

UWG | Richards College
of Business

Faculty Handbook

INTRODUCTION

The Richards College of Business 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 Richards College assume the responsibility to pursue the necessary support, incentives, and recognitions that are essential for an environment of academic excellence.

This 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: teaching, service, academic achievement and professional growth, and other accomplishments. An individual's performance appraisal will involve an objective assessment of the faculty member's achievements relative to acceptable goals in each of these areas.

In line with the policies set forth by the BOR, UWG, and the Richards College, 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.

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 Richards College 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; <http://www.usg.edu/policymanual>) and the UWG Faculty Handbook (Section 103; <http://www.westga.edu/assetsDept/vpaa/FacultyHandbook.pdf>): 1) teaching, 2) service to the institution and/or community, 3) academic achievement, 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. 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 and may include, but is not limited to, effectiveness as shown by peer or supervisor evaluation; honors or special recognitions for teaching accomplishments; letters from former students attesting to the candidate's instructional abilities; successful direction of individual student work (e.g., independent projects, theses, exit papers, etc.); scholarship related to teaching; successful development of courses; development of effective curricula and/or instructional methods; faculty directed student research that complements classroom learning; student evaluations; and evidence of student learning such as student self-assessments, pre- and post-test results, external test scores, rubric-based assessments, portfolios, examples of student work, and other relevant discipline-specific evidence. 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. Service

In line with the UWG Faculty Handbook service to the institution will be interpreted, but not limited to mean: successful development of service programs or projects; effective service-related consultation work or technical assistance; effective advisement of student organizations; successful counseling/advising of students; successful service on local, statewide, regional, national, or international levels in community-service organizations (e.g., committees, boards, panels); honors, awards and special recognitions for service to the institution or the community; significant contributions to the improvement of student, faculty or community life; successful mentoring of colleagues; and collaborating with PK-12 schools, university colleagues, or external agencies to strengthen teaching quality and to increase student learning (as stipulated in B.O.R. policy 8.3.15). 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.

3. 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 and must be earned prior to time of hire.

4. Professional Growth and Development

In support of faculty development, the Richards College 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 chapters and 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 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 Richards College faculty may be considered qualified as Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP) or Instructional Practitioner (IP).

	Academic Research/Scholarly	Applied/Practice
Doctoral or Terminal Degree	<p>Scholarly Academic (SA) 3 ICs of which 2 are PRJs</p>	<p>Practice Academic (PA) 3 ICs of which 1 is a PRJ</p>
Professional Experience Substantial in Duration & Level of Responsibility	<p>Scholarly Practitioner (SP) 3 ICs of which 1 is a PRJ</p>	<p>Instructional Practitioner (IP) 3 ICs</p>

Definitions:

Peer Reviewed Journal (PRJ): A PRJ is defined as a journal listed in Cabell’s Directory of Journals, the ABDC Journal Quality List, 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 journals agreed as acceptable between the faculty member and his or her chair.

Intellectual Contribution (IC): An IC must be publicly available and may include, but is not limited to: publication of peer-reviewed and editorially-reviewed journal articles; conference proceedings; books; book chapters; monographs; presentations at academic or professional meetings; significant professional consulting activities; working papers; case studies; software; significant professionally published course related materials; relevant, active editorships with academic journals or other business publications; service on editorial boards or committees; validation of status through leadership positions, participation in recognized academic societies and associations, research awards, fellow status, and invited presentations; or other intellectual contributions for which substantive support for quality can be provided.

Intellectual/Professional Contribution (IPC): An IPC may include, but is not limited to: ICs as defined above; documented continuing education; obtaining or maintaining certification related to the individual's primary teaching area; professional interactions that engage practitioners in an applied setting; relevant active editorships with professional or other business/management publications; participation in professional events that focus on the practice of accounting, business, management, and related issues; development and presentation of executive education programs or substantial continuing professional educational programs; or participation in other activities of substantial depth and duration that place faculty in direct contact with business and other organizational leaders.

Scholarly Academic (SA)

Qualifications: To be considered Scholarly Academic (SA), a faculty member must meet each of the following criteria:

- 1) Academic Preparation:** The faculty member must hold a terminal degree in a field related to 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 ICs in the most recent five year academic period, at least two of which must appear in PRJs.

Irrespective of Criterion 2 above, a faculty member will be considered SA 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 his or her field of study and the most recent comprehensive exam or other milestone that put him or her into the dissertation stage was completed within the past three years.

Note: Faculty members who at one time in their careers were considered SA, but who wish to change qualification status, may be considered PA or IP if they have engaged in significant professional activity within the past five years and meet the qualifications criteria; however, such

a change in qualifications must first be agreed to by both the Department Chair and the Richards College Dean and be consistent with the College mission and needs.

Practice Academic (PA)

Qualifications: To be considered Practice Academic (PA), a faculty member must meet each of the following criteria:

1) Academic Preparation: The faculty member must hold a terminal degree in a field related to 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: At initial appointment or transition to PA status from SA, the faculty member must have engaged in significant professional activity within the past five years and have a minimum of three IPCs in the most recent five year academic period, at least one of which must appear in a PRJ.

To maintain PA status, the faculty member is expected to have a minimum of three IPCs in the most recent five year academic period, at least one of which must appear in a PRJ.

Scholarly Practitioner (SP)

Qualifications: To be considered Scholarly Practitioner (SP), 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 and have a minimum of three IPCs in the most recent five year academic period, at least one of which must appear in a PRJ.

To maintain SP status, the faculty member is expected to have a minimum of three IPCs in the most recent five year academic period, at least one of which must appear in a PRJ.

Instructional Practitioner (IP)

Qualifications: To be considered Instructional Practitioner (IP), 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 a position with significant duties related to the field in which he or she teaches; or the faculty member must initiate and demonstrate within two years significant consulting or other applied work related to the field in which he or she teaches and have 3 IPCs within the last five years.

To maintain IP status, the faculty member is expected to have a minimum of three IPCs in the most recent five year academic period.

Professionals with the appropriate academic preparation who are currently employed in the field are considered IP when teaching part time in their area of expertise, irrespective of the above 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 to be considered for promotion (Section 103.0302).

In addition to UWG minimum criteria for promotion to the appropriate rank, the following threshold of scholarly activity is expected to be met before a faculty member will be eligible for promotion to the listed rank.

a) Senior Lecturer:

- Achievement of the appropriate SA/PA/SP/IP status and strong evidence of the ability to sustain that status.

b) Associate Professor:

- At least three publications in PRJs in or associated with the faculty member's discipline.
- Achievement of current SA status and strong evidence of the ability to sustain SA status.

c) Full Professor:

- At least five publications in PRJs in or associated with the faculty member's discipline since the previous successful promotion review.
- Achievement of current SA status and strong evidence of the ability to sustain SA 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 Richards College Promotion and 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 Richards College 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 and promotion to senior lecturer.

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 satisfactorily pass the RCOB Post-Tenure Review and are “scholarly academic” qualified at the time of the review (as defined in the RCOB Faculty Handbook) with a record of high-quality teaching and appropriate service, are considered to be “stellar” and would be eligible for such recognition through the institution’s policies and procedures. 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 Richards College policies and procedures. Recommendations from Chairs will be based on the annual merit evaluation for each faculty member. In recognizing its obligations to a diverse constituency, the Richards College awards merit for classroom activities, scholarly activity, and service.

5. New Faculty

The same criteria for each faculty rank shall be applied when faculty are initially employed.

6. Summer Teaching

Priority in assigning summer teaching will be based primarily on needs of students for course sections. Other factors considered may include: anticipated enrollment, tenure status, the number

of courses taught during previous summers, and specific courses offered. In general, faculty who are not SA, PA, SP, or IP 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 Richards College and describes other resources made available through University programs that are designed to promote superior teaching and scholarly research.

1. Library

The Ingram Library (<http://www.westga.edu/library/>) offers an extensive collection of books, journals, and other resources, as well numerous business oriented and other 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 Richards College 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. Information Technology

Desktop and/or laptop computers are provided for all faculty members. Other equipment may be available upon request. Computer support is offered through the UWG Help Desk and the UWG IT personnel housed in the Richards College. A variety of software is available through UWG and the Richards College; faculty may request the purchase/rental of additional software and/or hardware through the department chair.

3. Research and Sponsored Operations

The Office of Research and Sponsored Operations assists University faculty and staff in obtaining financial support for their research activities and in complying with University, state and federal policies related to research. (<http://www.westga.edu/orsp/index.php>)

4. Funding for Professional Activities

A variety of faculty awards and grants are available through the Richards College. Information on current opportunities and processes for application can be found at <http://www.westga.edu/business/1304.php>.

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.

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.

Some funding is available from the Richards College 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.

5. New Faculty Orientation

New faculty members are provided direction by:

Online UWG Faculty Handbook (<http://www.westga.edu/assetsDept/vpaa/FacultyHandbook.pdf>) and UWG Policies and Procedures Manual (<http://www.westga.edu/assetsDept/vpaa/PoliciesProcedures.pdf>).

Richards College New Faculty Orientation each year

University New Faculty Orientation each fall

Richards College departmental meetings and webpages

Departmental chairs and senior faculty members

Annual evaluation process

6. 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. The CTL's primary goal is to provide faculty with high-quality professional development and information about innovative techniques, research, and pedagogy so that they can foster engaged learning environments for their students. More information can be found at the CTL home page (<http://www.westga.edu/ctl/>).

EMERGENCY/DISASTER GUIDELINES

UWG's Emergency Plans may be found at the UWG Police website (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

¹AACSB Standards

AACSB accreditation standards are described in “Eligibility Procedures and Standards for Business Accreditation,” AACSB, Revised April 2013, (<http://www.aacsb.edu/accreditation/standards/2013-business.aspx>).