INTRODUCTION

The Richards College of Business (RCOB) at the University of West Georgia (UWG) actively supports the intellectual and professional development of the faculty. The faculty are required to maintain an acceptable level of professional growth and development. In the spirit of this policy, the administration in conjunction with the faculty of the RCOB assumes the responsibility to pursue the necessary support, incentives, and recognitions that are essential for an environment of academic excellence.

This RCOB Handbook reemphasizes the policies formulated by the Board of Regents of the University System of Georgia (BOR) for all faculty members to excel in the four critical areas of evaluation as published in the UWG Faculty Handbook: effective classroom instruction, scholarly achievement, professional growth and development, and service to the institution and to the community.

In line with the policies set forth by the BOR, UWG, and the RCOB, faculty members are strongly encouraged to make maximum use of the various resources available. To enhance the quantity and quality of professional growth and development, faculty members are further encouraged, whenever feasible, to mutually support and cooperate with each other in research and faculty development projects.

Continuing professional development and research activities are required from every member of the faculty. An individual’s performance appraisal will involve an objective assessment of the faculty member’s achievements relative to acceptable goals for professional development and research activities.

To implement this institutional philosophy, a program of active support, ongoing evaluations, and commensurate rewards will be maintained. The following sections outline policies, incentives, and available resources. Specific clarifications for footnoted terms are provided at the end of this document.

AREAS OF EVALUATION

The RCOB adheres to the areas of evaluation set forth by the Board of Regents of the University System of Georgia (see Board of Regents Policy Manual Sections 8.3.6 and 8.3.7) and the UWG Faculty Handbook (Section 103; http://www.westga.edu/~vpaa/handrev): 1) superior teaching, 2) academic achievement, 3) outstanding service to the institution, and 4) professional growth and development. It is recognized that no faculty member can be neatly compartmentalized into the above categories but must be considered in total, thus necessitating adjustments among categories. However, administrators and faculty committees within the RCOB should substantively employ the identified criteria in principle for employment, merit, promotion, and tenure.
1. Superior Teaching

Since superior teaching is expected at every rank, individuals with an unsatisfactory teaching record will not be considered for promotion, tenure, or retention within the probationary period. Hence, without exceptions, superior teaching is considered as a necessary criterion. Superior teaching is evidenced by student evaluations (see Section 103.06 in UWG Faculty Handbook) and may include, but is not limited to, evaluations by colleagues and letters from former students and others in a position to evaluate teaching effectiveness. Superior teaching may include student involvement both within and outside of the classroom. Evidence of engagement in student activities outside the classroom may be submitted by faculty for performance review.

2. Academic Achievement

This requirement is usually interpreted to mean the achievement of the terminal degree in one's academic discipline and is considered to be necessary for continued tenure-track faculty status at UWG. Tenure track faculty who fail to obtain the terminal degree within a three-year period of employment shall be ineligible for continued tenure-track employment, promotion, or tenure. A graduate degree in the discipline is required of faculty at the ranks of Lecturer and Senior Lecturer.

3. Service to the Institution

In line with the UWG Faculty Handbook (Section 103.0302), service to the institution will be interpreted, but not limited to mean: a) University Service: serving as advisor to students, administrators, and faculty; serving on committees; teaching another faculty’s courses; participating in special events; fund raising; public relations; etc.; and, b) Community Service: serving as advisor/consultant to the business community, government agencies, civic clubs, and other professional organizations; giving lectures to businesses, civic clubs, and other organizations; and promoting one’s discipline, the RCOB, and UWG through professional activities. It is recognized that service to the institution and the community are not mutually exclusive; they are inseparable and may be considered as one category. Evaluation of service to the institution will take into account the number of service activities and the degree of faculty engagement. Faculty members are encouraged to provide evidence of traditional and nontraditional service activities.

4. Professional Growth and Development

In support of faculty development, the RCOB defines professional growth as: continual study, formal or informal; participation in professional organizations; and, demonstration of research or creative work. Professional growth is interpreted to include, but is not limited to, publication of peer-reviewed and editorially-reviewed journal articles, conference proceedings, books, book reviews, monographs, working papers, cases, and software. Professional growth also includes participation in professional meetings such as serving as presenter of papers, reviewer of papers, discussant, session chair, conference chair, and conference officer. Other demonstrations may
include such activities as participation in special seminars and editorial boards; receipt of nationally or internationally recognized scholarship awards, and awards of non-UWG funded research grants; receipt of awarded lectureships or invited lectures at other institutions; service as journal/book reviewer or editor; and, outside consulting for compensation.

CRITERIA FOR EVALUATION

1. Academic/Professional Qualifications

The process used for determining academic and professional qualifications in the Richards College of Business is based on the standards in the UWG Faculty Handbook and within the framework gathered from The Association for Advancing Collegiate Schools of Business (AACSB) training sessions and publications.1 RCOB faculty may be considered either Academically Qualified (AQ) or Professionally Qualified (PQ).

Academic Qualifications

“Academic qualification requires a combination of original academic preparation (degree completion) augmented by subsequent activities that maintain or establish preparation for current teaching responsibilities.”

Unless specifically noted below, to be considered Academically Qualified (AQ), a faculty member must meet each of the following criteria:

1) Academic Preparation: The faculty member must hold a terminal degree in the area in which he or she teaches or hold a terminal degree in an area other than that in which he or she teaches supplemented by professional development in his or her teaching area.

2) Intellectual Contributions: The faculty member is expected to have a minimum of three intellectual contributions in the most recent five-year academic period, at least two of which must appear in a peer reviewed journal (PRJ). Intellectual contributions must be publicly available and include, but are not limited to, publication of peer-reviewed and editorially-reviewed journal articles, conference proceedings, books, book reviews, monographs, papers presented at academic or professional meetings, working papers, cases, software, and developed course related materials. A PRJ is defined as a journal listed in Cabell’s Directory of Journals, the Index to Legal Periodicals, the Finance Literature Index, a similar index of reputable/quality journals recognized in a particular discipline, or in other quality publication outlets agreed as acceptable between the faculty member and his or her chair.

Irrespective of Criteria 2 above, a faculty member will be considered AQ if either of the following conditions is met:

a) The faculty member’s terminal degree which satisfies the degree requirement in Criteria 1 above was conferred within the past five years.

b) The faculty member has completed all but the dissertation in their field of study and his or her most recent comprehensive exam or other milestone that put him or her into the dissertation stage was completed within the past three years.
**Professional Qualifications**

“Both relevant academic preparation and relevant professional experience will be required to establish a faculty member as professionally qualified.”

To be considered Professionally Qualified (PQ), a faculty member must meet each of the following criteria:

1) **Academic Preparation**
   The faculty member must hold a graduate degree in a field related to the area in which he or she teaches.

2) **Professional Experience**
   -- At initial appointment, the faculty member must hold or have held within the past five years a position with significant duties related to the field in which he or she teaches.
   -- To satisfy the professional experience criteria if not met at the time of initial hire, the faculty member must demonstrate involvement within the past five years in significant consulting or other applied work related to the field in which he or she teaches, and one of the following:
      a. certification or significant professional development activities in an area related to the field in which he or she teaches;
      b. publication of a peer reviewed article within the past five years.

The faculty member and his or her department chair must provide justification for PQ annually. To maintain PQ, the faculty member must demonstrate significant professional involvement and activity in the most recent five-year academic period. Evidence of such activity may include, but is not limited to, continuing education, maintaining certification related to the individual’s primary teaching area, professional consulting activity related to the individual’s primary teaching area, presentations at professional associations, and peer reviewed journal article.

Note: Faculty members who at one time in their careers were considered academically qualified, but who choose not to maintain this qualification, may be considered professionally qualified if they meet the professional qualifications criteria. Such a change in qualifications must be agreed to by both the Department Chair and the RCOB Dean, consistent with the RCOB mission and needs. Likewise, professionally qualified faculty members may be (or become) academically qualified if they meet the academic qualifications criteria.

**2. Promotion**

It is recognized that the best indicator of the future potential of a faculty member is his/her past and present achievements. The UWG Faculty Handbook provides minimum criteria for promotion (Section 103.0302).
In addition to UWG minimum criteria for promotion to the appropriate rank, the following threshold of scholarly activity must be met before a faculty member will be eligible for promotion to the listed rank.

a) Senior Lecturer:
   - Achievement of current AQ or PQ status and strong evidence of the ability to sustain either AQ or PQ status.

b) Associate Professor:
   - At least three publications in PRJs in or associated with the faculty member’s discipline.
   - Achievement of current AQ status and strong evidence of the ability to sustain AQ status.

c) Full Professor:
   - At least five publications in PRJs in or associated with the faculty member’s discipline.
   - Achievement of current AQ status and strong evidence of the ability to sustain AQ status.

Upon the faculty member reaching the threshold level for consideration, the factors listed below will be utilized in determining whether or not the publications are sufficient for an award of tenure or promotion (see Section 3. Tenure and Review Processes). Primary consideration will be given to professional activity accomplished within the preceding five-year academic period. In recognition of the differences in disciplines, ranks, and research interests, the following factors will be among those utilized in evaluating the list of publications: number of articles published or accepted, time period over which the articles have been written, the faculty member’s discipline and rank, type of publication (e.g., journal article, monograph, etc.), and type of review (e.g., peer or non-peer, editorial or refereed, external or internal). This information, as well as any other the faculty member deems relevant, should be submitted upon application for tenure or promotion, along with copies of the publications.

While publications in proceedings of academic meetings are considered evidence of scholarly accomplishment, they will not be considered in evaluating whether or not the faculty member has met the threshold requirements for promotion or tenure except in the case of Lecturers applying for promotion to the rank of Senior Lecturer. The RCOB Promotion and/or Tenure Committee may seek the opinion of an outside expert when additional evaluation of research activities is required.

3. Tenure and Review Processes

The decision on tenure is critical to both the RCOB and the faculty member applying. Significant factors of teaching, academic achievement, service, and professional development will be considered. The minimum requirements for eligibility for tenure consideration correspond to those for promotion to Associate Professor (see Section 2. Promotion).

A Third-Year Review is conducted with each new faculty member at the beginning of the Fall term of their third year. For tenure-track faculty, this will serve as a Pre-Tenure Review to assess progress toward tenure and/or promotion. The University policy on the Pre-Tenure Review is
outlined in the UWG Faculty Handbook (Section 102.0201). For Lecturers, these reviews will serve as a cumulative evaluation toward contract renewal.

Tenured faculty will receive a Post-Tenure Review every five years following the year of their last promotion or the granting of tenure (faculty are required to submit materials to the respective department head at the beginning of the Fall term of the fifth year). Acceptance and approval for promotion is an acceptable substitute for the Post-Tenure Review process. Details are outlined in the UWG Faculty Handbook (Section 104.02). Faculty members who do not receive promotion are subject to the Post-Tenure Review process (faculty material submitted to the respective department head at the beginning of the Fall term after disapproval for promotion).

Lecturers will receive a Five-Year Review every fifth year following the Third-Year Review. These reviews will serve as a cumulative evaluation toward contract renewal and/or promotion to Senior Lecturer. Senior Lecturers will receive a Five-Year Review every fifth year following their promotion to Senior Lecturer. These reviews will serve as a cumulative evaluation toward contract renewal.

4. Merit Salary Increases

Salary recommendations will conform to existing BOR, UWG, and RCOB policies. Recommendations from Chairs will be based on the annual merit evaluation for each faculty member. In recognizing its obligations to a diverse constituency, the RCOB awards merit for classroom activities, scholarly activity, and service.

5. New Faculty

The same criteria used for promotion evaluation for each faculty rank as described in the UWG Faculty Handbook (Section 103.0302), and above in Section 2. Promotion, shall be applied when faculty are initially employed.

6. Summer Teaching

Priority in assigning summer teaching will be based primarily on merit. Other factors considered may include: anticipated enrollment, tenure status, the number of courses taught the previous summer, and specific courses offered. In general, faculty who are not AQ or PQ will be assigned to teach no more than one course during summer. The final determination of summer teaching assignments will be made by the chair in consultation with the Dean (or designee) of the College.

RESOURCES FOR TEACHING AND RESEARCH

The University maintains numerous programs and resources to aid in the development of faculty in the areas of teaching and research. This section outlines specific resources unique to the RCOB and describes other resources made available through University programs that are designed to promote superior teaching and scholarly research.
1. Library

The Ingram Library (www.westga.edu/~library) offers an extensive collection of books, journals, and other resources, as well as over 27 business oriented electronic databases, including ABI Inform, Mergent, and Lexis-Nexis. Library Services for faculty include electronic reserves and Interlibrary Loan, with email delivery of most journal articles. Each department in the RCOB is assigned a library liaison to facilitate library/faculty interaction. The liaison can provide lists of resources, statistics for reports, library instruction classes for students, and other services as requested.

2. Computer Services

Desktop or laptop computers are provided for all faculty members. Other equipment (e.g., projection system) is available upon request. Computer support is offered by the RCOB Office of Technology Services and through the UWG Help Desk. A variety of software is available through UWG and the RCOB; faculty may request the purchase/rental of additional software and/or hardware through the department chair.

3. Research and Sponsored Operations

The unit that supports research and sponsored operations at UWG helps faculty and staff obtain external support for their research, instructional, service and artistic activities. The unit’s mission is to help prepare the most competitive proposals for the most appropriate sponsoring agencies. (http://www.westga.edu/%7Evpaa/research.html)

4. Learning Resource Committee of the Faculty Senate

Grants are awarded to faculty based on approval of research proposals. The monies made available through these grants may be used for travel funds, data gathering, undergraduate and graduate student assistance, etc. Many faculty members who receive these grants use them toward summer funding. Applications for research grants must be submitted during the Spring Semester. Recipients of the grants are typically notified three or four weeks after review by the Committee. The grant funds become available by July 1, to be expended during the fiscal year. Further information can be obtained from the RCOB Dean’s office.

5. Professional Papers

There are several sources available to faculty for reimbursement for presenting papers at international, national and regional professional meetings. The primary source is the departmental travel fund. Secondary sources are: a) Office of the Vice President of Academic Affairs, and b) University Foundation Funds (Dean's Office). All requests for travel funds should originate at the departmental level.

6. Professional Meetings
For participation by faculty at professional meetings in the capacity of chairperson, reviewer, discussant, officer, etc., limited funds are available to fund such participation through the above mentioned sources.

7. Professional Activities

Some funding is available from the RCOB Development Funds for faculty development, attendance at seminars for improving teaching skills and research skills, updating the knowledge base of the individual, etc. All requests should be initiated through the department chair and will be considered for funding through the above sources.

8. New Faculty Orientation

New faculty members are provided direction by:

- Online UWG Faculty Handbook ([http://www.westga.edu/~vpaa/handrev](http://www.westga.edu/~vpaa/handrev))
- RCOB New Faculty Orientation each year
- University New Faculty Orientation each fall
- Assistant Professor Continuing Orientation sessions three times each semester
- RCOB departmental meetings and webpages
- Departmental chairs and senior faculty members
- Annual evaluation process

9. Center for Teaching and Learning

The Center for Teaching and Learning (CTL) is supported by the Vice President of Academic Affairs and offers informal and formal gatherings to aid faculty in their teaching efforts.

10. RCOB Awards

The Richards College of Business presents annual awards to recognize excellence in teaching, research, service, faculty development and faculty sponsored research activities.

**EMERGENCY/DISASTER GUIDELINES**

UWG’s Emergency Plans may be found at the UWG Police website ([www.westga.edu/police](http://www.westga.edu/police)). These plans outline the University’s recommendations when confronted with specific hazards or disasters. In addition, UWG may issue specific warnings or alerts via e-mail or other means of communication.
Per current University policy, in the event of prolonged and/or widespread absences of students and/or faculty on campus, due to epidemic illness, natural disaster, or other such emergency situation, faculty are responsible for communicating with students regarding alternative means of meeting the learning objectives of the course. If the faculty member is absent for a prolonged period, he or she or the department in which the faculty member works should provide for alternative means of delivery of course material. Such means may include but are not limited to distance learning options, make-up class periods, or electronic submission of assignments. In cases of prolonged student absences, faculty should relax attendance requirements and allow students to make up work missed. The degree to which missed work can be made up will depend upon the nature of the work and its intended purpose, with the methods of the make-up at the discretion of the instructor. In extreme cases of prolonged absence of either faculty or students, students may be given an “I” for the course.

For severe weather emergencies involving tornados or server wind conditions especially when classes are in session, faculty, staff and students are advised to follow the emergency procedures identified below:

1. Occupants are to remain in the building and to seek shelter immediately on the lowest level of the building in interior rooms (closet, interior hallway) away from windows, doors, and outside walls.
2. Evacuate all offices, rooms or hallways with windows and glass or with exterior walls.
3. Provide assistance to persons with disabilities.
4. Wait for an “all clear” signal” before resuming activity.
ENDNOTES

1 AACSB Standards

2 Academic Qualification Eligibility Procedures

3 Professional Qualification Eligibility Procedures