**BYLAWS**

COLLEGE OF BUSINESS

GEORGIA SOUTHERN UNIVERSITY

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BYLAWS OF THE COLLEGE OF BUSINESS

Article I

ORGANIZATION AND ADMINISTRATION OF THE COLLEGE

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

**Section 2.** Organizational Structure of the University and College. The President of Georgia Southern University (hereinafter referred to as “University”) is the executive head of the University and all of its departments and exercises such supervision and direction as to promote the efficient operation of the institution. The President is responsible to the Chancellor of the Board of Regents of the University System of Georgia (hereinafter referred to as “Board”) for the operation and management of the institution and for the execution of all directives of the Board and the Chancellor. The Provost and Vice President for Academic Affairs (hereinafter referred to as “Provost”) is the chief academic officer of the University. The Provost also holds administrative jurisdiction over academic matters and academic personnel, and provides leadership in the development of proper academic goals of the institution and its colleges through college and faculty entities.

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

a. Take the lead in the development and maintenance of a strategic plan for the College;

b. Take the lead in the development and coordination of the programs of the College;

c. Present proposals for new degrees and curriculum changes in the College;

d. Recommend to the Provost the appointment, reappointment, and dismissal of Department Chairs, School Directors, Associate Deans, Assistant Deans, and other College of Business personnel.

e. Recommend to the Provost the appointment, reappointment, promotion, tenure, and dismissal of faculty in accordance with these Bylaws and the policies of the College and University.

f. Recommend merit increases in salary for the faculty within the College in accordance with these Bylaws and the policies of the College and of the University.

g. Prepare and administer a budget for the College;

h. Prepare annual reports for the College;

i. Recommend to the Provost the appointment of the faculty of the College to the Graduate

Faculty;

j. Exercise general supervision over the work of students in the College;

k. Be responsible for the program of academic advisement for the students in the College;

l. Preside at all regular and special meetings of the faculty of the College;

m. Serve as the medium of communication for all official business with the University, authorities, students, and the public;

n. Implement the purposes of the College as provided in these Bylaws and the policies of the College; and

o. Nominate candidates for degrees in the College.

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

a. Assist the Dean and serve as the Dean’s representative on an as-needed basis for both internal and external functions,

b. Coordinate relationships with the external constituencies that provide service and/or supplies to the College, and

c. Prepare and maintain essential schedules, reports, and records for the College.

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

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

a. Have general direction of the work of the Department or School and establish and maintain communication with members of the Department or School;

b. Be the representative of the Department or School in all official communications;

c. Recommend to the Dean, after consultation with the faculty, the requirements of the major offered in the Department or School;

d. Be responsible for the quality of instruction in the Department or School;

e. Be responsible for the coordination of instruction in courses offered in multiple sections and see that all sections of the same course have essentially the same content;

f. Prepare and submit to the Dean such information regarding the courses in the Department or School as may be needed for the catalog;

g. Assign courses within the Department or School and maintain, insofar as possible, an equitable distribution of courses and sections;

h. Submit class schedules to the Dean to be worked into the master schedule;

i. See that there is no undesirable duplication of courses in the Department or School and bring to the attention of the Dean any instance in which another department, school, college or other division within the University is offering a course that conflicts with or duplicates a course offered in his/her Department or School;

j. Coordinate the advisement of the students who are majoring in the Department or School and establish and maintain communication with majors and other students enrolled in courses offered in the Department or School;

k. Prepare and submit to the Dean an annual budget for the Department or School and be responsible for the expenditure of the Department or School funds and the care and use of Department or School property;

l. Be responsible for establishing a Department or School Promotion and Tenure Committee during each year in which promotion or tenure decisions are to be made and be responsible for appointing the members of this committee;

m. Conduct Annual Performance Evaluations of faculty within the Department or School in accordance with University and Board Policies, and meet with faculty individually at least annually to review their performance for the previous year and discuss goals and expectations for the following year in conjunction with the Annual Evaluation Process outlined in Appendix B of these Bylaws;

n. Recommend merited salary increases based upon College policies and transmit recommendations to the Dean;

o. Make an annual report to the Dean on the teaching, service, professional, and research accomplishments of the Department or School and include in the report a list of publications by members of the Department or School and of honors received by them; and

p. Recommend appointments, reappointments, promotions, tenure, and dismissal of members of the Department or School faculty to the Dean, after consideration of the recommendation of the Department or School Promotion and Tenure committee and in accordance with the College’s policies and procedures in Appendix A of these Bylaws.

**Section 7.** Other College of Business Personnel. The Dean may recommend to the Provost the appointment of such additional administrative personnel as may be necessary from time to time to discharge efficiently the responsibilities of student work coordination, placement, advising, and such other tasks as may arise. Such assistants shall serve the entire College in a staff capacity and shall not have line authority over the work of faculty.

**Article II**

**THE FACULTY OF THE COLLEGE**

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

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

a. Establish entrance requirements for students in the College;

b. Prescribe and define courses of study, including majors, minors, emphases, and certificate programs for students in the College. However, the Faculty shall not make any changes in the curriculum of the College which involve budgetary questions until submitted to the President and until such changes have received approval;

c. Establish requirements for degrees and certificates offered in the College; recommend for degrees and certificates those candidates who have fulfilled degree or certificate requirements; and certify the conferring of degrees and certificates by the College;

d. Establish and enforce academic procedures for guidance and advisement of students in the College;

e. Exercise jurisdiction, in general, over all educational matters within the College;

f. Establish committees as required to discharge the duties and responsibilities of the Faculty of the College;

g. Adopt and amend Bylaws, faculty policies and procedures which are necessary and proper for the orderly and efficient administration of the College;

h. Have the fullest measure of autonomy consistent with the maintenance of general educational policy and standards and of correct academic and administrative relations with the governing authority of the University;

i. When doubts arise regarding the proper limits of this autonomy, the Faculty of the College shall be entitled to ask that the President make a ruling on the question at issue. From the ruling of the President, an appeal may be made to the Board under its policies.

**Section 3.** University Faculty Senate Representation. The Dean shall annually announce the number of University Senators and Alternates that have been apportioned to the College and shall call for an election pursuant to the University Statutes. The nomination and election procedures shall be consistent with those specified in these Bylaws for the Standing Committees of the College.

**Section 4.** Graduate Faculty. Members of the Graduate Faculty shall be appointed by the President on the recommendation of the Dean of the College of Graduate Studies in accordance with University procedures.

**Section 5.** Statement of Faculty Responsibilities. Faculty members are teacher-scholars, participants in the shaping of University policies, and citizens of the University and the community at large. Faculty members have rights and responsibilities in these capacities, which are closely interrelated. In each capacity, their conduct has an impact upon students, other Faculty and staff, and upon the academic and general reputation of the University.

a. The Faculty's professional and moral right to teach rests upon mastery of their subject area and/or competent scholarship. They have the obligation to keep abreast of the scholarly and professional developments in their area of expertise. It is expected that all Faculty will be committed to excellence in teaching and student learning and to that end, will be actively engaged and involved in activities leading to that goal. Excellence in teaching is ultimately judged by the appropriate administrator and Faculty peers during annual evaluations, and promotion and tenure decisions. While difficult to precisely define, excellence can be demonstrated through a variety of teaching related activities.

b. In the pursuit of excellence, Faculty are expected to organize and present their subject matter in such a way that it will have optimum value for their students while requiring sufficient rigor to justify the course credit accorded. They are expected to present the pre- announced subject matter in their courses which conforms to the agreed upon topics determined by the Faculty conferring the degree. They should allow their students the freedom of inquiry that they demand for themselves, should make them aware of viewpoints that differ from their own, and should carefully distinguish between fact and opinion. Faculty should place high priority on allocating time to students and have the duty to promptly evaluate the work of each student based upon and in accordance with the guidelines that are reflected in the Departmental, School, College and other Faculty policies.

c. All Faculty members must contribute to the College’s service responsibility to the University and community. It is the responsibility of individual Faculty members to seek out and/or respond positively and effectively to service opportunities. The Department Chair or School Director will ensure that service activities are evaluated, and reflected annually in the faculty member’s files.

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

e. All tenured or tenure track faculty members, as members of an AACSB International accredited College (The Association to Advance Collegiate Schools of Business), have the responsibility to contribute to the mission and objectives of the College through excellence in teaching, service to the University and community, and an active, productive research agenda. The AACSB establishes minimum standards for faculty productivity that may change from time to time. Faculty members therefore are expected, with the assistance and guidance of their Department Chairs or School Directors, to maintain a level of performance in all three areas that meets or exceeds the existent AACSB standards.

f. Faculty members who are not terminally qualified or who are in a non-tenure track position may satisfy AASCB standards by attaining and maintaining qualified faculty status (as defined in the College of Business Policy Manual). It is the responsibility of the individual faculty member in consultation with the Department Chair or School Director to develop a program for the faculty member that will maintain qualified status.

g. Terminally qualified faculty members of an AACSB accredited institution must routinely and continually produce new knowledge and applications for the field. Evidence of this is normally shown through the development of a research agenda which results in peer reviewed journal publications that meet the standards of AACSB. Other manifestations may include proceedings and presentations of research results at peer-reviewed meetings or conferences sponsored by the various disciplines represented in the College.

h. It is expected that each year during the annual evaluation process, the appropriate Department Chair or School Director will advise each faculty member if he/she is meeting the minimum performance requirements to assist the College in meeting AACSB standards.

**Section 6.** Promotion of Faculty Members. Recommendations for promotion are made by Department Chairs or School Directors, after consideration of the recommendation of the Department or School Promotion and Tenure Committee, through the Dean to the Provost who shall recommend faculty members to the President under University and College policies. In addition to the minimum standards for promotion set forth in the policies of the Board, the College has adopted policies and procedures that set forth guidelines in promotion decisions.

**Section 7.** Tenure. Tenure recommendations are made by the Department Chairs or School Directors, after consideration of the recommendations of the Department/School faculty members and the Department/School Promotion and Tenure Committee, through the Dean to the Provost who shall recommend faculty members to the President. Tenure is awarded by the Board on recommendation of the President only to Assistant Professors, Associate Professors and Professors who are employed full-time in accordance with the policies adopted by the College Faculty. The meaning and effect of tenure are set forth in the policies of the Board. Since tenure resides at the Institutional level, it is intended by the Board that its policies should be the minimum standard for the award of tenure and are not a limitation upon the adoption of such additional standards and requirements as the College may wish to adopt for its own improvements.

**Section 8.** The Departments and Schools. The Department or School is the fundamental unit of academic as well as administrative organization within the College. In carrying out the duties established by these Bylaws, the Chair of the Department or the Director of the School is to consult with and seek the guidance of the Department or School Faculty, and is to call such meetings as are necessary for the Faculty to exercise its general responsibility for the academic program of the Department or School.

**Section 9.** College Faculty Meetings. The College Faculty is to meet in a timely manner to conduct the business that needs to be transacted. Meetings shall follow the requirements set forth hereinafter.

a. The Faculty is to meet at least once during the fall and the spring semesters of each year. b. The Faculty is to meet at other times that the Dean may deem appropriate.

c. In addition, the Dean shall convene a meeting of the Faculty upon petition of at least ten voting faculty members as defined herein.

d. The Dean shall convene any meeting of the Faculty by giving at least seven calendar days’ notice to the Faculty, along with a written agenda to accompany the notice.

e. The Dean is to preside, *ex-officio*, at all meetings of the Faculty.

f. *Robert’s Rules of Order* shall be observed in the conduct of meetings, and the Faculty may, each spring, elect a parliamentarian to preserve the integrity of these rules.

g. A quorum shall consist of a majority of the Faculty members eligible to vote. Unless specifically required by these Bylaws, a quorum is presumed to exist unless a challenge is made and proven in a timely manner.

h. Voting is to be limited to full-time tenured and tenure track Faculty and full-time Lecturers and Senior Lecturers.

i. A majority of Faculty members eligible to vote present may vote to permit discussion and action on non-agenda items.

j. Proposed motions affecting the educational policy (including curriculum) of the College are to be submitted in writing to the Dean at least ten calendar days prior to the meeting at which these motions are to be made, with copies distributed to Faculty members at least seven calendar days in advance, unless the requirement for advance notification is waived by consent of three-fourths of the Faculty members eligible to vote present at such meeting

k. In the event that no faculty meeting has been scheduled in time to meet the University deadlines for catalog changes to undergraduate curricula, electronic voting by a quorum of the voting faculty may substitute for a faculty meeting under the following conditions.

The request for an electronic vote is made by the Undergraduate Curriculum Committee with supporting documentation for all requested changes at least ten calendar days prior to the beginning of the voting period, with the ballot available to faculty for not less than three days (Monday through Friday).

Electronic voting is available only for undergraduate curriculum items that have come from the Undergraduate Curriculum Committee, and excluding new degree programs, new minors, and the deletion of programs, which require a vote at a Faculty Meeting. Voting at regular Faculty Meetings is preferable, but when needed to make catalog deadlines, electronic voting is an option.

**Section 10.** Elections. Elections for College Standing Committees are to be conducted as specified in Appendix C of these Bylaws. Elections for Faculty Senate, Faculty Senate Committees, and other University committees are to be conducted in essentially the same manner. Voting for all elections is to be limited to full-time tenured and tenure-track Faculty and full-time Lecturers and Senior Lecturers. Elections are to be by majority vote.

**Section 11.** Committees and Council. The college’s standing committees/councils are specified in Appendix C of these Bylaws.

**Article III**

**STUDENT ORGANIZATIONS**

Faculty members will recognize any appropriately constituted student organizations that have as

their purpose the facilitation of formal, regularized communication channels for the interaction of student body, faculty and administration.

**Article IV**

**INTERPRETATION**

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

**Article V**

**DEFINITIONS**

**Section 1.** Statutes: The statutes referred to in this document are the statutes of the University as they may, from time to time, be amended. Any amendment of these statutes shall become part of the Bylaws of the College of Business as if they were originally part of such Bylaws.

**Section 2**. Bylaws of the Board of Regents: The Bylaws of the Board of Regents referred to in the statutes of the University are the Bylaws of the Board of Regents as they may, from time to time, be amended. Any amendment of the Bylaws of the Board of Regents shall become part of the Bylaws of the College of Business as if they were originally part of such Bylaws.

**Section 3.** Corps of Instruction: The corps of instruction of Georgia Southern University will consist of those faculty so defined in the Policy Manual of the Board of Regents and appointed by the president of Georgia Southern University.

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

**Article VI**

**RATIFICATION**

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

**Article VII**

**AMENDMENTS**

The faculty of the College of Business shall have the power to amend the Bylaws. The Bylaws amendment procedure is as follows:

1. Proposals to amend the Bylaws shall be submitted to the College faculty not later than ten calendar days prior to any regularly scheduled faculty meeting or any special meeting called for the purpose of amending.
2. Proposed amendments must be adopted by a two-thirds majority of faculty members present, provided the required quorum is present at the time of voting.

**APPENDIX A**

**Promotion and Tenure Criteria and Procedures**

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**APPENDIX A**

**COLLEGE OF BUSINESS BYLAWS GEORGIA SOUTHERN UNIVERSITY**

**A. PROMOTION AND TENURE - AN OVERVIEW**

Promotion is approved for faculty in accordance with Section § 4.5, Board of Regents Policy Manual and Section 208 of the Georgia Southern University Handbook. Consideration for promotion is separate from and independent of consideration for tenure. Promotion decisions represent recognition of past performance. Tenure represents a decision regarding a faculty member’s potential contribution as evidenced by the individual’s past performance. Thus, a basis for recommendation for tenure should not be construed as sufficient for simultaneously recommending promotion.

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

**B. GUIDING PRINCIPLES FOR PROMOTION AND TENURE**

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

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

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

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

The value of a faculty member depends only partly upon degrees, years of service to the institution, research, publications, scholarly activity, appropriate professional service, and other quantifiable

factors. It also depends greatly upon talent, intellectual curiosity, creativity, enthusiasm, attitude, rapport with students and colleagues, the ability to motivate, teaching ability and effectiveness, and many other intangible qualitative factors which cannot be measured quantitatively. Comprehensive professional evaluations of the faculty must utilize subjective as well as objective measures.

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

1. **RELEVANT CONSIDERATIONS AND ASSESSMENT SCALES FOR PROMOTION AND TENURE**

**C.1. TEACHING**

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

**Relevant Considerations**:

1. Development of new courses and programs.

2. Course syllabi.

3. Learning assessment devices, e.g. examinations, projects, etc.

4. Use of outside speakers, films, audio-visual materials, computer tutorials, and simulations.

5. Maintenance of currency in course and curriculum content.

6. Student ratings of instruction.

7. Peer evaluations, when available

8. Communication with students in settings other than the classroom.

9. Development and/or implementation of new teaching methodologies.

10. Familiarization with and use of appropriate teaching technologies.

11. Use of opportunities for self- and/or external assessment of teaching.

12. Performance of students in subsequent courses.

13. Follow-up surveys of graduates in graduate school or in their employment.

14. Statements of teaching philosophy and goals.

15. Examples of student work.

16. Descriptions of steps taken to improve teaching effectiveness.

17. Unsolicited letters/statements describing teaching effectiveness.

18. Documented participation/involvement in professional development experiences and/or

organizations whose goals are to enhance teaching effectiveness.

19. Cumulative professional judgment by the Department Chair.

20. Awards for teaching excellence, particularly university-wide awards.

21. Administrative evaluation at the Dean, vice presidential and presidential levels.

22. Other teaching-related material contained in teaching portfolios.

**Assessment Scale**:

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

1. This faculty member neglects his/her duties, frequently does not meet classes and fails to prepare or plan, or refuses to accept teaching assignments when given by the Department Chair. He/she receives poor teaching evaluations.

2. This faculty member meets his/her classes, but conducts them without enthusiasm or imagination. This teacher might not keep office hours nor otherwise make himself/herself available to students. He/she might be continuing to use the same material from year to year, thereby not keeping up with developments in the discipline. This faculty member might not cooperate in the planning of courses with multiple sections. Because of such performance, he/she will probably not be respected by colleagues and would probably receive mediocre teaching evaluations.

3. This faculty member fulfills duties in teaching as expected. He/she will conduct classes, be available to students, be current in the discipline, and cooperate in departmental or university-wide teaching endeavors. This instructor will be considered by his/her colleagues as a dependable member of the faculty and probably receive satisfactory teaching evaluations.

4. This faculty member is imaginative and enthusiastic about teaching, plans carefully, and carries through. His/her students find this instructor to be an effective classroom lecturer or leader of discussions. This teacher will be very widely read in the discipline, continuously introducing into his/her courses the results of his/her own investigation. He/she will be recognized by both students and colleagues as a very good teacher.

5. This faculty member is considered one of the best. He/she is highly imaginative, completely dependable, in command of his/her discipline. This teacher will generally receive excellent teaching evaluations from both students and faculty. Though he/she is demanding, this instructor is humane in his/her relationships with students and exerts every effort to be personally supportive.

**C.2. CREATIVE SCHOLARLY ACTIVITY**

Definition: Scholarship is the integration, development and extension of knowledge and is often demonstrated by publications and presentations designed for professional audiences. Scholarly

activity gives evidence that a faculty member is alive intellectually and growing academically. Those engaged in such scholarly pursuits are stimulating forces in the classroom, contribute to the advancement of their discipline and bring honor and recognition both to themselves and to their institution.

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

Relevant Considerations:

1. Basic scholarship (focused on the creation of new knowledge)

a. Publication in refereed journals b. Research monographs

c. Scholarly books

d. Chapters in scholarly books

e. Proceedings from scholarly meetings

f. Papers presented at international/national/regional academic meetings g. Publicly available research working papers

h. Papers presented at faculty research seminars

2. Applied scholarship (concerned with the application, transfer, and interpretation of knowledge to improve management practice and teaching)

a. Publication in professional journals b. Professional presentations

c. Public/trade journals d. In-house journals

e. Published book reviews

f. Published software packages

g. Papers presented at faculty workshops

3. Instructional development (focused on the enhancement of the educational value of instructional efforts of the institution or discipline)

a. Textbooks

b. Publications in professional journals

c. Proceedings from pedagogical meetings

d. Written cases with instructional materials e. Instructional software

f. Publicly available materials describing the design and implementation of new courses

g. Creative consulting

h. Attendance at workshops

i. Seminars and short courses in the area of specialization j. Professional and academic honors and awards.

**Assessment Scale**:

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

1. This faculty member shows no interest in his/her discipline and does not read relevant material to keep current other than that required for class preparation.

2. This faculty member shows some enthusiasm for study or reading in his/her discipline, and reads or studies on a regular basis beyond that required for class preparation.

3. This faculty member stays current in his/her professional discipline, participates in conferences or professional organizations in the discipline, and has had work accepted in peer-reviewed venues such as publications, proceedings, conference presentations, and funded grants.

4. This faculty member sets out a systematic plan for creative scholarly activity, which yields regular acceptance of articles to journals, proceedings, etc. The hallmark of this faculty member's performance is a record of regular creative scholarly activity over several years.

5. This faculty member's publications and creative scholarly activity make him/her respected beyond the campus in his/her field. He/she has published frequently in quality journals and otherwise has his/her creative scholarly activity judged excellent by his/her professional colleagues. Also, this person indicates a high level of independent functioning as demonstrated by a well-defined research thrust or recognition in a specialized research area.

**C.3. SERVICE**

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

**Relevant Considerations**:

1. Academic advising;

2. Participation or leadership on committees;

3. Supporting/advising student organizations, especially those associated with the College of Business;

4. Service on institutional programs and groups such as the Faculty Senate;

5. Development and participation in continuing education programs;

6. Talks to civic and community organizations;

7. Active participation in civic and community organizations;

8. Holding office in international, national or regional professional organizations;

9. Serving as editor or reviewer for professional journals or proceedings;

10. Participation in professional meetings and seminars as chair, discussant or other significant role;

11. Consulting and professional training in one’s area of expertise; and

12. Earning community and civic honors and awards.

**Assessment Scale**:

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

1. This faculty member performs University and community service activities reluctantly and with minimum effort, participates in no professional programs, holds no offices in any professional organizations, and performs no consulting work or other similar activities.

2. This faculty member serves on committees to which he/she is appointed, but makes no special effort to assist students, or the department, school or University. He/she frequently fails to cooperate with colleagues serving on committees or advising students. The faculty member maintains memberships in a few professional organizations, but is seldom involved in organizational meetings, seminars, consulting work or similar activities.

3. This faculty member fulfills all student support activities and committee assignments

effectively. He/she assists willingly in the special service needs of the department, school, and University; serves on committees effectively; and earns the appreciation of colleagues. This person occasionally presents continuing education training programs for persons in his/her discipline and occasionally presents a civic or community training program or gives a civic or community talk. The faculty member averages one regional or national professional meeting per year, occasionally serves as a paper reviewer, chair, or discussant, and occasionally performs consulting work or other similar activities.

4. This faculty member is considered very effective at student support, counseling, committee work, and continuing education programs. He/she is occasionally selected to serve on or to chair important committees. Through such activities, this person earns University-wide respect and recognition for the College of Business. This faculty member frequently serves as a leader of civic and community organizations. The faculty member is well known throughout regional organizations within his/her discipline. The faculty member may demonstrate this level of achievement by involvement in one of more of the following activities: attends professional meetings of regional and/or national organizations and is frequently called upon to serve as a paper reviewer, chair, or discussant, and may serve as an officer; frequently performs consulting or training services for business groups within his/her discipline on and off campus, or other similar activities.

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

1. **MINIMUM CRITERIA FOR PROMOTION**

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

1. Timing

Faculty are eligible for and may be reviewed for promotion in rank during their fifth year

of service in their current rank.[[1]](#footnote-1) Under special circumstances, faculty who are performing significantly above the expectations for their current rank may be considered for “early” promotion.

• For early promotion from Lecturer to Senior Lecturer, faculty must have served a minimum of three years as Lecturer.

• For early promotion from Assistant Professor to Associate Professor, faculty must have served a minimum of four years as an Assistant Professor.

• For early promotion from Associate Professor to Full Professor, faculty must have served a minimum of four years as an Associate Professor.[[2]](#footnote-2)

At the time of an individual’s initial appointment, a maximum of three years of probationary credit towards promotion may be awarded for service at other institutions or service in a faculty rank within the institution.[[3]](#footnote-3)

**E. ADDITIONAL CRITERIA**

1. Additional Criteria for Promotion from Lecturer to Senior Lecturer

Eligibility: Earned master degree or terminal degree in field of specialization. Length of service is taken into consideration.

Teaching: As this institution requires effective teaching contributions by its faculty, no faculty member will be recommended for promotion to senior lecturer that has not earned a rating of at least 4 according to the previously listed guidelines.

Maintenance of Faculty Qualification: Based on faculty qualification policy, for promotion lecturers are required to have maintained qualified status.

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

1. Additional Criteria for Promotion to Associate Professor

Eligibility: An earned doctorate in field of specialization plus three years of appropriate teaching is normally required. In some cases, outstanding professional

accomplishment in the professional work setting may serve in place of a doctorate and teaching experience. Likewise, outstanding creative scholarly activity may serve in lieu of the doctorate. The candidate must have demonstrated a high level of performance in teaching and creative scholarly activity.

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

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

Service: No faculty member, regardless of rank, will be promoted unless he/she has attained

a rating of at least 3 according to the guidelines listed above.

1. Additional Criteria for Promotion to Professor

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

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

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

characteristics listed in 5. Extraordinary creative scholarly activity may be sufficient for promotion to the rank of professor for those not holding the doctorate. However, a necessary condition for promotion to associate professor and professor, except in rare cases, is that a portion of the faculty member's research has been published (or accepted for publication) in journals of significant quality. Ultimately, the burden of justification of the quality of a journal rests with the faculty member.

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

**F. CRITERIA FOR TENURE**

Tenure is approved for faculty in accordance with Section 8.3.7.2, Board of Regents Policy Manual and Section 209 of the Georgia Southern University Handbook. The purpose of tenure is to protect academic freedom and the integrity of the University. Although tenure is not an unconditional guarantee of lifetime employment, it does provide that the faculty member will not be terminated except for cause and through due process or due to a bona fide financial exigency or institutional change.

Tenure applications are considered and recommendations made at the department/school, college, and Provost’s levels, culminating in an institutional decision at the President’s level. Tenure at Georgia Southern University may be awarded after five years of full-time service at the institution at the rank of assistant professor or higher. Probationary credit, which must be granted at the time of initial appointment, may be used to reduce this time requirement. Meeting the minimum time

requirement does not guarantee the award of tenure. A tenure timeline must be completed for each non-tenured, tenure-track faculty member in the department and placed in the faculty member’s personnel file[[4]](#footnote-4).

Faculty who apply and are not recommended for tenure in minimum time or who use probationary credit and are not recommended may apply for tenure only once more. Recommendations for probationary credit will typically be initiated at the departmental level subject to approval by the dean and Provost at the time of appointment and will be subject to Section 209 of the Georgia Southern University Handbook. The maximum number of years to earn tenure is seven years.

The following sample tenure timetable illustrates the typical probationary period of a tenure track assistant professor who receives positive annual evaluations and who is continued from year to year throughout the probationary period:

|  |  |
| --- | --- |
| Year | Action (In addition to Annual Evaluation) |
| 1 |  |
| 2 |  |
| 3 | Pre-Tenure Review (required) |
| 4 |  |
| 5 | Eligible to apply for tenure[[5]](#footnote-5) |
| 6 | Must apply for tenure if not done so in year 5[[6]](#footnote-6) |
| 7 | Last eligible year of untenured tenure track employment. |
| Note: The tenure timetable may be shorter for faculty members hired with years of probationary credit from prior employment. Faculty members should provide written evidence of their probationary credit when they submit their request for tenure. | |

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

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

1. Faculty members are employed with the expectation of competence in teaching ability and effectiveness. A candidate for tenure is required to demonstrate a high level of performance in the teaching area. Only in very rare cases will a faculty member be recommended for tenure that has not earned a rating of at least 4 according to the rating scale guidelines on teaching effectiveness in Appendix A (Section C.1).

2. In general, a candidate for tenure is expected to attain a rating of at least 3 in the area of service (Appendix A, Section C.3).

3. Faculty members are often employed by the administration with widely differing qualifications and expectations for creative scholarly activity. It is not feasible to specify a single criterion for creative scholarly activity that would be applicable in all tenure decisions. Therefore, each faculty member must be counseled explicitly concerning expectations for creative scholarly activity for tenure by the Department Chair and the Dean, beginning at the time of employment and continuing through the tenure progress feedback process. Given such guidance, a candidate for tenure is generally expected to attain a rating of at least 4 in the area of creative scholarly activity (Appendix A, Section c.2).

4. The candidate’s expertise meets the needs of the academic unit to which he/she is appointed, given present and future academic programming needs of that academic unit. In addition, the faculty member is equally or better qualified in terms of potential contribution than other prospective faculty members who could reasonably be expected to be hired to replace this individual if tenure is not granted.

5. Collegiality is important. A candidate for tenure must have consistently demonstrated the ability to function effectively within the Georgia Southern academic community. This is interpreted to mean not only that the candidate is capable of making contributions whose content is valuable, but also that the university’s faculty, staff, and students value him or her as an active participant in the activities of the community. As a minimum, the candidate should exhibit the desired attributes of Georgia Southern faculty (Faculty Handbook, Section 204). Additional expected attributes include honesty, integrity, courtesy, professionalism, and cooperation, with faculty, staff, and students.

**G. TYPICAL APPLICATION & REVIEW PROCESS**

*Note: See Department Chair for actual timeline in use during specific academic year.*

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

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

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

**H. PRE-TENURE (3RD YEAR) REVIEW**

The university process for faculty evaluation calls for a formal Pre-Tenure Review to be conducted during the third year of the probationary period. This review is an in-depth look at the member’s cumulative performance and is essentially a preliminary tenure review for continued employment. Therefore, tenure track faculty should anticipate being reviewed according to the principles and scales described in Appendix A of the COB Bylaws. The Provost, Dean, and/or Chair/Director will provide notification and submission requirements to affected members. Except as specified otherwise in these administrative directives, members should prepare their dossier for submission consistent with the requirements and recommendations specified in Appendix A.

**ATTACHMENT ONE: DOSSIER CONTENTS**

The Promotion and Tenure documentation consists of a required dossier notebook. A Supplemental Materials notebook may be submitted that contains material not required to be included in the Dossier. It is the candidate’s responsibility to make his/her case for promotion and/or tenure.

The dossier must include the following, in the order listed.

1. Action Consideration Letters

A. A cover letter stating the status or rank for which consideration is requested. This may also include a maximum two-to-four-page summary of qualifications and accomplishments in teaching, research, service, and/or professional development.

B. An eligibility letter describing the status or rank for which consideration is requested written by the Department Chair to the faculty member.

C. Evidence of probationary credit from prior employment if this is being used to shorten the tenure timetable.

1. A curriculum vitae prepared in the standard format (see Attachment Two).
2. Evaluations and Recommendations to be added to the Dossier by the Department Chair
3. Annual evaluations prepared by the Department Chair.
4. Statement of Faculty Qualification status prepared by the Department Chair.
5. External Review Letters

4. Summary of Contributions: Teaching

1. “Ratings of Instruction” for all sections taught during the past five years. This is the spreadsheet required by the Provosts’ Office.
2. “Course Evaluations” for all sections taught during the past five years. Include the printout of numeric data from the scanned results of each course. Faculty members may add their own evaluation/comments about their student ratings. This may include sample student comments, if desired. Original student evaluation forms, photocopies of original forms, or typed compilations of written comments must be provided in a separate notebook.
3. Statement of Teaching Philosophy
4. Summary of teaching activities that support the teaching philosophy. Optional: supporting materials, such as sample exams and projects for classes taught during the past five years, course audits for online courses, and letters from students.
5. Most recent syllabus from all classes taught during the past five years.

5. Summary of Contributions: Research

1. Statement of Research Philosophy
2. Evidence of quality and focus (research streams) for research contributions.
3. Working title, co-authors, targeted journal, and projected submission date of works in process. Include an abstract/executive summary.
4. Copies of all research articles, book chapters, and conference proceedings (include citation if not printed on the first page).

6. Summary of Contributions: Service

1. Statement of Service Philosophy
2. Summaries of significant accomplishments at the Department, College, University, Professional and Community levels, as applicable.

7. Other (Optional): These materials, if provided, should pertain to uncommon, but important, activities that do not directly relate to teaching, research, or service. Examples include administrative appointments, military service, or sabbaticals.

**ATTACHMENT TWO: CURRICULUM VITAE**

Name

Contact Information

* 1. Education
  2. Work Experience
     1. Academic
     2. Professional
     3. Military
  3. Teaching
     1. Courses taught at Georgia Southern and/or other academic institution
     2. Service on dissertation committees
     3. Supervision of undergraduate research projects or independent study projects.
     4. Continuing Professional Education taught
     5. Curriculum and Course Development
     6. Teaching Grants
     7. Professional Development related to teaching
  4. Research
     1. Journal articles
     2. Books
     3. Book chapters
     4. External Research Grants
     5. Other publications
     6. Presentations at Academic and Professional Meetings; indicate if the item was included in the conference proceedings.
     7. Work in Progress
     8. Professional Development related to research
  5. Service
     1. Membership in Associations; indicate leadership positions
     2. Professional Activities
        1. Department
        2. College
        3. University
        4. Profession
           1. Editorial positions
           2. Officer positions
           3. Reviewing
           4. Other
        5. Community, including membership on the boards of non-profits.
        6. Service Grants
  6. Honors and Awards
  7. Business Activities, including businesses operated, consulting, and membership on the boards of businesses.
  8. Certifications

* 1. Other Grants (such as travel grants, internal summer research grants)
  2. Other

\*Present all information in chronological order with the most recent items first. Omit sections that do not apply.

**APPENDIX B**

**Annual Evaluation of Faculty**

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**APPENDIX B**

**COLLEGE OF BUSINESS GEORGIA SOUTHERN UNIVERSITY**

**ANNUAL EVALUATION OF FACULTY**

1. **SCOPE**

This appendix outlines a procedure for the annual written evaluation of faculty as specified by the Board of Regents and the administration of Georgia Southern. It applies to those persons, both full time and part time, whose primary duties are those normally associated with a faculty member. The evaluation procedure may be different for faculty members whose duties are largely administrative, such as department chairs or others designated by the Dean or his/her representative.

**Types of Evaluations**

1. Each full-time, continuing faculty member is evaluated annually to ensure effective performance and facilitate improvement. Annual evaluations also serve as the basis for recommending merit salary increases and determining continuation of non-tenured, tenure-track faculty.
2. Regular, limited-term faculty are evaluated annually (or at the end of the semester if appointed full-time for one semester).
3. Part-time faculty are evaluated at the end of the semester of appointment (or term of appointment if appointed for a full-year).
4. Teaching adjunct (honorary, uncompensated) faculty are evaluated at the conclusion of the semester of appointment (or term of appointment if teaching for an academic year).
5. Special evaluations are made for the following specific decisions, relevant for full-time, continuing faculty:
   * pre-tenure review
   * tenure
   * promotion
   * post-tenure review
6. **ANNUAL FACULTY EVALUATION CRITERIA**

The annual evaluation of faculty is guided by both the Association to Advance Collegiate Schools of Business (AACSB) guidelines and the following faculty evaluation criteria established by Georgia Southern University. Georgia Southern University’s faculty evaluation criteria are summarized below.

1. **TEACHING**

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

1. **SCHOLARSHIP**

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

1. **SERVICE**

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

1. **PREAMBLE**

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

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

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

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

“(4) The immediate supervisor will acknowledge in writing his/her receipt of this response, noting changes, if any, in the annual evaluation made as a result of either the conference or the Faculty member’s written response. This acknowledgment will also become a part of the record.”

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

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

Further it states that:

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

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

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

1. **GUIDE TO INTERPRETATION**

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

The annual evaluation is of necessity an important determinant of salary levels for each faculty member. However, the following additional factors will be considered in determining compensation.

1. Present total compensation may need to be adjusted upward due to salary compression or increased responsibility. Similarly, salary may need to be maintained at the current level due to a change in faculty status, diminished productivity or diminished responsibility. The factors enumerated herein will also be used by the administration to allocate compensation as it is available outside the annual pay adjustment process.

2. Other forms of compensation such as reduced course loads, summer teaching, access to graduate assistants, class schedules, class size, preferred teaching days and special support for creative scholarly activity are often equally important and the award of such perquisites should also be consistent with the procedure for evaluation of faculty provided herein. Tenure and rank are the cumulative result of the evaluation process and should not be included in the determination of other forms of compensation.

1. **THE ANNUAL EVALUATION**

By January 31 of each year, the faculty member will report to the department chair his/her annual activities in the format prescribed by the dean of the College of Business. The department chair will evaluate each faculty member according to the five point scales listed in Exhibit 2. An evaluation sheet will be filled out by the department chair for each faculty member as shown in Exhibit 3.

A faculty member's rating for the year in each of the three areas of evaluation will be the proportion of weight assigned to each area times the numeric evaluation by the department chair. For example, a faculty member who elected 40 percent weight on teaching and is rated at 4.5 by the department chair will receive a rating of 1.8 in the teaching area. The sum of the weighted ratings in each area will be the cumulative rating for the faculty member for the year.

The weights for each area will be determine based on the table below. Faculty who have flexibility in their weights will specify their weights from the ranges in the table below on the Faculty Annual Report Form submitted to their department chair. It is assumed that the department chair will approve the weights selected by the faculty member unless there are extenuating circumstances or strong reasons for objecting as identified by the department chair in writing. If the department chair objects to the weights, the faculty member then may appeal the department chair’s decision to the College Development, Promotion, & Tenure Committee, the decision of which will be final. Faculty members whose weights are fixed based on the table below, but who have unusual circumstances, such as an assistant professor who was asked to perform very time-consuming service, may request that the department chair adjust the weights to reflect those circumstances, even outside of the ranges specified on the table. If the faculty member who is objecting to the weights sits on the DP&T Committee, he or she may not vote on his/her own dispute.

**Annual Evaluation Weights and Weight Ranges by Faculty Classification**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Teaching | Research | Service |
| Assistant 1  (prior to pre-tenure review) | 40 | 50 | 10 |
| Assistant 2 (after pre-tenure review) | 40 | 45 | 15 |
| Associate 1  (prior to post-tenure review) | 40-50 | 30-45 | 15-20 |
| Associate 2 | 40-60 | 20-45 | 15-40 |
| Full | 40-60 | 20-45 | 15-40 |
| Lecturer | 70 | 10 | 20 |
| Senior Lecturer | 60-70 | 10 | 20-30 |
| Limited-term Instructors | 100 | 0 | 0 |

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

1. **ANNUAL FACULTY EVALUATION GUIDELINES**

**Exhibit 1. ANNUAL FACULTY EVALUATION GUIDELINES**

1. **TEACHING**

The annual evaluation of teaching effectiveness is guided by both the AACSB’s guidelines

as well as by Georgia Southern University’s faculty evaluation criteria for teaching.

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

1. This faculty member neglects his/her duties, frequently does not meet classes and fails to prepare or plan, or refuses to accept teaching assignments when given by the department chair. He/she receives poor teaching evaluations.

2. This faculty member meets his/her classes, but conducts them without enthusiasm or imagination. This teacher might not keep office hours nor otherwise make himself/herself available to students. He/she might be continuing to use the same material from year to year, thereby not keeping up with developments in the discipline. This faculty member might not cooperate in the planning of courses with multiple sections. Because of such performance, he/she will probably not be respected by colleagues and would probably receive mediocre teaching evaluations.

3. This faculty member fulfills duties in teaching as expected. He/she will conduct classes, be available to students, be current in the discipline, and cooperate in departmental or college-wide teaching endeavors. This instructor will be considered by his/her colleagues as a dependable member of the faculty and probably receive satisfactory teaching evaluations.

4. This faculty member is imaginative and enthusiastic about teaching, plans carefully, and carries through. His/her students find this instructor to be a stimulating classroom lecturer or leader of discussions. This teacher will be very widely read in the discipline, continuously introducing into his/her courses the results of his/her own investigation. He/she will be recognized by both students and colleagues as a very good teacher.

5. This faculty member is considered one of the best. He/she is highly imaginative, completely dependable, and in command of his/her discipline. This teacher will generally receive excellent evaluations from both students and faculty. Though he/she is demanding, this instructor is humane in his/her relationships with students and exerts every effort to be personally supportive.

**Exhibit 1. ANNUAL FACULTY EVALUATION GUIDELINES (cont.)**

1. **CREATIVE SCHOLARLY ACTIVITY**

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

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

1. This faculty member shows no interest in his/her discipline and does not read relevant material to keep current other than that required for class preparation.

2. This faculty member reads in his/her discipline beyond what is required for class preparation and attends professional events such as lectures, symposia, etc.

3. This faculty member has demonstrated this year that he/she is executing a plan for creative scholarly activity.

4. In any given year the hallmark of this faculty member's performance is organization and consistency in setting and achieving goals for creative scholarly activity. He/she published a peer-reviewed publication or comparable intellectual contribution.

5. This year this person has exceeded the standards set forth in 4 above. This faculty member's publications and creative scholarly activity make him/her respected beyond the campus in his/her field. He/she publishes in quality journals and otherwise has his/her scholarly or creative work judged as being excellent by his/her professional colleagues. Also, this person should be able to indicate a higher level of independent functioning as demonstrated by a well-defined creative scholarly activity thrust or recognition in a specialized creative scholarly activity area.

**Exhibit 1. ANNUAL FACULTY EVALUATION GUIDELINES (cont.)**

1. **SERVICE**

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

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

1. This faculty member performs University and professional service activities reluctantly and with minimum effort, participates in no professional programs, holds no offices in professional organizations, and performs no consulting work or similar activities.

2. This faculty member serves on committees to which he/she is appointed, but makes no special effort to assist students, or the Department, College, or University. He/she frequently fails to cooperate with colleagues serving on committees or advising students. The faculty member maintains memberships in a few professional organizations, but is seldom involved in organizational meetings, seminars, consulting work, or similar activities.

3. This faculty member fulfills all student support activities and committee assignments effectively. He/she assists willingly in the special service needs of the Department, College, and University; serves on committees effectively; and earns the appreciation of colleagues. This person occasionally presents a continuing education training program for persons in his/her discipline and occasionally presents a civic or community training program or gives a civic or community talk. The faculty member averages one regional or national meeting per year and occasionally serves as a paper reviewer, chair, or discussant, and occasionally performs consulting work or similar activities.

4. This faculty member is considered very effective at student support, counseling, committee work, and continuing education programs. He/she is occasionally selected to serve on or to chair important committees. Through such activities, this person earns university-wide respect and recognition for the College of Business. This faculty member might also serve as a leader of civic and community organizations. The faculty member is well-known throughout regional organizations within his/her discipline. The faculty member may demonstrate this level of achievement by involvement in one or more of the following activities: attends professional meetings of regional and/or national organizations and is frequently called upon to serve as a paper reviewer, chair, or discussant, and may serve as an officer; frequently performs consulting or training services for business groups within his/her discipline on and off campus; or similar activities.

**Exhibit 1. ANNUAL FACULTY EVALUATION GUIDELINES (cont.)**

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

1. **ANNUAL FACULTY EVALUATION FORM**

**Exhibit 2. ANNUAL FACULTY EVALUATION FORM**

**Annual Faculty Evaluation Form**

Calendar Year \_\_\_\_\_\_\_\_\_\_\_

Faculty Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rank / Position \_\_\_\_\_\_\_\_\_\_\_\_

**Evaluation of Teaching:**

Rating (0–5) \_\_\_\_\_\_\_\_\_\_ Weight \_\_\_\_\_\_\_\_\_\_ Teaching Score \_\_\_\_\_\_\_\_\_\_

*Department Chair’s Assessment & Explanation:*

**Evaluation of Research:**

Rating (0–5) \_\_\_\_\_\_\_\_\_\_ Weight \_\_\_\_\_\_\_\_\_\_ Research Score \_\_\_\_\_\_\_\_\_\_

*Department Chair’s Assessment & Explanation:*

**Evaluation of Service:**

Rating (0–5) \_\_\_\_\_\_\_\_\_\_ Weight \_\_\_\_\_\_\_\_\_\_ Service Score \_\_\_\_\_\_\_\_\_\_

*Department Chair’s Assessment & Explanation:*

Composite Score \_\_\_\_\_\_\_\_\_\_

Overall Assessment:

Departmental Mean \_\_\_\_\_\_\_\_\_\_

Departmental STDev \_\_\_\_\_\_\_\_\_\_

Faculty Qualification Track (Circle one): **SA SP PA IP** Currently Qualified (Circle one):  **Yes No**

Progress Towards Next Promotion:

Recommended Teaching Load \_\_\_\_\_\_\_\_\_\_

Signature of Recipient \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **CONTINUED EMPLOYMENT OF PARTICIPATING AND SUPPORTING NON-TENURE TRACK FACULTY**

Department chairs are charged by the COB Bylaws (Article I, Section5, item d.) with responsibility for the quality of instruction in the department. Therefore, under normal circumstances, a department chair or school director will not offer continued employment to a participating and non-tenure track faculty member unless their most recent annual evaluation is at least a 3 on the five-point scale in the Teaching category. Exceptions to this requirement may be made only with written approval of the Dean.

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

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

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

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

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

**I. Teaching Activities**

A. Course Delivery Activities

1. Documentation of the number of courses taught, the student headcount, the number of credit hours generated

2. Supervision and participation in field trips or student educational functions outside of the classroom. Examples might include visits to Savannah area businesses; attendance with students at educational or professional conferences such as the Risk and Insurance Management Society educational conference in Atlanta; or other appropriate examples

3. Introduction of outside speakers to the classroom

4. Innovations in course delivery or content, such as development of computer- based delivery materials, simulation modeling, etc.

5. Supervising internships

6. Classroom projects with outside companies or other campus functional areas

B. Curriculum Development Activities, which address the overall program of study in a major or concentration area or address the COB common core.

1. Participation in department curriculum committees

2. Participation in textbook evaluation and selection committees for multi- instructor courses or for common core courses (e.g., MKTG 3131, FINC

3131)

3. Participation in department quality control efforts, which could include a. Peer review of course materials for fellow instructors

b. Peer review of course outcomes, such as grade distributions

c. Participation in the development of evaluation standards for instructor courses, such as common final exams or basic skills tests

C. Course Development Activities, which address a particular class or course within a major or concentration area.

1. Participation in department curriculum committee

2. Development of new course(s) or significant revisions to existing courses

3. Development and introduction of new and innovative teaching methods or styles to existing courses

D. Other Teaching-Related Activities.

1. Participation in peer review sessions to improve teaching, conducting research seminars

2. Participation in CET courses or other workshops to develop teaching, research or service skills.

**II. Internal Service Activities**

A. Academic Assistance Activities

1. Tutoring activities

2. Supervision of tutoring programs (e.g., the finance tutor program)

3. Supervision of or coordination of an academic area or course

B. Career Assistance Activities

1. Developing or assisting in workshops to develop resume writing skills, interviewing skills, business social skills, etc.

2. Participation in job fairs (e.g., taking students to a job fair in

Atlanta)

3. Outside speakers

4. Setting up outside interviewer sessions, conducting resume writing workshops, and/or other career assistance activities

C. Academic Advisement and Counseling

1. Documentation of the number of advisees by category (pre- business, major), office hours, etc

2. Faculty advisor to student organizations, clubs, fraternities and sororities, etc

3. Participation in Honors programs, Honors Day, commencement, etc.

D. Other Internal Service Activities

1. Membership on Department, COB or University committees, Faculty Senate, etc.

2. Development of faculty support services, such as the FIS program or academic advising templates

**II. Faculty Development**

A. Workshops

1. Center for Excellence in Teaching

2. Professional or academic conferences

B. Short courses

1. Academic courses

2. Professional societies

3. Progress toward certification requirements

4. Consultant offerings

C. Certifications

D. Advanced degrees

E. Formal internships

F. Publications appropriate to maintaining Qualified status

**APPENDIX C**

**College of Business Standing Committees and Council**

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**APPENDIX C**

**COLLEGE OF BUSINESS BYLAWS GEORGIA SOUTHERN UNIVERSITY**

**COLLEGE OF BUSINESS STANDING COMMITTEES AND COUNCIL**

**A. GENERAL INFORMATION**

1. **PURPOSE & STRUCTURE**

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

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

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

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

1. **ELIGIBILITY & TERMS OF OFFICE**

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

Faculty members serving in academic administration positions that are included in the COB Administrative Group (e.g. deans, school directors, and department chairs) will not be eligible to chair or serve as voting members of COB standing committees unless explicitly permitted in that committee’s description. If a member is appointed to such an administrative position while already serving as a committee chair or voting member, an election will be held (out-of-cycle, if necessary) for a replacement to complete their term of service. (The completion of this term will not be counted toward term limits.)

Terms of membership for all members and chairs of COB standing committees and the Strategic Planning Council shall be for two years and no committee member may serve more than two consecutive terms. (Exceptions to these limits may be specified for individual committees later in this appendix.) This restriction applies irrespective of the member’s electing constituency. (For example, a member cannot “bypass” the limitation by assignment to a different department or by alternating between an at-large position and department/school representative.)

Similarly, a faculty member may not chair the same committee for more than two consecutive terms. The restrictions on consecutive years as a member or as a chair are applied independently, so that (for example) a member could serve for four years and then chair the committee for two years. However, in no case may a faculty member serve more than six consecutive years on the same committee in any capacity, unless otherwise specified in that committee’s description.

The term limit will not apply to a faculty member wishing to serve as his/her school’s or department’s representative on the COB DP&T Committee if that person would otherwise be the only eligible candidate.

**B. COMMITTEE CHAIRS**

Each committee/council will have a chairperson, who will be responsible for scheduling, conducting, and documenting committee meetings. The chairperson is expected to employ an unbiased, objective role in facilitating the committee’s activities. As an additional member of the Committee, the chairperson will only vote in the event of a tie.

Normally, each chairperson shall be selected by the Dean from a pool of full or associate tenured professors nominated by the Governance Committee with input from school directors/department chairs and other faculty. (Alternative means of designating the chairperson may be specified for individual committees later in this appendix.) This process will normally be conducted early in the spring semester, prior to the nomination and election process for committee members.

The same process will be used at other times of the year, as required, to replace any chairperson who is unable to complete his/her term of office for any reason. In addition, the replacement process may be triggered by a recall petition signed by at least one-third of the faculty. Such petitions will be submitted to the Governance Committee for verification and transmittal to the Dean.

**C. COMMITTEE MEMBERSHIP**

In general, faculty eligible to serve on COB committees include full-time tenured and tenure-track Assistant Professors, Associate Professors, and Full Professors, as well as Lecturers and Senior Lecturers. Membership composition and representation is specified for each committee later in this

Appendix.

1. **NOMINATION & ELECTION PROCESS**

Annual elections will be conducted each spring semester to fill committee vacancies beginning the following academic year. Following the appointment of standing committee chairs, the Governance Committee shall solicit committee/council nominations from chairs, directors and other faculty members consistent with the guidelines established for each committee/council. Before any faculty member’s name is placed in nomination, the person making the nomination must secure the consent of the prospective nominee. Individuals may self-nominate through contacting any member of the Governance Committee. The nomination of non-tenured faculty is accomplished only by self-nomination.

The Governance Committee will compile lists of nominees for each position and present these lists to the appropriate electing bodies at least five working days prior to the election. Additional nominees will continue to be accepted until 24 hours before voting is scheduled to begin (to allow time for their inclusion on the ballots.)

Ballots reflecting the results of the nominating process will be submitted to the appropriate constituencies for voting. The process of collecting and counting votes will be accomplished by at least two individuals designated by the Governance Committee. Winners will be determined by a plurality of the votes received. In case of a tie vote, the Governance Committee shall determine the winner by a random draw and announce the winner in the ordinary manner. All elections will be completed prior to the end of the spring term of each academic year for the vacancies during the following academic year. A faculty member who is elected to serve on a committee by more than one voting group shall choose the group that he/she wishes to represent.

If a faculty member who is serving as an elected representative on a standing committee or the Strategic Planning Council should leave their committee for any reason, an out of cycle election will be held to select a new representative to complete the remaining term of office. Time spent completing another member’s term shall not be counted toward term limits.

1. **RECALLS**

To begin the recall of an elected faculty representative requires that the signatures of at least one- third of the appropriate electing body be collected on a recall petition. The petition is to be presented to the Chair of the Governance Committee for verification. Upon verification of the recall petition, the Governance Committee shall announce to the appropriate constituency that a valid recall petition has been received, and that a recall election will be held. The recall election shall be held no sooner than ten working days, and no later than fifteen working days after the submission of a valid petition. The recall election shall be by secret ballot. If the majority of the votes cast favor the recall of an elected representative, the Governance Committee shall conduct a special election to select a replacement representative. That election shall be held no sooner than ten working days, and no later than fifteen working days, after the recall vote.

Since committee chairs are not elected by the faculty, they are not subject to the same recall procedures. However, a committee may submit a petition for replacement of the chair to the Governance Committee, if the petition is endorsed by at least two-thirds of its members. The Governance Committee will solicit and append comments from any dissenting committee members and forward the petition to the Dean. If the Dean opts to replace the chair, Governance will compile and submit a list of nominees in the normal manner.

**D. GUIDELINES FOR COMMITTEE MEETINGS**

The committee chair will prepare an agenda and distribute it to committee members along with the call for each meeting. The agenda should be accompanied by attachments for any items that are not self-explanatory. Except in unusual circumstances (which should be explained to committee members), agendas should be distributed a week before the scheduled meeting date. Committee members should consider and research (as required) agenda items prior to the meeting, so that they will be prepared for productive discussion.

Meetings should be conducted in a manner consistent with the requirements of these Bylaws and *Robert’s Rules*, although committees may choose to accomplish these requirements in a somewhat informal manner. Discussions should be conducted in a professional, constructive manner with participation expected and encouraged from all committee members. Notes (to include the results of all committee votes) will be taken by the chair or his/her designee. However, no electronic recording or broadcasting will be permitted without the prior consent of all members present.

As soon as possible, but no later than two weeks following each meeting, the chair will distribute meeting minutes to the members. If electronic recording was permitted, copies of all such recordings will be also be made available to the members within the same time frame.

At the end of the academic year, each committee chair will produce a written report of the committee’s activity. This report must be submitted to the Governance Committee by the end of May and should be accompanied by a set of minutes for each committee meeting. This appendix

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

**E. COB COMMITTEES/COUNCIL:**

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

1. **GOVERNANCE COMMITTEE**:

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

**Membership**: One representative from among the tenured faculty from each School/Department elected by the faculty of that School/Department. In addition, four tenured faculty members, elected by the faculty of the College.

**Chair:** The person selected to serve as chair must have previously served on the Governance Committee. The chairperson will also serve as COB’s contact for the University’s Election Committee, a standing committee of the Faculty Senate.

**Functions:**

(1.) The Committee shall review and revise the COB Bylaws on an as-needed basis.

(2.) The Committee shall meet at least once each academic term to examine any matters related to faculty governance of the College.

(3.) The Committee shall meet as needed to nominate members of the faculty to serve as Faculty Senators and as members of University and College Standing Committees. Where appropriate, such nominations must then be approved by vote of the faculty of the College.

(4.) The Committee shall appoint on an as-needed basis Ad-Hoc Faculty Grievance Committees consisting of three faculty of the College. Each Ad-Hoc Faculty Grievance Committee will be created in response to a written faculty appeal to the Dean of an employment related decision that has been made at the school/departmental level within the College. The chair of each Ad-Hoc Committee shall be appointed by the Dean from the three committee members. Recommendations from an Ad-Hoc Faculty Grievance Committee will be reported to the faculty member and the appropriate administrative unit heads. It is noted that the College Faculty Grievance Committee structure does not replace the University Grievance

Committee process. It is instead a review mechanism for possible use prior to any utilization of the University Grievance Process

(5.) The Committee shall ensure retention, control, and accessibility of key governance documents by maintaining current master files, providing backup copies to the Dean’s secretary, and placing copies in a source convenient to the faculty at large (e.g. a common drive on the file server). Files will be maintained in a manner that facilitates ease of access and historical review of decisions and changes made. Specifically, files will be organized and/or named in a way that reflects the nature of the document and the last date of revision.

At a minimum, this function applies to the following documents: (a.) COB Bylaws (to include all appendices)

(b.) Assignments to University and College committees (to include terms of office) (c.) Annual summaries submitted by each standing committee

(d.) Governance Committee minutes, to include items discussed and decisions made.

1. **DEVELOPMENT, PROMOTION AND TENURE COMMITTEE**:

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

**Membership**: One elected, tenured, full professor from each department/school. (If a department/school has no tenured full professors willing to serve, its position on the committee may be filled by a tenured associate professor. However, that member may not participate in any reviews, deliberations, or votes concerning full professors or applications for promotion to full professor.) Department chairs/school directors are ineligible to serve.

**Chair**: The committee will be chaired by a tenured, full professor selected as an additional member.

**Term of Membership**: A member may serve more than two consecutive terms if no other qualified candidates are available in that department/school.

**Functions**:

(1.) The committee will evaluate the records of those being considered for promotion and/or tenure in accordance with the guidelines contained in Appendix A of this document in a consistent and unbiased manner.

(2.) The committee will make recommendations on promotion and/or tenure decisions to the Dean based on its evaluation of a candidate's package and the guidelines contained in Appendix A of this document.

(3.) The committee will review and recommend development programs and processes that ensure timely progress toward promotion and tenure.

(4.) The committee will annually review applications for faculty development awards and grants, and make recommendations to the dean.

(5.) The committee will call a meeting of the faculty at least once per academic year to discuss issues related to development, promotion and tenure.

(6.) The committee will schedule at least one faculty development activity, available to all faculty that wish to participate, per academic year.

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

1. **UNDERGRADUATE CURRICULUM COMMITTEE:**

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

**Membership**: The committee will be composed of one elected faculty member from each school or department offering a degree in the College of Business.

**Ex-officio Members**: The coordinator of the College of Business Student Services Center and the Assistant Dean of Students and External Relations will be an ex-officio members of the committee and will serve without a vote. The College’s elected representative to the Faculty Senate Undergraduate Committee will also be an ex-officio member, unless already serving as the chair or as an elected representative to the College Undergraduate Curriculum Committee as a voting member.

**Functions:**

(1.) The committee will review and monitor the College’s undergraduate Curriculum to ensure compliance with AACSB accreditation guidelines.

(2.) The committee will recommend to the College faculty:

(a.) Appropriate changes in the undergraduate curriculum. (b.) The minimum requirements for degrees.

(3.) The Committee will ensure the effective presentation of COB undergraduate courses and programs with the appropriate University committees.

NOTE: Matters considered by the committee may originate with the committee or may reach it through recommendations by schools, departments, students, or individual faculty members. Undergraduate curricular items will not be included on the agenda for COB faculty meetings prior to analysis and report of this committee, except as provided by Article II, Section 9, subsection (j), of the COB Bylaws.

1. **GRADUATE CURRICULUM AND PROGRAMS COMMITTEE**:

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

**Membership**: One member of the graduate faculty from (and elected by) each department or school that offers a course in a COB graduate degree program. To be eligible to serve on this committee a faculty member must have taught at least one graduate course in the college of business in the last 5 years at the time the faculty member is elected to the committee. If there are no qualified graduate faculty members within a particular department or school, another faculty member may be elected.

**Ex-officio Members**: The Associate Dean – Faculty and Curriculum, acting as a representative of all graduate programs, will be an ex-officio member of the committee. The College’s elected representative to the Faculty Senate Graduate Committee will also be an ex-officio member, unless already serving as the chair or as an elected representative to the College Graduate Curriculum and Programs Committee as a voting member. The Graduate Programs Director will be an ex-officio member of the committee. All ex-officio members will serve without vote.

**Chair**: The committee chair must be a member of the graduate faculty.

**Term of Membership**: A member of the graduate faculty may serve more than two consecutive terms if no other qualified candidates are available in that department/school.

**Functions:**

(1.) To provide guidance to the director of Graduate Studies in administering the College’s responsibilities in approved programs for graduate study.

(2.) To review and monitor the College’s graduate curriculum to ensure compliance with AACSB accreditation.

(3.) To make general recommendations to the College’s graduate faculty concerning:

(a.) requirements for courses in graduate programs, (b.) minimum requirements for graduate degrees, and (c.) graduate admissions policies; and

(4.) To recommend to the graduate faculty new graduate courses or courses to be discontinued and forward the recommended courses once approved by the COB Graduate Faculty to the appropriate University committees.

(5.) To ensure the effective presentation of COB graduate courses and programs with the appropriate University committees.

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

1. **EDUCATIONAL OUTCOMES ASSESSMENT COMMITTEE**

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

**Membership:** The committee is composed of one faculty member from each discipline within

COB, appointed by the appropriate department chair or program director (or the department chair or program director him/herself can be the EOAC member).  Members are responsible for coordinating their discipline’s assessment efforts with the college’s assessment efforts.

**Ex-officio Members:** The chairs of the COB Undergraduate Curriculum Committee and the COB Graduate Curriculum & Program Committee (or their appointed representatives) are also ex-officio members in order to provide coordination between the assessment and curriculum processes.

**Chair:** The committee’s chairperson, appointed by the dean, will be the Assistant or Associate Dean who handles the assessment work for the college. This Assistant or Associate Dean is responsible for administrative and other support as required to carry out the committee’s continuing charge.

**Term of Membership:** Members will serve staggered two-year terms, with no member serving more than two consecutive terms.

**Functions:**

(1.) The committee reviews draft educational outcomes developed by the faculty and submitted by program managers, making recommendations to facilitate assessment.

(2.) The committee works with program managers and faculty to determine the method(s) used to objectively measure learning outcomes that have been approved (via the applicable curriculum process) for each COB degree program.

(3.) The committee reviews, analyzes, and interprets assessment data gathered via the agreed- upon methods.

(4.) For each assessment effort, the committee reports its findings and recommendations, if any, to the applicable program director, with an information copy to the applicable curriculum committee.

1. **COB STRATEGIC PLANNING COUNCIL**:

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

**Membership**: The committee is composed of the Dean, the chairs of the COB standing committees, one faculty member elected by each department/school and one member of the college staff. The process by which the staff representative is selected will be determined by the Staff Advisory Council subject to the approval of the College Governance Committee. The staff representative will be subject to the same term limits as elected faculty members.

**Ex-officio Members**: The COB Associate Dean is an ex-officio member of this committee and will serve without vote.

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

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

**Functions:**

(1.) The committee will serve as the faculty’s official representative body in making recommendations to the Dean (and other stakeholders, as needed) concerning the College’s mission statement and strategic plan.

(2.) The committee will monitor changes in the University mission and strategic plan and make recommendations needed to ensure that the COB mission and strategic plan remain compatible and compliant with the former.

(3.) The committee will perform environmental scanning and analysis and report changes and trends to all college constituents.

(4.) The committee will create special task forces in response to needs determined through the environmental scanning and analysis process.

(5.) The committee will meet at least once each fall and spring semester of the academic year.

**F. DEPARTMENTAL OR SCHOOL PROMOTION AND TENURE COMMITTEE:**

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

Committee.

**Membership**:

(1.) Departmental Promotion Committees: Membership on departmental promotion committees in the College of Business will include all tenured faculty at or above the rank for which the candidate is applying. In instances where department or school does not have at least three eligible members to form a promotion committee, the department’s/school’s full and associate professors will work with the Dean to establish an appropriate committee.

(2.) Departmental Tenure Committees: Membership on departmental tenure committees in the College of Business will include all tenured faculty in the department. In instances where department or school does not have at least three eligible members to form a tenure committee, the department’s/school’s full and associate professors will work with the Dean to establish an appropriate committee.

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

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

**Functions:**

(1.) Evaluate the records of those being considered for promotion and/or tenure in accordance with the guidelines contained in Appendix A of the COB Bylaws;

(2.) Conduct an annual meeting to evaluate all tenure-track faculty members undergoing their third-year review. All tenured faculty of the department or school should participate in this meeting. The outcome of this meeting should be an in-depth look at the cumulative

performance of the individual and essentially consist of a preliminary tenure review decision for continued employment;

(3.) Solicit, evaluate, and summarize input from other faculty members who have achieved rank equal to or above that for which the candidate is applying;

(4.) Make recommendations to the Department Chair or School Director and/or Dean based on the guidelines in Appendix A of this document.

**APPENDIX D**

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**COLLEGE OF BUSINESS BYLAWS GEORGIA SOUTHERN UNIVERSITY**

**POST-TENURE REVIEW CRITERIA AND PROCEDURES**

1. **Overview**

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

Sec. 212).

1. **Purpose**

According to the Faculty Handbook, Sec. 213, the purposes of post-tenure review are

1. To recognize and reward tenured faculty who have made and continue to make significant contributions to the mission of their departments, colleges, and the University;

2. To provide faculty development opportunities for tenured faculty for the primary purpose of enhancing teaching, but also scholarship and/or service, in a way that is mutually beneficial to the individual and the University; and

3. To provide a systematic faculty development plan to remedy instances where a tenured faculty member’s contributions in teaching, scholarship, and/or service are found to be deficient with respect to the mission of the department, college, or University.

1. **Areas for Post-Tenure Evaluation**

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

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

**Scholarship**. Scholarship includes academic achievement and professional growth and development. Scholarship is the integration, development and extension of knowledge and is often demonstrated by publications and presentations designed for professional audiences. Scholarship includes articles, scholarly books and texts, grants, papers read, panel participation, exhibits, performances, professional honors and awards, additional professional training or certification, degrees earned, postdoctoral work, work toward terminal degrees, academic honors and awards, and creative consulting. The evaluation of scholarship may be guided by AACSB International—The Association to Advance Collegiate Schools of Business. Tenured faculty should maintain competence and currency in their specialty.

1. **Recommendations**

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

1. Meets Expectations. Over the most recent period of review, the faculty member has made sufficient contributions at an expected level of quality to support the missions of both the University and COB.

2. Exceeds Expectations. Over the most recent period of review, the faculty member’s contributions were far greater than expected and/or were of premier quality in support of the University’s and COB’s mission.

3. Does Not Meet Expectations. Over the most recent period of review, the faculty member’s contributions were insufficient in quality or quantity.

After considering the opinion and recommendations of the departmental/school committee, the department chair/director will append his/her comments. The chair/director will then meet with the faculty member to present and discuss the resulting document. Both parties will sign the document to acknowledge this meeting and to verify that a copy has been given to the faculty member. The chair/director will place this document in the member’s file and submit a signed copy to the dean.

According to the Faculty Handbook, Sec. 213, if a development plan is warranted, the department chair, in consultation with the faculty member, must establish a formal plan of development. At the time of the annual evaluation, the department chair/director will meet with the candidate to review progress toward achieving the goals of the development plan. A progress report will be included in the annual review and sent to the dean. If the department chair/director and dean agree that the development plan has been completed, then such additions to the annual review are discontinued at that time.

1. **Appeals**

A faculty member, who disagrees with the post-tenure review and/or the development plan, may file a formal appeal to the department chair/director. The department chair/director will consider the appeal and prepare a written response, which will become a permanent part of the dossier. The department chair/director will meet with the faculty member concerning the appeal. The department chair/director forwards the recommendation and dossier to the Dean.

The Dean will formulate a recommendation, which will become a permanent part of the dossier. If the Dean’s recommendation is not consistent with the department chair/director, the Dean will meet with the department chair/director to provide justification. The Dean will also consult with the faculty member. If the candidate disagrees with the decision, he/she may appeal to the Provost.

1. **Schedule**

According to the Faculty Handbook, Sec. 213, the following schedule will be applied for post-tenure reviews:

1. Review of the tenured members of the corps of instruction will take place at least once every five years.

2. Review will be initiated five years after the most recent promotion or personnel action and continue at five year intervals unless:

a. interrupted by a promotion, or

b. a written declaration to retire within five years is submitted to the appropriate dean, (If the declaration to retire is withdrawn and accepted, the candidate’s post- tenure review will be conducted the next academic year.) or

c. the faculty member takes a leave of absence. (In this case, the clock restarts upon the faculty member’s return.)

3. Tenured faculty whose primary responsibilities are in administration will be reviewed five years after returning to a full-time faculty position.

1. **Schedule Examples**

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

1. An individual would undergo post-tenure review five years after the last personnel action

(for example, tenure and/or promotion) as follows:

AY 03-04 Individual successfully undergoes review for tenure and/or promotion.

AY 04-05 Tenure and/or promotion are effective for individual (year 1 after review) AY 05-06 Year 2 after review

AY 06-07 Year 3 after review AY 07-08 Year 4 after review

AY 08-09 Year 5 after review

AY 09-10 Post-tenure review occurs\*

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

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

04 Annual Evaluation

05 Annual Evaluation

06 Annual Evaluation

07 Annual Evaluation

08 Annual Evaluation

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

3. The clock will not stop for a one semester sabbatical. The clock will stop after a yearlong sabbatical and will resume upon the faculty member’s return.

4. The clock will not stop for an individual serving as an acting chair.

1. **Post-Tenure Review Department/School Committee**

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

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

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

**Functions:**

1. The committee will evaluate in a consistent and unbiased manner the materials of those being considered for post-tenure review in accordance with the guidelines contained in this document

2. The committee will make recommendations to the department chair/director based on its evaluation of the post-tenure review candidate’s materials.

1. **Dossier**

Candidates are responsible for providing documentation, including:

1. A self-evaluation narrative of accomplishments for the period to include teaching, scholarship and service.

2. An up-to-date curriculum vitae

3. Copies of the calendar year annual performance review for the five years under consideration

1. **Post-Tenure Review Time Line**

Deadline Action

Mid-September Chairs/Directors notify candidates in writing with a copy to the Dean

Mid-October Candidates submit material for review

Mid-November Department/School committees report to chairs/directors

End-November Chairs/Directors provide results to candidates First-December Candidates provide written responses (if desired) End first week-December Chairs/Directors provide results to the Dean

Mid-December Dean provides results to Provost, and chairs/directors

1. A faculty member is considered in their 5th year in rank at the beginning of the 5th contract year. [↑](#footnote-ref-1)
2. Section 208 of the Georgia Southern University Handbook [↑](#footnote-ref-2)
3. Section 208 of the Georgia Southern University Handbook. Faculty members should provide written evidence of their probationary credit when they submit their request for promotion. [↑](#footnote-ref-3)
4. Section 209 of the Georgia Southern University Handbook [↑](#footnote-ref-4)
5. Portfolio submitted start (fall) of 5th contract year, if awarded tenure effective start of 6th contract year. [↑](#footnote-ref-5)
6. Portfolio submitted start (fall) of 6th contract year, if awarded tenure effective start of 7th contract year. [↑](#footnote-ref-6)