlier work as an SA faculty member. PA status is sustained as outlined below.

Normally, faculty may undertake a variety of professional engagement activities to interact with business and management practice to support maintenance of PA status. A non-exhaustive list of professional engagement activities may include the following:

- Consulting activities that are material in terms of time and substance
- Faculty internships
- Development and presentation of executive education programs

- Sustained professional work supporting qualified status
- Significant participation in business professional associations
- Practice-oriented intellectual contributions detailed in Standard 2
- Relevant, active service on boards of directors
- Documented continuing professional education experiences
- Participation in professional events that focus on the practice of business, management, and related issues
- Participation in other activities that place faculty in direct contact with business or other organizational leaders

Scholarly Practitioners (SP)

AACSB Guidelines: Scholarly Practitioners (SP) sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching. SP status is sustained as outlined below.

Normally, at the time that a school hires an IP or SP faculty member, that faculty member's professional experience is current, substantial in terms of duration and level of responsibility, and clearly linked to the field in which the person is expected to teach.

- The less related the faculty member's initial professional experience is to the field of teaching or the longer the time since the relevant experience occurred, the higher the expectation is for that faculty member to demonstrate sustained academic and/or professional engagement related to the field of teaching in order to maintain professional qualifications.
- Normally, IP and SP faculty members also have master's degrees in disciplines related to their fields of teaching. In limited cases, IP or SP status may be appropriate for individuals without master's degrees if the depth, duration, sophistication, and complexity of their professional experience at the time of hiring outweighs their lack of master's degree qualifications. In such cases, the burden of proof is on the school to make its case.

For sustained SP status, a non-exhaustive list of academic and professional engagement activities may include the following:

- Relevant scholarship outcomes as documented in Standard 2

- Relevant, active editorships with academic, professional, or other business/management publications
- Service on editorial boards or committees
- Validation of SP status through leadership positions in recognized academic societies, research awards, academic fellow status, invited presentations, etc.
- Development and presentation of continuing professional education activities or executive education programs
- Substantive roles and participation in academic associations

Instructional Practitioners (IP)

Instructional Practitioners (IP) sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. Normally, IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience as outlined below. IP status is sustained as outlined below.

For sustained IP status, a non-exhaustive list of professional engagement activities and interactions may include the following:

- Consulting activities that are material in terms of time and substance
- Faculty internships
- Development and presentation of executive education programs
- Sustained professional work supporting IP status
- Significant participation in business professional associations and societies
- Relevant, active service on boards of directors
- Documented continuing professional education experiences
- Documented professional certifications in the area of teaching
- Participation in professional events that focus on the practice of business, management, and related issues
- Participation in other activities that place faculty in direct contact with business and other organizational leaders

Schools should develop specific policies to provide criteria by which qualifications status is granted and maintained. These criteria should address the following:

- The combinations of academic preparation and professional experience required of faculty at the time of hiring, as well as the types of academic and professional development activities required of faculty after they have been hired in order for them to sustain their qualification status.
- How it assigns priority and value to different continuing academic and professional engagement activities; how such assignments support its portfolio of SA, PA, SP, and IP faculty; and how this portfolio of faculty supports its mission, expected outcomes, and strategies.
- The qualitative standards it requires for various, specified development activities and illustrates the ways that it assures the quality of these activities.
- The depth, breadth, and sustainability of academic and professional engagement (linked to reasonable outcomes) that faculty members are expected to undertake within the typical five-year AACSB review cycle in order to maintain their qualification status.

These criteria may apply to the faculty resources as a whole or to segments of the faculty (e.g., by level of teaching responsibilities). Criteria for granting and for maintaining various qualifications for participating faculty who also hold significant administrative appointments (e.g., deans, associate deans, department head/chairs, or center directors) in the business school may reflect these important administrative roles.

Normally, a doctoral degree emphasizing advanced foundational discipline-based research is appropriate initial academic preparation for SA and PA status, and there must be ongoing, sustained, and substantive academic and/or professional engagement activities supporting SA and PA status. Individuals with a graduate degree in law will be considered SA or PA for teaching business law and legal environment of business, subject to ongoing, sustained, and substantive academic and/or professional engagement activities demonstrating currency and relevance related to the teaching field.

- Individuals with a graduate degree in taxation or an appropriate combination of graduate degrees in law and accounting will be considered SA or PA to teach taxation subject to continued, sustained academic and professional engagement that demonstrates relevance and currency in the field of teaching.

- For SA and PA status, the less related faculty members' doctoral degrees are to their fields of teaching, the more they must demonstrate higher levels of sustained, substantive academic and/or professional engagement to support their currency and relevance in their fields of teaching and their contributions to other mission components. In such cases, the burden of proof is on the school to make its case for SA or PA status.
- If individuals have doctoral degrees that are less foundational disciplined-based research-oriented or if their highest degrees are not doctorates, then they must demonstrate higher levels of sustained, substantive academic and/or professional engagement activities to support their currency and relevance in their fields of teaching and their contributions to other mission components. The burden of proof is on the school to make its case for SA or PA status in such cases. AACSB expects that there will be only a limited number of cases in which individuals without doctoral degrees also have SA or PA status.

Class Schedule

- Department/school chairs/directors will assign courses within the department/school.

- Preparation of the master schedule will be done on a rolling basis and at least 1 year in advance, so that students, faculty and advisors and prepare their schedules.

- Preparation of the master calendar will be driven by faculty expertise and capability, along with the need for student progression and graduation. While these two priorities are primary, faculty preferences regarding courses and times may be considered.

- It is the responsibility of the Dean's office to integrate the schedules of the various departments, schools, and programs effectively meet the needs of all the College's students.

Note: These policies also apply to summer teaching.

Code of Ethics

All faculty, staff, students and other partners with the College are responsibility to uphold and promote 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 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 services to the community that promote the college and university.
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 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 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 College of Business 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

Pre-Search

1. Department Chair will receive notification of position and salary range from Associate Dean.
2. Department Chair reviews search procedures and required forms provided by Provost.
3. Department Chair meets with faculty to share search process.
4. Recruitment budget (approximately $3,000 per line) is transferred to department and all expenses associated with the search (ads, travel, lodging and meals) are paid by the department.

Marketing

5. Department Chair supervises completion of Recruitment Strategy (Search Plan) and position ad (long and brief versions).
6. Department Chair submits Recruitment Strategy and ads to Associate Dean for approval.
7. Approved strategy and long ad are forwarded to Assistant Provost for approval
8. Departments place ads with Chronicle.
9. Departments place ads with discipline specific professional associations; complete HBCU mailing/email; submit “long” ad to Director of Marketing & Media for posting on the College of Business web page; and, forward position announcement to candidates in the Georgia Applicant Clearinghouse.

Application Review

10. As applications are received, Department Admin logs and replies with acknowledgement letter.
11. Qualified applications are reviewed by all department faculty.
12. After the advertised Screening Date, Department Admin notifies candidates who do not meet Required Qualifications.
13. Updated Recruitment Strategy and Screening Review is submitted to Associate Dean. The updated Strategy and Review document will contain names of all applicants, an indication of “qualified” or “not qualified” and a reason for “not qualified.” At the bottom of the document, the search and department chair provide a brief analysis of the viability of the pool and make a recommendation to proceed, or not proceed, with the search.
14. Associate Dean submits updated Recruitment Strategy and Search Results to Assistant Provost for approval to continue.
15. A short list of six to ten candidates is submitted to the Dean and Associate Dean for review.

On-Campus

16. If the short list is approved, faculty will identify 2-3 candidates for campus visits. Note: Only under rare circumstances and after consultation with Associate Dean, will a campus interview form contain a Tier 2 list of candidates.
17. Department Chair submits to Associate Dean: 1) campus interview form, 2) campus interview rationale and 3) updated pool form.
18. Campus interviews are scheduled; include interviews with Dean and Associate Dean.. Check with Dean's Administrative Assistant for his availability prior to scheduling campus visits.
19. After tier 1 visits are completed, Department Chair solicits input on the 1st choice and then conducts a vote on making the offer to that person. A memo including the name of the finalist, justification for the decision, and the final vote (yes, no and not voting), is submitted to Dean. Note: Voting tally must equal number of department faculty eligible (full-time tenured and tenure-track faculty) to vote.
20. If Dean approves, the Department Chair and Associate Dean are notified and the search moves forward. If the Dean does not approve the finalist, the Department Chair and Associate Dean are notified. The search is remanded to the faculty for reconsideration.

Offer Process

21. The department Chair submits to Associate Dean: 1) finalist's CV, 2) approval to hire form and 3) offer letter.
22. Department Chair and Associate Dean will discuss the offer salary and terms. Offers must be within the salary range from step 1.
23. Documents are forwarded to Assistant Provost for approval.
24. After receiving approval, department Chair contacts finalist and makes 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.
25. If necessary, the Chair will confer with Dean or Associate Dean.
26. After Chair and finalist reach a verbal agreement, the final version offer letter is composed and submitted to Associate Dean and then Assistant Provost for approval.
27. The letter is sent to the finalist only after it has been approved.
28. The department will obtain the signed offer letter and official transcripts and submit, with a completed PA and FID, to Associate Dean's office.
29. The Associate Dean's Administrative Assistant will forward originals to the provost's office.

Post-Search

30. Remaining finalists will receive a letter from the department chair notifying them that the position is filled.

31. Department Chair notifies Director of Marketing & Media to remove position from the College of Business web page.
32. The department closes the search and forwards required materials to Associate Dean.
33. Department Chair requests computer preference from new hire. 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.
- 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.

Final Examination Administration

- Final examinations will be given at the date and time assigned and 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 College of Business, 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.

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 a progress grade of Satisfactory (“S”-equivalent of “C” or better work) or Unsatisfactory (“U”-less than “C” work) for each freshman enrolled in their classes. These progress grades are submitted through WINGS using the mid-tem 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" 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 chair/director with consultation of the director of Graduate Studies in the College of Business.
- 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 College of Business.
- Assistantships are limited to a maximum of 2 years for master’s level candidates.
- Each department will follow measurement of performance for graduate assistants as prescribed by the director of Graduate Studies in the College of Business.

Internships

An effective internship program is a vital part of achieving our strategic goals of providing businesses with quality graduates and improving placement opportunities for our students. The purpose of this policy is to provide guidance on the administration of all internships in the College of Business. Although administration of internships is based primarily in the departments, some consistency across departments is important to both students and employers. This policy applies to all College of Business internships.

Definition
An internship is defined as a fixed term work experience with clear learning objectives. It may be full or part time, paid or unpaid. Academic credit may be awarded for successful completion of an internship meeting the guidelines specified in this policy and the academic requirements stated in the university catalog. An internship provides the opportunity for the student to apply concepts and theories learned in the classroom to practical situations and problems under the supervision and guidance of a practicing professional.

Internships vary from co-ops in the following ways:

- Academic credit may be awarded for internships, but not for co-op experiences.
- Work performed during an internship <u>must be applicable to the student's program of study</u>.
- Internships require an evaluation beyond the employer's evaluation of intern performance. For academic credit to be awarded, a member of the faculty who teaches in the discipline within the student's program of study must evaluate the "value added" to the student's program.
- Co-ops are normally administered through Career Services.

Responsibilities
<u>Department Chair/Director</u>: The department chair/director for the department offering the student's major is responsible for the quality of instruction in the department. The chair/director will approve/disapprove internship opportunities and faculty sponsor assignments. The department chair/director is also responsible for approving any exceptions to this policy.

<u>College of Business Career Services Satellite Office</u>: The Career Services Satellite Office within the College of Business Student Services Center will provide support for internships. The office will provide information on the College of Business Internship Program to interested companies and students and will direct specific questions to departmental coordinators. A student interested in an internship can obtain an application form from the center. Once an applicant's GPA and academic standing are verified by the center and the application is approved by the department, the student will be assisted in making arrangements for his/her internship by his/her departmental coordinator and the career services specialist.

The Career Services Specialist can help students explore opportunities. Then, the specialist can help the student with preparation for internships in terms of resume writing and interviewing skills

Departmental Internship Coordinator: The departmental internship coordinator is responsible for assisting the department chair/director in developing departmental internship policies; recommending faculty sponsor assignments; and identifying, evaluating, and coordinating internships for students majoring in a program within the department.

Faculty Sponsor: A faculty sponsor from the department of the intern's major will oversee each internship experience. It will be the faculty sponsor's responsibility to maintain contact with the intern and the intern's on-the-job supervisor, to assure that the College of Business internship policies are followed, and to evaluate the internship experience. Normally, a faculty sponsor will make one visit to the internship site to meet with the intern and the intern's on-site supervisor. If an on-site visit is not practical, a conference call should be arranged among the relevant parties.

Guidelines

- A maximum of six (6) semester hours of credit may be applied to a student's program of study for an internship experience. A student will receive credit for, at most, one three (3) semester hour course in his/her major. Any additional hours of academic credit earned may be used as a free elective.
- To participate in the internship program, a student should, as a minimum, be admitted to the BBA program and have an adjusted GPA of 2.5 or higher and meet any additional departmental requirements. It is recommended that the student have completed at least eighty (80) semester hours of credit toward degree and have completed at least two courses in his/her major subject area.
- Internships will be graded on an "S/U" basis.
- Students will be allowed to register for a maximum of fifteen (15) semester hours (including internship hours) during the semester of his/her internship.
- A significant academic assignment will be a major part of every College of Business internship experience. This assignment may be a specific project and project report, a paper, and/or a presentation which will require the student to extend his/ her knowledge of a specific content area appropriate to his/her major. The departmental faculty will determine what constitutes a significant academic assignment for a given content area and the specific assignment should be documented and approved by the faculty sponsor and the departmental internship coordinator. The assignment will serve as a major component for evaluation and awarding of academic credit for the internship.
- Internships with a current employer are not permitted except when the following conditions exist:
  1. the internship is in a different area (i.e. department, division) of the business than the employee's current job;
  2. the internship duties are significantly different than the duties of the current job; or
  3. the internship meets all other requirements outlined by this policy and the applicable departmental policy.
- Internships in a family-owned business, when the student is a member of the family, are not permitted. A family-owned business is defined as a business owned by or operated by an immediate family member of the intern (parents, grandparents, siblings). However, exceptions to this may be granted by the department chair/director in extenuating circumstances (e.g. the family member is not active in the management of the company).
- Interns are required to work a minimum of 135 hours to receive three (3) semester hours

of course credit and at least 270 hours to receive six (6) semester hours of course credit. The hours must be worked during the semester in which credit is awarded.

- Each department should establish a mechanism to ensure that the College of Business Internship Policy and any additional departmental requirements are being followed.
- A written agreement outlining the academic assignment, responsibilities, and expectations of both the sponsoring organization and Georgia Southern University should be completed prior to the start of the internship. This agreement is signed by the student, the faculty sponsor, the on-site supervisor, and the department chair.
- Documentation on all College of Business internships will be the responsibility of the departmental internship coordinators and will be maintained by the College of Business Student Services Center.

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 assure 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 semester in which an agreement has not been approved for the faculty member to continue teaching the following semester AND at the end of every spring semester, regardless of whether the faculty member is expected to teach again the following fall.

Merit Review Procedure

1. In December, Department Chairs (DCs) should remind faculty to update their vitae and to prepare summary reports of teaching and service effectiveness. Following University and BOR 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 to be a part of the annual review process and provided with a written review.

   a. Vita should be in 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, student evaluations, instructional innovations, etc.

   c. Service effectiveness should focus on activities and contributions that add value to the College, its programs and reputation.

   d. Faculty should submit the materials to the DCs by Jan. 31.

2. Department Chairs will evaluate the material and complete an annual evaluation form for each faculty member. While this is an annual process, the DCs may adopt up to a 3-year rolling window for assessment.

   a. Faculty should be evaluated in teaching, research & service, weighted in accordance with workloads and understood areas of emphasis. Weights must sum to 1.0.

   b. Tenure-track faculty with reduced teaching loads should have greater weights for the evaluation of research and/or service.

   c. Faculty with increased teaching / service loads may have reduced weights on research.

   d. DCs should provide both narrative and numerical assessments for each faculty member, in every area evaluated.

   e. DCs should complete a Faculty Qualification (FQ) sheet for each faculty member.

   f. DCs 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 will prepare a Departmental 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 DCs 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

    This material should be arranged alphabetically, by rank, and include all faculty in each department, professor, associate professor, assistant professor, lecturer, part-time instructor.

5. Each DC will then meet with the Dean to discuss the evaluations. DCs should be prepared to explain and defend their assessments and teaching load recommendations.

6. Following the meeting with the Dean, the DCs should revise the evaluations and Summary Sheets, as necessary. The DCs 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

1. In August, each Department Chair 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 1 page, with bullet-points and short narratives.

2. In February, when the Chairs submit their materials for departmental merit review, they should also submit the following.

   a. A current vita, along with their evaluation and faculty qualification forms
   b. A bullet point narrative of departmental contributions and accomplishments in 3 areas: (1) teaching, (2) scholarship and (3) service. In describing these please focus specifically on engagement, innovation and impact in each area.
   c. A brief narrative assessment of the progress made on the departmental priorities and goals during the year.

3. Following the meeting to discuss the departmental merit reviews, a separate meeting will be scheduled to discuss the performance of the Department Chair and the Department overall.

4. Department Chairs 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 Chair will receive a written assessment from the Dean and have the opportunity, in their meeting, to discuss that assessment.

5. Department Chairs will sign the evaluation, signifying they have received it. 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 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 the 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 each three hours taught.

- 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 their published office hours conflict with the students' class schedule.

Participating and Supporting Faculty Classifications

AACSB International accreditation standards (*Eligibility Procedures and Standards for Business Accreditation*, p. 35) require that all faculty members be classified into one of two categories: *participating* or *supporting*. The designation is necessary to measure the delivery of faculty services by these two groups: those faculty that actively engage in the long-term life of the school (participating faculty) and those that limit their activities to teaching (supporting faculty). The standards go on to broadly define the concept, although the specific rules for allocating faculty into these two categories are left to individual colleges and universities. Participating faculty can be either part-time or full-time and/or either tenure/tenure track or non-tenure/tenure track. The concept is the nature of the relationship: is it a long-term relationship based on activities beyond simply delivering instruction. Active participation in the intellectual and developmental life of the school include activities beyond teaching responsibilities, such as contributions to policy decisions and educational directions, academic and career advisement, research, and other service commitments. Supporting faculty, on the other hand, are those whose duties are limited to the delivery of instruction, usually on a temporary or a finite time basis. This section states how Georgia Southern University's College of Business will operationalize these classifications in a manner that is consistent with both its specific mission and the intent of AACSB International. For each classification, we provide the associated definition, the expectations, and the entitlements.

Participating faculty

Normally, *participating faculty* are defined to be benefit-eligible employees of the university with faculty appointment and rank (instructor, assistant professor, associate professor or professor) in the College of Business (including those with joint appointment in the College of Business) with a long-term relationship and active participation in the life of the college beyond course delivery. The intention of maintaining a long-term relationship between the faculty member and the college can be shown by tenure status (tenured faculty and those who are tenure track) or, for temporary and non-tenure track faculty, by continued employment beyond two full-time semesters of service.

Longevity itself is not sufficient to demonstrate active participation in the life of the college. In addition to the time requirement, participating faculty are expected to involve themselves in the college through a number of specific qualifying activities. Those activities will be documented as part of the annual faculty evaluation process. The evaluations should document the participating faculty members' efforts to:

1. Maintain their academic or professional qualification to teach,
2. Provide effective and continuously improving instruction,
3. Participate in the various non-class activities that impact student life in the College of Business, such as providing ample office hours, student career and/or academic advising, and any student appreciation events of the college,
4. Participate in the faculty goal-setting and evaluation activities outlined in the College of Business governance document,
5. Participate equitably in the myriad shared internal service responsibilities needed to operate an effective academic organization, and
6. Attend and participate in departmental and college meetings.

Participating faculty are entitled to:

1. Vote as faculty members in departmental and college meetings, subject to any specific restrictions such as academic rank, tenure or other requirements,
2. Serve on department, college, and university committees, subject to any specific restrictions on academic rank, tenure or other specific requirements (faculty members with temporary appointments may not chair such committees and both those with joint and temporary appointments may be expressly disqualified from service on particular committees, as specified by the governing documents and/or authorities), and
3. Be eligible for, and participate in, faculty development activities and take non-teaching assignments for such activities as advising as determined by the policies and administration of the department, college, and university.

Classification of a faculty member as *participating* explicitly includes an expectation of the faculty member's active participation in the life of the college. Once attained, it is expected that participating faculty members maintain that status. Failure of a faculty member to continually meet that expectation may result in the loss of *participating* status and should be considered when evaluating the continued employment of that faculty member.

Supporting faculty
Supporting faculty are any individuals with instructional responsibility in the College of Business programs that do not meet the previously stated definition for participating faculty. The contribution of the supporting faculty is generally limited to classroom instruction.
Supporting faculty are expected to:

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 (including provision of class syllabus, attendance verification, reporting of mid-term grades, reporting of final grades, etc.), and
4. Provide their chair/director with grade records upon completion of each term. These records should be sufficient in the event the chair/director would have to respond to a potential grade appeal.

Supporting faculty are entitled to:
1. Attend departmental and college meetings, and
2. Upon invitation, serve on advisory councils, such as those for the university, the college, a school within the college, or a center within the college (Supporting faculty do not normally serve on other department, college, or university committees).

Peer and Aspirant List

This list of peers and aspirants was established for strategic and benchmarking purposes. While the College of Business 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.

- When there are coauthors, only one faculty member from Georgia Southern may be funded to present the paper at a given meeting.

- 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.
- College of Business vans can be reserved by contacting the Associate Dean's Office.

Summer Contracts

- Department chairs/directors are responsible for assigning summer teaching.
- Meeting student needs is always the first consideration in building the summer schedule.
- Normally faculty who have recently taught a course during a regular term will be given the first opportunity to provide coverage of that course during the summer.
- In order to balance student needs with faculty availability during summer, faculty may be assigned classes to teach which are outside their primary teaching fields.
- 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
    - commitments made by the chair related to initial employment or retirement of faculty
- Faculty members will be paid at a rate of 3 percent per credit hour based on their nine-month contracted salary.
- Assuming continued funding and authorization at the college level, tenured and tenured track faculty may apply annually for research grants in lieu of scheduled classes.
    - 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.
- If, during the annual evaluation, a faculty member's qualification status changes from AQ or PQ to NQ, s/he will be considered for summer teaching only after all AQ/PQ faculty have been accommodated.
- If a faculty member's qualification status is determined to be NQ for two (or more) consecutive years, he/she will be ineligible for summer teaching assignments.

Administration of Student Opinion of Teaching Effectiveness

- A survey of student opinions of teaching effectiveness will be made in every course during each semester.

- The form to be used for this measure of teaching effectiveness is the University's standardized survey of student opinion.

- Each faculty member will be provided with aggregate measures and either copies (classes with enrollments of more than 15 students) or a transcription of written comments (classes with enrollments of 15 or fewer students). These copies will be provided to each faculty member in a timely manner, as soon as practical following each course term, but only after course grades have been submitted.

- Original survey documents will be retained in the departmental office according to the following guidelines:

> "Departments should retain student responses (scantron forms) on student ratings of instruction for the entire probationary period of the faculty member. At any given time after tenure, departments should have on file student responses (scantron forms) on student ratings of instructors for the previous five years for each tenured faculty member. Summaries of student responses on student ratings of instructors would be retained by the department as long as the faculty member is employed, and for three years following termination, except in the case of non-renewal, a pending complaint, or a legal action."

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 regional university with substantial research, service, and outreach components to its mission, has established a 24 credit hour teaching load for the academic year.

- Temporary faculty, in consultation with their chair/director will normally teach twelve hours per semester. In consultation with their chair/director, they will also be assigned a combination of:

    1) Activities leading to the maintenance of their professional qualifications,
    2) Opportunities to participate in the governance and curriculum development processes of the college (if they are considered participating faculty for AACSB purposes), and/or
    3) Other service activities.

- Each year during the performance appraisal process the faculty member's department chair/director will assess each faculty member's qualification status (AQ, PQ, NQ), based on the preceding five calendar years. A research release of 6 credit hours will be made for tenure track faculty determined to be academically or professionally qualified (AQ or PQ). If a tenure track member's qualification status changes from AQ or PQ to NQ, s/he will receive a research release of only 3 credit hours. And if a tenure track member's status is determined to be NQ for two (or more) consecutive years, they will receive no research release.

- Summer teaching assignments do not create teaching load releases during the academic year.

- Other release time for teaching large classes, significant service commitments, or other activities may also be authorized by the department chair/director, with the dean's approval.

- In general, faculty members are expected to teach no more than three different courses per semester and no more than five different courses per year. Supervision of internships, directed research, special problems courses, and one hour courses are excluded.

- Administrators on twelve month contracts, endowed chair holders, and non-tenure track faculty members will be assigned to teaching by the dean.

Textbook Selection

- Selection of textbooks for a given course will be made by departmental textbook selection committees composed of faculty who regularly teach that course.

- These committees shall regularly review text materials, make recommendations for adoption of texts, and exchange syllabi for consistency of topic coverage.

- Multiple sections of courses (except BUSA 4131) will utilize a common text.

- Faculty textbook committees and individual faculty members will supply the needed textbook information to the department secretary so that textbook order forms may be prepared.

- Selling of textbooks

  - Textbooks that are obtained by a faculty member without charge, solicited or unsolicited, may not be sold.

  - Faculty members are encouraged to inform any book buyers who approach them of the college’s policy regarding the selling of textbooks.

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
    - secretarial, 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.