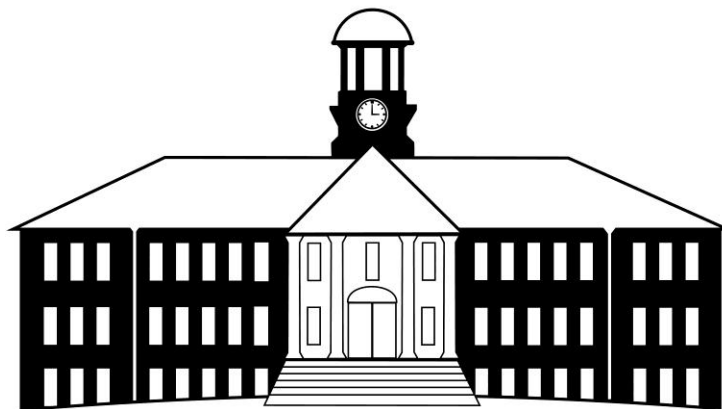# Faculty Policies Manual

**Harley Langdale, Jr.
College of Business Administration
Valdosta State University**

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Faculty Policies Manual

I.   Faculty Orientation and Mentoring

A. New Faculty Orientation

The Valdosta State University (VSU) administration and the Langdale College of Business (Langdale College) faculty and staff share the responsibility for orientation of new full-time (i.e., 10-month contract) faculty. A university orientation and an orientation seminar conducted by the Langdale College Associate Dean occur during the Fall Semester of the first year of employment. The Langdale College orientation seminar includes information about advising, registration, course syllabi, faculty activity reports, and instructional equipment. Orientation by the department head occurs throughout the first year. Department heads are responsible for orientation of part-time faculty (e.g., faculty hired on a per-course or per-semester basis).

B. Faculty Mentoring

For the first semester of employment, the department head serves as the mentor for new departmental faculty members. The mentor's role is to answer questions and help new faculty members adjust to the VSU and Langdale College culture. After the first semester, full-time faculty members choose their own mentors. Typically, department heads are responsible for mentoring part-time faculty. The statement of Langdale College Expectations for Ethical Behavior of faculty, staff, and administrators is provided in Appendix M.

II.   Types of Faculty

A. Tenure-Track and Non-Tenure-Track Faculty

1. Tenure-Track Faculty

The Langdale College criteria for a faculty member to be designated as tenure-track are based on the University System of Georgia's Academic Affairs Handbook. That handbook can be found at the following URL:

http://www.usg.edu/academics/handbook/

The faculty member selected for a tenure-track position must have (i) the qualifications for the rank of assistant professor, associate professor, or professor, and (ii) Academic Qualification (see Section III.B.1.) at time of employment. Tenure requirements and procedures are stated in Section X.

2. Non-Tenure-Track Faculty

A faculty member hired at the instructor or lecturer rank or hired (regardless of rank) on a per-course, per-semester, one-year, or other part-time/adjunct basis is non-tenure-track. Non-tenure-track faculty must meet the requirements stated in the University System of Georgia's Academic Affairs Handbook. A non-tenure-track faculty member should have Academic or Professional Qualification (see Section III) at the time of employment.

B. Participating and Supporting Faculty

1. Participating Faculty

Faculty members typically are engaged in teaching, research, and service. Regardless of rank or tenure-track status, a full-time faculty member who is actively engaged in at least two of these three areas is considered Participating Faculty.

2. Supporting Faculty

A faculty member who is part-time (e.g., employed on a per-course or per-semester basis) or whose activities are limited to teaching is considered Supporting Faculty.

III. Academic Qualification and Professional Qualification

A. Qualifications

All Langdale College faculty members are expected to have at initial employment and to maintain during employment either Academic Qualification (AQ) or Professional Qualification (PQ) in their teaching field. Tenure-track and tenured faculty must have and maintain Academic Qualification in their teaching field (AQ-Track faculty). Non-tenure-track faculty must have and maintain either Academic or Professional Qualification in their teaching field (AQ-Track or PQ-Track faculty). In addition, each faculty member must satisfy requirements established by the external accrediting agencies that accredit the programs of Valdosta State University and the Langdale College of Business.

B. Standards

1. Standards for Academic Qualification (AQ)

Academic qualification (AQ) requires a combination of original academic preparation (degree completion) and on-going intellectual activities that maintain preparation for current teaching responsibilities.

a. Original Academic Qualification: A faculty member has original Academic Qualification if the faculty member has any one of the following:

i. a PhD or DBA in the teaching field (e.g., a PhD in Finance for someone who teaches finance);

ii. a graduate degree in law (e.g., JD, LLM) for someone who primarily teaches business law or legal environment of business;

iii. academic qualifications such as a doctoral degree in a business field different from the primary teaching field (e.g., PhD in Economics for someone who teaches Finance), a doctoral degree in a business-related field (e.g., a PhD in Industrial Psychology for someone who teaches Human Resource Management), or a graduate law degree in a specialized business field (e.g., an LLM in International for someone who teaches international business); and in each of the above cases, significant intellectual contributions or significant professional experience in the teaching field; or

iv. successful completion of all required doctoral course work and the doctoral comprehensive exams (ABD) in the teaching field.

b. <u>Time Limit on Original Academic Qualification</u>: Without subsequent activities, a faculty member with a doctoral degree or specialized graduate degree (III.B.1.i-iii.) maintains Academic Qualification for a maximum of five years from the date of the degree. A faculty member who is ABD in the teaching field (III.B.1.iv.) maintains Academic Qualification for a maximum of three years from the date of the graduate comprehensive examination.

c. <u>Maintaining Academic Qualification</u>: Regardless of original academic preparation, to maintain Academic Qualification beyond the periods specified in section III.B.1.b., a faculty member must pursue activities that maintain intellectual preparation for the current teaching responsibilities. To satisfy this requirement for maintaining Academic Qualification, a faculty member must have produced during the previous five years a minimum of three intellectual contributions (e.g., academic or professional journal publications, academic or professional text publications, academic or professional paper presentations) related to the current teaching field that were reviewed by academic peers or practitioners. At least two of these intellectual contributions must be published, peer-reviewed journal articles related to the current teaching field.

2. **Standards for Professional Qualification (PQ)**

Professional Qualification (PQ) requires a combination of original Professional Qualification and on-going academic or professional activities related to the current teaching field.

a. <u>Original Professional Qualification</u>: When initially employed, a faculty member must have both (i) a master's degree in a business related field, including at least 18 semester hours of graduate credits in the current teaching field, and (ii) professional or business experience, significant in duration and level of responsibility, related to the current teaching field.

b. <u>Time Limit on Original Professional Qualification</u>: Without subsequent activities, original Professional Qualification lasts for a maximum of three years from the date of the last significant professional or business experience.

c. <u>Maintaining Professional Qualification</u>: During the previous three years, a faculty member must have been actively involved in professional or intellectual activities related to the current teaching field such as (i) producing published, peer-reviewed journal articles and presenting peer-reviewed conference papers, (ii) professional practice or management of a business enterprise or center, (iii) significant business experiences (e.g., summer business internships, on-going consulting practice with major clients, or board of directors membership for a for-profit business), (iv) obtaining professional certification, or (v) publishing nationally/internationally distributed reports or books related to the teaching field.

3. **Conversion between Academic Qualification and Professional Qualification**

   a. A Professionally Qualified individual may become Academically Qualified by meeting the original qualifications for Academic Qualification (see section III.B.1.a). Establishment of Academic Qualification does not automatically change an individual from a non-tenure-track to tenure-track position; however, a Professionally Qualified individual who becomes Academically Qualified may apply for an open tenure-track position.

   b. Although Professional Qualification may be a useful addition to Academic Qualification, tenured faculty and tenure-track faculty must maintain Academic Qualification in their teaching field and cannot substitute Professional Qualification for Academic Qualification.

C. **Faculty Development Plans**

If at the time of the Annual Faculty Evaluation a tenured or tenure–track faculty member does not have Academic Qualification or a non-tenure-track faculty member does not have either Academic Qualification or Profession Qualification, the faculty member will receive an Unsatisfactory rating in both Teaching and Research and an Overall Unsatisfactory rating in the Annual Faculty Evaluation, will be reported as

Other on official AACSB-International reports, and must prepare in conjunction with the department head an Individual Faculty Development Plan. Failure to have the appropriate Academic or Professional Qualification could also result in penalties (e.g., increased teaching loads, reduced merit raises, reduced support, or termination).

The Individual Faculty Development Plan must include individualized activities and a timetable for completing them that results in the tenured or tenure-track faculty member having Academic Qualification and the non-tenure-track faculty member having either Academic or Professional Qualification and results in a satisfactory rating on the Annual Faculty Evaluation in Teaching, Research, and Overall. See Section VII.B. for more details and Appendix A for an outline of an Individual Faculty Development Plan.

Examples of development activities that (re)establish Academic Qualification are provided in III.B.1. Examples of development activities that (re)establish Professional Qualification are provided in III.B.2.

IV. Faculty Responsibilities

A. Teaching

Teaching is the primary mission of VSU and the Langdale College. Each faculty member is charged with preparing students for success in their subsequent classes, graduate education, and profession. To complete this charge, instructors must teach subject area knowledge, enhance presentation and critical thinking skills, and develop professional success attributes.

1. <u>Effective teaching</u> includes being:
   - Academically or Professionally Qualified in the teaching field
   - Knowledgeable of current theories and practices in the course subject area.
   - Organized and prepared.
   - Clear and understandable.
   - Enthusiastic and energetic.
   - Available to students outside of class.
   - Respectful and perceived to be fair.

   An effective teacher must also:
   - Establish relevance and connections.
   - Set high standards and motivate individual student accomplishments.
   - Encourage students to actively participate in the class.

- Provide course syllabi that appropriately describe course objectives, course content, and administrative procedures.
- Choose course materials including texts, cases, problems, practice sets, computer assignments, experiential learning exercises, outside readings, library assignments, term papers, tests, projects, field trips, and simulations that are relevant, rigorous, and effective in achieving learning objectives.
- Apply rigorous and fair grading practices.

2. The <u>office hour policy</u> is that full-time faculty members are required to be in their VSU offices and available to students at least 6 hours per week.

3. The <u>base teaching load</u> for full-time faculty is 12 hours per semester or 24 hours per academic year (a 4-4 teaching load). Based on a combination of departmental instructional needs and faculty performance in the areas of research and service, department heads may recommend teaching loads below the base teaching load. The criteria for determining teaching loads are:

- A faculty member who has Academic or Professional Qualification (see Section III.) and receives a satisfactory rating on the last Faculty Evaluation may be assigned a teaching load of 21 hours per academic year (a 4-3 or 3-4 teaching load).
- A faculty member who has Academic Qualification (see Section III.A.), receives a satisfactory rating on the last Faculty Evaluation, and has significant research or service activities may be assigned a teaching load of 18 hours per academic year (a 3-3 teaching load). *Note*: All new tenure-track faculty members are granted an 18-hour teaching load for their first two years at VSU.

The dean must approve all recommendations by department heads for teaching assignments below the base teaching load. Under special circumstances, teaching loads above 24 hours and below 18 hours per academic year may be recommended by department heads and approved by the dean.

Department heads try to limit the number of course preparations to two per semester, when feasible.

4. <u>Summer teaching</u> is not part of the academic-year contract and is not guaranteed. Summer teaching is awarded to faculty members based on faculty performance, student demand, and departmental needs. Faculty members who have the appropriate Academic or Professional Qualification and a Satisfactory rating on Teaching in the Annual Faculty Evaluation are given preference for summer teaching.

For each 3-semester-hour course taught during the summer, a faculty member is paid ten percent (10%) of his/her salary. Except for rare instances that would require the approval of both the department head and the dean, a faculty member's summer load cannot exceed 6 semester hours or 3 semester hours if a Steele Summer Research Grant is awarded (see Section V.A.1. for an explanation of Steele Grants).

5. <u>Graduate teaching</u> may be available for qualified faculty. To teach courses in the graduate program, the faculty member must have Academic Qualification or Professional Qualification (see Section III.), be approved by the MBA Director, and be approved for membership in VSU's Graduate Faculty. Faculty members with Academic Qualification who teach in the graduate program are expected to publish more peer-reviewed journal articles (e.g., at least three in the last five years) related to the current teaching field or a greater proportion of their articles in more selective journals (e.g., two articles in journals with acceptance rates of 20 percent or less). Faculty members with Professional Qualification who teach in the MBA program are expected to have extensive recent professional experience. Criteria for becoming a VSU Graduate Faculty member and application procedures are contained in the website:

http://www.valdosta.edu/gradschool/documents/GraduateFacultyCriteria-Instructions.doc

6. An <u>Individual Faculty Development Plan</u> is required for faculty who receive an Unsatisfactory rating on the Annual Faculty Evaluation in Teaching. Failure to receive a Satisfactory rating on Teaching could result in an Overall Unsatisfactory rating and could result in penalties (e.g., reduced merit raises, reduced support, or termination).

The Individual Faculty Development Plan must include individualized activities and a timetable for completing them that establishes a Satisfactory evaluation in Teaching. See Section VII. for more details and Appendix A for an outline of an Individual Faculty Development Plan.

B. Research

Contributions to practice, learning and pedagogical contributions, and discipline-based intellectual contributions are all valued and rewarded. In alignment with our mission, the majority of our faculty's intellectual contributions are from the first two types.

1. <u>Types of intellectual contributions</u> resulting from research, in approximate rank order of importance, are:

- Published article or case in a peer-reviewed academic journal.
- Published article in a peer-reviewed practitioner journal.
- Published textbook or book.
- Published case in a textbook.
- Published proceedings or presentation at a selective national academic meeting.
- Published article in a non-peer-reviewed journal.
- Published chapter in a book.
- Edited book.
- Published monograph.
- Reprint in a book of readings or other text.
- Published proceedings or presentation at a selective regional academic meeting.
- Published abstract.
- Published book review.

2. An Individual Faculty Development Plan is required for faculty who receive an Unsatisfactory rating on the Annual Faculty Evaluation in Research. Failure to achieve a Satisfactory evaluation in Research could result in an Overall Unsatisfactory rating and could result in penalties (e.g., increased teaching load, reduced merit raises, reduced support, or termination).

The Individual Faculty Development Plan must include individualized activities and a timetable for completing them that establishes a Satisfactory evaluation in Research. See Section VII. for more details and Appendix A for an outline of an Individual Faculty Development Plan.

C. Service

Full-time faculty are expected to perform service for: (a) their community, and the business community in particular; (b) their institution, including the University, the Langdale College, the department, faculty peers, and students; and (c) their profession and its associations.

1. Types of service, not necessarily in rank order of importance, are:

- Administrative assignments.
- Journal editorship.
- Workshop/seminar presentations and other non-credit course instruction, development, and coordination.
- Career and academic advising.
- University, Langdale College, and departmental committee assignments.

- Civic organization officer.
- Student organization sponsor.
- Journal editorial board member.
- Journal reviewer.
- Business consultant.
- Professional meeting discussant or session chair.
- Textbook or book reviewer.
- Civic or practitioner group presentations.
- Proposal writer for grants, degree programs, majors, and curricula.
- Participation in economic analysis or development projects.
- Faculty or student recruitment.
- Instructor for independent studies, directed studies, and internships.
- Fund-raising.
- Writer or coordinator for accreditation documents, goals and objectives, and assessment procedures.
- Leadership in national, state, and regional professional organizations.
- Nomination and selection of honor students.
- Attending graduations, Honors Day, and other university activities.

Consulting and professional practice are recognized and encouraged as legitimate forms of faculty service. However, these external activities should not interfere with teaching, research, and other forms of service, and must be approved by the department head and dean.

2. An <u>Individual Faculty Development Plan</u> is required for faculty who receive an Unsatisfactory rating on the Annual Faculty Evaluation in Service. Failure to achieve a Satisfactory evaluation on Service could result in an Overall Unsatisfactory rating and could result in penalties (e.g., increased teaching load, reduced merit raises, reduced support, or termination).

The Individual Faculty Development Plan must include individualized activities and a timetable for completing them that establishes a Satisfactory evaluation in Service. See Section VII. for more details and Appendix A for an outline of an Individual Faculty Development Plan.

V. Faculty Support

All of the following faculty support is available to Participating Faculty. Staff support, teaching seminars, and other direct teaching support is available to Supporting Faculty.

A. Financial Support

1. <u>Steele Summer research grants</u>, when available, are announced and awarded by the dean. The number of grants and the dollar amount of each grant depend on funding. These grants are based on: (a) written proposals and reports to the dean concerning expected outcomes of the grant activities, and (b) advice of the Executive Committee.

2. <u>Faculty development grants</u> are provided by VSU for three types of activities:

   - Faculty development for instructional improvement.
   - Course/curriculum development.
   - Professional presentations.

   Currently, the maximum annual award from faculty development funds is $750 for each grant. A faculty member may receive a maximum of two grants per year, with a maximum funding total of $1,500 per year. For a paper presentation at an overseas conference, up to $1,000 may be awarded, but the overall limit of $1,500 per year still applies.

   For each grant, a formal proposal, along with a resume, must be submitted to the Coordinator of Faculty Development Grants. Grant proposal forms and additional information about these grants are contained in the VSU Faculty Development Grants website:

   http://www.valdosta.edu/facdev/

   There are also grants available for international travel through the Office of International Programs at:

   http://www.valdosta.edu/cip/VSUInternationalizationFund.shtml

3. <u>Faculty research grants</u> are awarded by the VSU Office of Grants and Contracts to support research leading to peer-reviewed publications. Funds may be used to help defray the cost of travel (not including conferences), photocopying, supplies, and other types of publication assistance. Grant applications, including a resume, must be submitted to the Director of Grants and Contracts. The VSU Faculty Research Committee reviews the applications on a regular basis and awards (currently up to $1000 per year). Faculty Research Grant proposal forms are available on the VSU Faculty Research Grants website:

   http://www.valdosta.edu/facdev/FacultyResearchGrantsWebsite.shtml

4. Departmental travel funds are used to encourage faculty participation in professional associations, professional development seminars, and instructional development workshops. Departmental funds can be used to supplement faculty development and research grants. Priority is given for recruiting and other administrative needs as well as for faculty who are presenting papers or serving as officers of professional associations. To apply for departmental funds, faculty members must complete a Request for Authority to Travel and have it signed by the department head and dean. These request forms are available in departmental offices, the dean's office, and on the website:

   http://www.valdosta.edu/finadmin/financial/travel.shtml

5. Faculty development seminars, both on and off campus, are periodically made available to faculty. Usually, full funding is provided for tuition and expenses. The individual faculty member, the dean, or department head may initiate opportunities for seminar attendance.

B. Staff Support

1. Secretaries assist all Langdale College faculty members in producing, copying, and revising instructional materials, research manuscripts, and administrative documents.

2. Student assistants work for secretaries, faculty, the Student Advising Center, and the Decision Center. Student assistants are paid from the Langdale College budget, departmental budgets, and the work-study program. Faculty may request a student assistant's help through their departmental secretary.

3. Graduate assistants are assigned to Langdale College by the Graduate School. Graduate assistants are selected by their supervisors from a pool of applicants provided by the Graduate School. To support other Langdale College service requirements, the dean often funds additional graduate assistant positions.

C. Institutional Support

1. The VSU Office of Grants and Contracts provides information to the faculty and staff regarding state, federal, and private funding sources. The office also assists in developing and preparing proposals for special teaching, research, and service projects. Forms required by the Office of Grants and Contracts may be obtained at:

   http://www.valdosta.edu/grants/forms.shtml

Langdale College faculty members are encouraged to submit grant proposals that support Langdale College's mission. Before investing considerable resources in writing a grant proposal, faculty members should:

- Obtain sufficient information concerning the objectives, costs, benefits, and responsibilities of the grant.
- Meet with the department head to discuss whether the grant proposal is congruent with the needs of VSU and Langdale College, and supports Langdale College's mission.

If the department head approves the grant proposal, it will be submitted to the dean for approval before it is sent to the grant organization.

2. South Georgia Institute (SGI), a unit of Langdale College, supports applied regional research, quarterly economic impact studies, management and organization development programs, workplace education, and management consulting. The SGI's website is:

www.valdosta.edu/sgi/

3. Odum Library contains more than 1.5 million books and microforms and 2,800 professional journals and other periodical subscriptions. The library is a depository for federal and state government documents. Galileo, a statewide online database and interlibrary loan system, enhances research and instruction. The library's website is:

http://www.valdosta.edu/library/index.shtml

4. The Media Services Office, located in the Odum Library, helps faculty develop course-related media content for both online and face-to-face instruction. The services include audio and video editing, digital imaging, scanning, media transfer and duplication, web development, WebCT Vista video streaming, laminating, spiral binding, making color transparencies, and poster printing. The website is:

http://www.valdosta.edu/library/make/media/about.shtml .

5. Langdale College's Decision Center and VSU's Microcomputer Training and Services Office provide computer hardware, software, training, assistance, and repairs. Personal computers are provided for all faculty and administrative offices. All offices, labs, and classrooms are fully networked, and all Langdale College administrative units have laser printers. The Decision Center should be contacted for repairs of computers, TVs, overhead projectors, and printers. The Decision Center website is:

VI. Faculty Evaluation

A. Faculty Activity Reports

Each January, faculty members report their achievements during the previous calendar year in the Annual Faculty Activity Report and Action Plan (FAR). The FAR includes courses taught, enrollments, grade distributions, average Student Opinions on Instruction (SOIs), instructional improvement and assurance of learning activities, publications, advising activities, and service activities. The FAR also allows the faculty member to outline goals for the upcoming year and to update previous years' goals. Supporting evidence such as copies of publications, teaching portfolios, and development plans should be attached. For team activities, faculty members should explain and when possible provide evidence of their individual contributions (e.g., contribution to a multi-authored journal article or committee activity) and the impacts or value of the activities (e.g., journal quality, number of businesses impacted). Copies of the FAR forms are included in Appendices C (for AQ-Track faculty members) and D (for PQ-Track faculty members).

B. Faculty Evaluation Procedures

Faculty evaluations, completed annually by department heads and reviewed by the dean, are based on the information contained in Annual Faculty Activity Report and Action Plan (FAR). Copies of the Annual Faculty Evaluation are included in Appendix E (for AQ-Track faculty members) and Appendix F (for PQ-Track faculty members). Faculty evaluations are used for decisions regarding merit pay, retention, promotion and tenure, pre- and post-tenure reviews, and for identification of faculty development needs. Faculty evaluations are then forwarded to the Office of the Vice President for Academic Affairs.

Each faculty member's Academic or Professional Qualifications are also reviewed each year. Copies of the Annual Faculty Qualification Report are included in Appendix G (for AQ-Track faculty members) and Appendix H (for PQ-Track faculty members). A copy of the faculty member's Annual Faculty Qualification Report is attached to the faculty member's Annual Faculty Evaluation, and the Annual Faculty Qualification report is considered to be an integral part of the Annual Faculty Evaluation.

C. Faculty Evaluation Criteria and Measures

The three primary criteria for retention, promotion, tenure, and merit raise decisions, and their respective percentage weights are: Teaching (50%), Research (30%), and Service (20%). A partial list of measures used to assess faculty performance for each criterion is provided below.

1. <u>Teaching effectiveness</u> is evaluated by department heads using criteria such as:
   - A faculty member's Academic or Professional Qualification in the teaching field.
   - Student Opinions on Instruction (SOIs). These are analyzed each semester (see the dean's secretary for a copy of the evaluation form). A faculty member's mean rating and percentile rank in the Langdale College distribution of mean student ratings are considered.
   - Course syllabi. These are reviewed to determine whether course content and topic coverage, attendance policies, grading procedures, textbooks and supplementary materials, course rigor, and learning experiences are appropriate.

   In addition, department heads apply these procedures:
   - Tests are reviewed for rigor, fairness, and relevance.
   - Course materials including texts, cases, problems, practice sets, computer assignments, experiential learning exercises, readings, library assignments, term papers, projects, field trips, and simulations are reviewed for relevance, rigor, and effectiveness in achieving learning objectives.
   - Grade distributions are reviewed for rigor and fairness.
   - A faculty member's availability to students outside of class is evaluated.
   - Authorship of peer-reviewed learning materials is reviewed.
   - Consistent student comments are considered as indicators of the effectiveness of the faculty member.

   Although this list includes common indicators of superior teaching, it is not intended to be exhaustive.

2. <u>Research and intellectual contributions</u> are evaluated by the department head with regard to their rigor, quality, and publication outlet. Section IV. B. provides a list of outlets in approximate rank order of importance, but rigor and quality issues can sometimes change the standing of a particular item.

3. <u>Service activities</u> are evaluated by the department head for their contributions to (a) the community, especially the business community; (b) the institution, including the University, the Langdale College, the department, faculty peers, and students; and (c) their profession and its associations. The list in Section IV. C. provides examples of service activities. The time involvement and impact of a faculty member's service activity are factors in establishing its value.

VII. Faculty Development

A. Purpose

The purpose of faculty development is to improve performance in teaching, research, or service. Without appropriate professional development, a faculty member's knowledge, skills, or abilities may become obsolete and performance may diminish. Development needs vary from one faculty member to another.

B. Individual Faculty Development Plans

An Individual Faculty Development Plan is required for any faculty member: (1) whose Teaching, Research, or Service performance is deemed unsatisfactory during an annual faculty evaluation; (2) who does not have the appropriate Academic Qualification or Professional Qualification; or (3) whose Post-Tenure Review requires a development plan. A faculty member may also voluntarily develop an Individual Faculty Development Plan to improve an area of performance. See Appendix A for an outline of an Individual Faculty Development Plan.

For a required Individual Faculty Development Plan, each semester the faculty member may submit to the department head documentation supporting progress on or the completion of the Individual Faculty Development Plan. However, each year the faculty member must submit documentation of progress on the Individual Faculty Development with the Faculty Activity Report, and the department head must state on the Annual Faculty Evaluation whether the faculty member has or has not completed the development plan. Until the department head and dean approves the plan's completion, the faculty member will continue on the Individual Faculty Development Plan and will continue to receive an Unsatisfactory on the Annual Faculty Evaluation in the appropriate area(s) (i.e., Teaching, Research, Service or Overall). Failure to achieve a Satisfactory rating could result in penalties (e.g., increased teaching loads, reduced merit raises, reduced support, or termination).

Completion of an Individual Faculty Development Plan requires that activities be documented as complete (e.g., conference papers must be presented or journal articles must be in print – not just accepted). However, the Individual Faculty Development Plan, Unsatisfactory Evaluations, and penalties may be suspended if the department head and dean judge the documentation is forthcoming (e.g., confirmed acceptance of journal article).

VIII. Merit Pay

A. Amounts

The University System of Georgia and Valdosta State University award pay raises based on merit rather than granting across-the-board increases. Annually, the Board of Regents and the President of VSU specify a merit pay pool and general guidelines for distributing the amount in the merit pool.

B. Procedures

Faculty members submit an Annual Faculty Activity Report and Action Plan in January detailing their accomplishments for the preceding calendar year. Department heads then use Faculty Activity Reports as the primary input for faculty evaluations. As part of the evaluation process, department heads recommend pay increases based on faculty members' teaching, research, and service performance. These three areas have weights of 50%, 30%, and 20%, respectively. The dean reviews the department heads' recommendations and may modify the raises in consultation with the department heads. Recommended raises are then forwarded by the dean to the Vice President for Academic Affairs for final approval.

IX. Retention and Termination of Untenured Faculty

Department heads, with the dean's concurrence, make retention and termination decisions for untenured faculty. Untenured faculty members are subject to non-renewal of their contacts for various reasons, including poor teaching performance, failure to maintain Academic or Professional Qualification, failure to progress toward tenure, or budgetary constraints. The Board of Regents Academic Affairs Handbook and the VSU Faculty Handbook contain procedures for these decisions.

The website for the VSU Faculty Handbook is:

www.valdosta.edu/vsu/facsen/handbook

The website for the Board of Regents Academic Affairs Handbook is:

http://www.usg.edu/academics/handbook/section4/

X. Tenure

A. Pre-Tenure Reviews

Pre-tenure reviews are required of all tenure-track faculty members in their third year of employment or, in cases with prior service credit, at the mid-point of the remaining probationary period. Pre-tenure reviews are scheduled by the department head and

are conducted in accordance with the Pre-Tenure Review Policy contained in the VSU Faculty Evaluation model. A copy of that document is located at

http://www.valdosta.edu/academic/documents/FEMfinal.pdf

The department head will notify the candidate(s) for pre-tenure review early in fall semester the date (no later than October 15th) that tenure application materials are due to the pre-tenure review committee. The candidate will submit the following documentation to the review committee:

- A copy of the Pre-Tenure Review Summary Sheet (see Appendix I) covering the period the candidate has been at VSU.
- Copies of the candidate's Annual Faculty Evaluations, including the Annual Faculty Qualification Reports, for the period the candidate has been at VSU.
- Any other documentation the candidate wishes to submit for the review committee's consideration.

The review committee will evaluate the candidate's teaching, research and intellectual contributions, and service activities. In evaluating a candidate's intellectual contributions, the review committee will consider, not merely the number of such contributions, but also the significance of the overall portfolio of contributions and the degree to which it is related to the candidate's teaching field. Significance includes such factors as the extent of the candidate's personal contribution to each published item, the nature of each item (learning and pedagogical scholarship, contribution to practice, or discipline-based scholarship), the selectivity and quality of the outlets where the items were published and/or presented, etc. Committee members should endeavor to make careful professional judgments of these factors.

The review committee's report is sent to the candidate's department head, who will discuss the contents of the report with the candidate. This process will normally be concluded by the end of November.

The review committee's report expresses the professional judgment of the members of the review committee as to whether or not, based on the evidence presented to the committee, the candidate is on track to achieve tenure. The report is not a prediction of a specific outcome, and it is not a contract involving an offer of tenure.

B. Tenure Application Process

The Langdale College Promotion and Tenure (P & T) Committee consists of all tenured faculty with Associate Professor rank or higher. The tenure process is administered by the Review Subcommittee of the Langdale College P & T Committee. The Review Sub-

committee is composed of one member of the P & T Committee from each department. Each Review Subcommittee member serves a three-year term and chairs the Review Subcommittee and the P & T Committee in the last year. Review Subcommittee terms are staggered, so that two members are continuing and one new member is elected each year by the members of the P & T Committee meeting at its fall meeting. The Review Subcommittee establishes the dates for each stage of the process and verifies that the faculty member's information is complete and correct.

A faculty member seeking tenure should consult with the department head concerning the department head's opinion about the faculty member's readiness and to receive guidance about the materials needed to constitute a formal application. Among the necessary items in the application are a cover letter, a copy of the Summary Sheet for Application for Tenure (see Appendix J), a current vita, examples of representative course syllabi, and copies of all published intellectual contributions.

The tenure application review will begin in the fall of the year preceding the year for which tenure is sought. The Chair of the Review Subcommittee of the Langdale College Promotion and Tenure (P & T) Committee will announce early in fall semester the date (no later than October 15th) that tenure application materials are due to the committee. The review process will normally be completed, and the P & T Committee will normally meet and vote on all applications, before the end of November.

C. **Tenure Criteria**

The requirements for tenure are stated in the University System of Georgia Academic Affairs Handbook and the Langdale College tenure criteria, which were developed by a faculty committee and approved by the Langdale College faculty. These requirements apply to all tenure-track personnel, regardless of specific position or assignment. The criteria categories are Time at VSU, Degree Held, Teaching, Research, Service, Collegiality, and Organizational Fit. Faculty receiving tenure should meet the minimum requirements in each area and should excel in at least two of the categories. Therefore, meeting the minimum criteria in each category does **not** assure tenure.

1. The time at VSU requirement, which is established by the Board of Regents, is a minimum of five consecutive years at VSU in a tenure-track position at the rank of Assistant Professor or higher. If established in writing at the time of employment, a maximum of three years of prior service may be allowed toward this five-year service rule. Also, with written approval, a maximum of two years of leave-of-absence may interrupt the consecutive rule. A maximum of seven years is allowed in a tenure-track position without the award of tenure. Therefore, a faculty member must apply for tenure no later than the fall of the sixth year. For example, an Assistant Profes-

sor in a tenure-track position who began employment in Fall 2008 could apply for tenure in Fall 2012 and must apply no later than Fall 2013. For early consideration of tenure, see Board of Regents requirements.

2. The <u>terminal degree requirement</u> is a PhD or DBA in the candidate's teaching field (e.g., a PhD in Finance for someone who teaches finance) or a graduate degree in law (e.g., JD, LLM) for someone who primarily teaches business law or legal environment of business.

    A candidate without a doctoral degree in the teaching field will be considered for tenure if *both* of the following conditions are met:

    * First, the candidate must have a doctoral degree in a business field different from the primary teaching field (e.g., PhD in Economics for someone who teaches Finance), a doctoral degree in a related but non-business field (e.g., a PhD in Industrial Psychology for someone who teaches Human Resource Management), or a graduate law degree in a specialized business field (e.g., an LLM in International for someone who teaches international business).
    * Second, the candidate must have published at least five peer-reviewed journal articles in his or her teaching field. The candidate must be the sole or lead author on at least one of these articles.

    These two requirements establish the equivalence of an in-teaching-field doctoral degree. The candidate is responsible for providing documentation of the degree and intellectual activities that satisfy these requirements.

3. The <u>teaching requirement</u> is a satisfactory rating in teaching by the Langdale College P & T Committee. This committee evaluates each candidate's:

    * teaching improvement activities, such as a teaching portfolio, participation at teaching seminars or workshops, course revisions, new course development, and authorship of peer-reviewed learning materials;
    * course materials, including course syllabi, final examinations, and grade distributions; and
    * Student Opinion on Instruction (SOI) summary sheets.

    The candidate is responsible for providing documentation of teaching activities.

4. The intellectual contribution requirement at each rank is:

- *Assistant Professor*: At least five intellectual contributions, three of which must be peer-reviewed articles in recognized journals. The three articles must all have been published while at VSU and must relate to the candidate's teaching field.
- *Associate Professor:* At least seven intellectual contributions, four of which must be peer-reviewed articles in recognized journals. Three of the four articles must have been published while at VSU, and all four articles must relate to the candidate's teaching field.
- *Full Professor*: At least twelve intellectual contributions, seven of which must be peer-reviewed articles in recognized journals. Three of the seven articles must have been published while at VSU, and all seven articles must relate to the candidate's teaching field.
- The phrase, "while at VSU," will be understood to mean that the publication date of the intellectual contribution falls after the starting date of the individual's contract at VSU. Intellectual contributions whose publication date includes the starting date of the contract (e.g., an item published in the "July/August" volume of a journal, for an individual whose contract begins in August) will be counted.
- *Cabell's Directory of Publishing Opportunities* provides examples of recognized journals. See Section III.B. for other examples of intellectual contributions.
- In evaluating a candidate's intellectual contributions, the committee will consider, not merely the number of such contributions, but also the significance of the overall portfolio of contributions and the degree to which it is related to the candidate's teaching field. Significance includes such factors as the extent of the candidate's personal contribution to each published item, the nature of each item (learning and pedagogical scholarship, contribution to practice, or discipline-based scholarship), the selectivity and quality of the outlets where the items were published and/or presented, etc. Committee members should endeavor to make careful professional judgments of these factors.
- For tenure purposes only, an official letter of acceptance from a peer-reviewed journal may be considered as a published article.
- The candidate is responsible for providing documentation of intellectual contributions, including copies of published intellectual contributions.

5. The <u>service requirement</u> is a satisfactory rating by the Langdale College P & T Committee of the candidate's service to the university, college, region, and profession. See Section III.C. for service examples. The candidate is responsible for providing documentation of service activities.

6. The <u>collegiality and institutional fit requirements</u> are judged on the basis of interpersonal relationships and work habits.

D. Tenure Recommendation Process

After receipt of each tenure application including a completed Summary Sheet for Application for Tenure (see Appendix K), the Review Subcommittee verifies that the information in the summary sheet is correct and the faculty member's application is ready for consideration by the entire Langdale College P & T Committee. In a November meeting, the Chair of the Review Subcommittee presents a summary of each candidate's qualifications based on the Summary Sheet. After discussion, a vote is taken. Following this meeting, each candidate is informed of the Langdale College P & T Committee's recommendation but not the actual vote count. All Langdale College P & T Committee votes, along with the department head's recommendation to the dean and the dean's recommendation for each candidate, are then sent to the Vice President for Academic Affairs. The Vice President forwards all information, including his own recommendation, to the President and the Board of Regents. The Board of Regents makes the final tenure decision, and tenure applicants are notified of this decision in the spring.

E. Post-Tenure Reviews

A Post-Tenure Review is an evaluation of a tenured faculty member. This review is scheduled five years after the last personnel action (e.g., tenure, promotion, or changing from administrative to faculty status) and every five years thereafter. When a faculty member is scheduled for review, the department head forms a review committee. The candidate will submit the following documentation to the review committee:

- A copy of the Summary Sheet for Post-Tenure Review (see Appendix L) covering the preceding five years.
- A self-assessment.
- A current vita.
- Copies of the candidate's last five Annual Faculty Evaluations, including the Annual Faculty Qualification Reports.
- Any other documentation the candidate wishes to submit for the review committee's consideration.

The post-tenure review should address accomplishments in teaching, in advising and serving students, in research/scholarly/creative activity, and in service. In evaluating a candidate's intellectual contributions over the review period, the review committee will consider the number of such contributions as well as the significance of the overall portfolio of contributions and the degree to which it is related to the candidate's teaching

field. Significance includes such factors as the extent of the candidate's personal contribution to each published item, the nature of each item (learning and pedagogical scholarship, contribution to practice, or discipline-based scholarship), the selectivity and quality of the outlets where the items were published and/or presented, etc. Committee members should endeavor to make careful professional judgments of these factors.

The review committee's report should identify areas of strength and weakness in the candidate's performance, and, where appropriate, it should make recommendations regarding areas of strong performance that are worthy of recognition and areas of weak performance that need improvement. The review committee's report is sent to the candidate's department head who will discuss the contents of the report with the candidate.

If the post-tenure review committee, as a result of its review, recommends a faculty development plan, the outline of that faculty development plan will be consistent with the Langdale College Individual Faculty Development Plan, found in Appendix A of this document. The distribution of the committee's report and of the faculty development plan, and the administration of that faculty development plan, will be consistent with the policies outlined in the VSU Faculty Evaluation model, which is located at:

http://www.valdosta.edu/academic/documents/FEMfinal.pdf

XI.   Promotion

A. Promotion Application Process

The P & T Committee consists of all tenured faculty with Associate Professor rank or higher. However, only Full Professors vote on candidates seeking promotion to Full Professor, and only Full and Associate Professors vote on candidates seeking promotion to Associate Professor.

A faculty member seeking promotion should consult with the department head concerning the department head's opinion about the faculty member's readiness, and to receive guidance about the materials needed to constitute a formal application. Among the necessary items in the application are a cover letter, a copy of the Summary Sheet for Application for Promotion (see Appendix K), a current vita, and examples of representative course syllabi, and copies of published intellectual contributions.

The Chair of the Review Subcommittee of the Langdale College P & T Committee will announce early in fall semester the date (no later than October 15th) that promotion application materials are due to the committee. The review process will normally be

completed, and the P & T Committee will normally meet and vote on all applications, before the end of November.

B. Promotion Criteria

Langdale College promotion criteria, which were developed by a faculty committee and approved by the faculty, apply to all tenure-track personnel, regardless of specific position or assignment. The criteria are Time in Rank, Time at VSU, Degree Held, Teaching, Research, Service, Collegiality, and Organizational Fit. Meeting the minimum standards does not assure promotion.

1. The <u>time in rank and time at VSU requirements</u> are established by the Board of Regents. The minimum requirements for the two levels of promotion are:

   - *Associate Professor*: At least four consecutive years at VSU at the rank of assistant professor. For example, an Assistant Professor in a tenure-track position who began employment in Fall 2008 could apply for promotion in Fall 2011. If approved, promotion would take effect Fall 2012.
   - *Full Professor*: At least five consecutive years at VSU at the rank of associate professor. For example, an Associate Professor in a tenure-track position who began employment in Fall 2008 could apply for promotion in Fall 2012. If approved, promotion would take effect Fall 2013.

   For early consideration of promotion, see Board of Regents requirements.

2. The <u>terminal degree requirement</u> for a candidate requesting promotion to associate or full professor is the same as for tenure. By Board of Regents directive, a candidate who does not have an in-teaching-field terminal degree must demonstrate strong qualifications in order to be promoted.

3. The <u>teaching requirement</u> for promotion is the same as for tenure. However, the candidate must also demonstrate ability in such areas as the development or implementation of successful new teaching techniques, program or course development, or senior and graduate level instruction.

4. The <u>intellectual contribution requirement</u> for each level of promotion is:

- *Associate Professor:* At least seven intellectual contributions, four of which must be peer-reviewed articles in recognized journals. Three of the four articles must have been published while at VSU, and all four articles must relate to the candidate's teaching field.
- *Full Professor*: At least twelve intellectual contributions, seven of which must be peer-reviewed articles in recognized journals. Three of the seven articles must have been published while at VSU, and all seven articles must relate to the candidate's teaching field.
- The phrase, "while at VSU," will be understood to mean that the publication date of the intellectual contribution falls after the starting date of the individual's contract at VSU. Intellectual contributions whose publication date includes the starting date of the contract (e.g., an item published in the "July/August" volume of a journal, for an individual whose contract begins in August) will be counted.
- *Cabell's Director of Publishing Opportunities* provides examples of recognized journals. See Section III.B. for other examples of intellectual contributions.
- In evaluating a candidate's intellectual contributions, the committee will consider, not merely the number of such contributions, but also the significance of the overall portfolio of contributions and the degree to which it is related to the candidate's teaching field. Significance includes such factors as the extent of the candidate's personal contribution to each published item, the nature of each item (learning and pedagogical scholarship, contribution to practice, or discipline-based scholarship), the selectivity and quality of the outlets where the items were published and/or presented, etc. Committee members should endeavor to make careful professional judgments of these factors.
- The candidate is responsible for providing documentation of intellectual contributions, including copies of all published intellectual contributions.

5. The <u>service requirement</u> for promotion to Associate or Full Professor is the same as for tenure.

6. The <u>collegiality and institutional fit requirements</u> are judged on the basis of interpersonal relationships and work habits.

C. Promotion Recommendation Process

After receipt of each promotion application including a completed summary sheet (see Appendix D), the Review Subcommittee verifies that the information in the summary sheet is correct and the faculty member's application is ready for consideration by the entire Langdale College P & T Committee. In a November Langdale College P & T Committee meeting, the Chair of the Review Subcommittee presents a summary of each candidate's qualifications based on the Summary Sheet. After discussion, a vote is taken. Following this meeting, each candidate is informed of the Langdale College P & T Committee's recommendation, but not the actual vote count. All Langdale College P & T Committee votes, along with the department head's recommendation to the dean and the dean's recommendation for each candidate, are then sent to the Vice President for Academic Affairs. The Vice President forwards all information, including his own recommendation, to the President and the Board of Regents. The Board of Regents makes the final promotion decisions, and promotion applicants are notified of this decision in the spring.

Appendix A: Individual Faculty Development Plan

Harley Langdale, Jr. College of Business Administration
Valdosta State University

Name: _____

Development Plan Objective(s):

Your Individual Faculty Development Plan should include an opening statement explaining are the objective(s) of the Plan. Objectives may include anything that you wish to improve (e.g., teaching, research, service, relevant professional experience). If your plan has more than one objective, it is appropriate to prioritize your objectives.

You should have a section for each of your goals/objectives that should include the following (Note: it would probably be appropriate to report on each goal or objective in the order of priority listed in the above section):

1. **Statement of Objective and Rationale.** What has led you to include this objective in your Individual Faculty Development Plan? For example, lower than average overall student evaluations may have created a desire to improve student perceptions. Or, a low rating on a particular evaluation item, or poor student performance, has led you to improve one aspect of your teaching. Or, you want to improve the quality or quantity of your intellectual contributions. Or, you seek to build or broaden your service portfolio. Or, you want to get practical relevant professional experience relative to your teaching discipline. External evidence (e.g., student evaluations, alumni survey results, assessment results, student performance, comments from employers or business professionals) should be noted.

2. **List of Goals.** Relative to each objective, what are your goals over the next three years? After developing your first Individual Faculty Development Plan, this section will also be where you summarize your progress toward previously established goals and objectives.

3. **Planned Action Steps.** What action steps do you plan that will lead to accomplishing your goals and eventually your objective?

4. **Resources Required.** What resources will you need to complete your action steps? Caution: Be realistic! This plan should not be viewed as a tool for obtaining additional resources (course releases, etc.). Rather, it is an opportunity for you to increase your performance using the resources you already possess.

After listing each of your objectives above, this final section of the plan should include the following:

1. **<u>Department Head Assessment</u>**: After discussing and reviewing your Individual Development Plan with your Department Head, the Department Head will include an evaluation of the plan. Included in this statement should be an assessment of the likelihood of realistically being able to get the resources requested. If the department head signs below that the proposed plan would accomplish the objectives, the proposal is then submitted to the dean for review and possible approval.

2. **<u>Department Head Approval:</u>**

3. **<u>Dean Approval:</u>**

4. **<u>Your Signature and Date:</u>** Your signature here indicates your commitment to pursue your plan.

Individual Faculty Development Plan -- Progress or Completion Report

Outcomes Supporting Progress on or Completion of Plan: (May be submitted by the faculty member each semester and must be submitted with the Annual Faculty Activity Report.)

Department Head Evaluation of Progress on or Completion of Plan: (Department Head will include an evaluation of the plan's progress. If the department head signs below that the plan has been completed, the evaluation is then submitted to the dean for review and possible approval.)

Completion of Plan

(Both Signatures Required)

Department Head _____ **Date**_____

Dean _____ **Date** _____

Appendix B: Student Opinion on Instruction (SOI) form

Student Opinion on Instruction (SOI)

As you answer the questions below, be aware that successful learning requires effort by <u>both</u> instructor <u>and</u> students.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Course assignments were clearly explained in the syllabus or other handouts.	☐	☐	☐	☐	☐
2. Course policies (for example, attendance, late papers) were clearly explained in the syllabus or other handouts.	☐	☐	☐	☐	☐
3. The instructor was well prepared for class.	☐	☐	☐	☐	☐
4. The instructor made effective use of class time to cover course content.	☐	☐	☐	☐	☐
5. Course assignments were returned in a timely manner.	☐	☐	☐	☐	☐
6. The instructor explained grading criteria (for example, grammar, content) clearly.	☐	☐	☐	☐	☐
7. The instructor was willing to discuss course-related issues either in person or by email / telephone.	☐	☐	☐	☐	☐
8. The instructor responded to student questions on course material in a professional manner.	☐	☐	☐	☐	☐
9. This course increased my knowledge of the topic.	☐	☐	☐	☐	☐
10. This course helped me further develop my academic skills (for example, reading, writing, speaking, critical analysis, performance, artistic abilities, etc.).	☐	☐	☐	☐	☐

1.   WHAT WERE THE BEST FEATURES ABOUT THIS COURSE?

2. WHAT ARE YOUR INSTRUCTOR'S STRENGTHS?

3. WHAT SUGGESTIONS WOULD YOU GIVE YOUR INSTRUCTOR FOR IMPROVING THE COURSE?

Appendix C: Faculty Activity Report (AQ-track)

<u>Annual Faculty Activity Report and Action Plan</u>

Faculty Member: _____

Department/Division: _____

Year: <u>2008</u>

The Annual Faculty Activity Report, Action Plan, and Annual Evaluation document plays an important role for faculty, departments, and the units within the university as part of strategic planning and development. This document is also a critical component of the promotion and tenure process for faculty; it serves as the primary source of information for the university annual report and as a means to evaluate individual units' progress toward meeting strategic goals. Individual programs and departments should develop policies that address specific components of the report such as allocation of loads for service or special assignments. It is important that research and scholarly activities be discussed in departments and colleges so that listings of activities are clearly and consistently reported across the unit.

Faculty members completing this form should make every effort clearly to address all of the areas within this document that relate to individual responsibilities at the university. Activities should be listed only once within the report; do not include the same activity in two different categories.

The role definitions in this document are adapted from Raoul A. Arreola's *Developing a Comprehensive Faculty Evaluation System*. Bolton, MA: Anker, 1995.

A. TEACHING AND INSTRUCTION

Teaching and instruction are defined as those activities associated with the design and delivery of instructional events to students. For purposes of evaluation, the instructional model will include the following: **classroom performance, materials preparation and relevancy, and record keeping and instructional management.**

1. Courses Taught:

Semester	Dept Prefix	Course Number	Section	New Prep?*	Enroll-ment	Aver-age SOI	Grade Distribution (Percentages)									GPA**
							A	B	C	D	F	S	U	W	I	
Spring																
Summer																
Fall																

* New Preparation is defined as a course taught for the first time or a course which has not been taught for a period of three years.

** This is the average GPA for the class. These averages do not include grades of S, U, W or I.

2. Guided independent studies, internships, and other teaching responsibilities:

Semester, Year	Dept Prefix	Course Number	Name of Student	Description of Activity

3. Evaluate what you have learned about your teaching effectiveness through reading your Student Opinions of Instruction (SOI).

4. Briefly cite any innovative or experimental teaching approaches used and the associated results. Modifications in course content, introduction of technology are also appropriate to mention here. Point out any modifications made to courses based on evaluations of your instruction, SOIs, and/or peer reviews, and/or department head evaluation.

5. Awards or special recognitions earned in this area.

- *Please be prepared to include materials supporting your report if requested. Newly developed course materials should be included in departmental files.*

6. Instructional Goals

Planning is an important part of the evaluation process. When completing this section include specific goals and objectives, remembering that goals should be broad and flexible and recognizing that they may be subject to change. Relate your goals to past Faculty Activity Reports; Department Head Evaluations; Departmental, College, and University Goals; and Strategic Plans. Some plans may need specific timelines or may need to be set within the context of other actions taking place within a department. These details should be included in this report.

a. **Indicate the actions you have taken over the past year with respect to each of the teaching and instruction goals you set last year, and indicate the current status of each goal.**

Goal 1 2007	Outcome	
	Planned Actions	
	Actions taken in 2008	
	Status at end of 2008	

b. **List your teaching and instruction goals for next year. Note: Each goal should express a specific, measurable outcome that you intend to accomplish, and it should identify actions you intend to undertake in order to achieve that outcome.**

Goal 1 2008	Outcome	
	Planned Actions	

B. PROFESSIONAL GROWTH AND PRODUCTIVITY
Professional growth and productivity includes activities that improve the competence of faculty members to better fulfill the role and responsibilities of their position within the institution, as contributions to the teaching/learning process, or as professional achievements in the faculty member's area of expertise.

1. **Intellectual Contributions**
   Intellectual contributions are necessary for Academic Qualification, and they also support Professional Qualification. Please attach copies of all refereed journal articles to this report.

   a. **Publications, Performances, Exhibitions, and/or Creative Research:**
      LEARNING AND PEDAGOGICAL RESEARCH
      Refereed Journal Articles

      Proceedings/Presentations

      Other Intellectual Contributions

      CONTRIBUTIONS TO PRACTICE
      Refereed Journal Articles

      Proceedings/Presentations

      Other Intellectual Contributions

      DISCIPLINE-BASED RESEARCH
      Refereed Journal Articles

      Proceedings/Presentations

      Other Intellectual Contributions

   b. **Awards or special recognitions earned in this area.**

c. Research/Scholarship and/or Artistic Work in Progress:
Refereed Journal Articles

Proceedings/Presentations

Other Intellectual Contributions

2. Professional training sessions/workshops attended

Professional Devel-opment Activity	Date	Location	Topics Covered

3. Awards or special recognitions earned in this area.

☐ *Please be prepared to include materials supporting your report if requested.*

4. Professional Growth and Productivity Goals
Planning is an important part of the evaluation process. When completing this section include specific goals and objectives, remembering that goals should be broad and flexible and recognizing that they may be subject to change. Relate your goals to past Faculty Activity Reports; Department Head Evaluations; Departmental, College, and University Goals; and Strategic Plans. Some plans may need specific timelines or may need to be set within the context of other actions taking place within a department. These details should be included in this report.

a. Indicate the actions you have taken over the past year with respect to each of the faculty growth and productivity goals you set last year, and indicate the current status of each goal.

Goal 1 2007	Outcome	
	Planned Actions	
	Actions taken in 2008	
	Status at end of 2008	

b. List your faculty growth and productivity goals for next year. Note: Each goal should express a specific, measurable outcome that you intend to accomplish, and it should identify actions you intend to undertake in order to achieve that outcome.

Goal 1 2008	Outcome	
	Planned Actions	

C. COLLEGE, PROFESSIONAL, AND COMMUNITY SERVICE
College, professional, and community service is defined as service rendered by a faculty member, whether or not the faculty member receives pay for that service. For purposes of evaluation, service to the college, profession or community does not include any functions defined and included elsewhere.

1. Advising:
   a. Number of advisees:

                       Undergraduate   Graduate

   b. List any positive innovations used in advising.

2. University, Professional, and Community Service
   a. University Service Activities
      Committees, administrative duties, other service activities, etc.

   b. Langdale College Service Activities

   c. Regional Service
      Leadership roles in community organizations, participation in community service activities in ways that related to your professional skills, consulting, continuing education activities, etc.; not just membership.

   d. Professional Service
      Offices held in professional organizations, participation in professional organization activities, etc.; not just membership.

3. Professional Practice Activities.
   Professional practice activities support the maintenance of Professional Qualification.

Type of Activity	Name of Organization/Client	Description of Activity

4. Advisor to Student Organizations.

5. Consultancies (paid or unpaid), workshops, professional development activities provided.

6. Memberships in professional associations

7. Meetings of professional associations attended:

Professional Association	Dates	Location	Important Sessions Attended

8. Appearance on professional programs:

9. **Memberships in community organizations that are business or educationally oriented.**

10. **External Grants Applied For/Funding Received**

11. **Awards or special recognitions earned in this area.**

☐ *Please be prepared to include materials supporting your report if requested. Letters of support or appreciation, reports, information from conferences shared or utilized by your department would be appropriate support material for evidence in this area.*

12. **Service Goals**
    Planning is an important part of the evaluation process. When completing this section include specific goals and objectives, remembering that goals should be broad and flexible and recognizing that they may be subject to change. Relate your goals to past Faculty Activity Reports; Department Head Evaluations; Departmental, College, and University Goals; and Strategic Plans. Some plans may need specific timelines or may need to be set within the context of other actions taking place within a department. These details should be included in this report.

    a. **Indicate the actions you have taken over the past year with respect to each of the college, professional and community service goals you set last year, and indicate the current status of each goal.**

Goal 1	Outcome	
2007	Planned Actions	
	Actions taken in 2008	
	Status at end of 2008	

    b. **List your college, professional and community service goals for next year. Note: Each goal should express a specific, measurable outcome that you intend to accomplish, and it should identify actions you intend to undertake in order to achieve that outcome.**

Goal 1	Outcome	
2008	Planned Actions	

Appendix D: Faculty Activity Report (PQ-track)

<u>Annual Faculty Activity Report and Action Plan</u>

Faculty Member: _____

Department/Division: _____

Year: <u>2008</u>

The Annual Faculty Activity Report, Action Plan, and Annual Evaluation document plays an important role for faculty, departments, and the units within the university as part of strategic planning and development. This document is also a critical component of the promotion and tenure process for faculty; it serves as the primary source of information for the university annual report and as a means to evaluate individual units' progress toward meeting strategic goals. Individual programs and departments should develop policies that address specific components of the report such as allocation of loads for service or special assignments. It is important that research and scholarly activities be discussed in departments and colleges so that listings of activities are clearly and consistently reported across the unit.

Faculty members completing this form should make every effort clearly to address all of the areas within this document that relate to individual responsibilities at the university. Activities should be listed only once within the report; do not include the same activity in two different categories.

The role definitions in this document are adapted from Raoul A. Arreola's *Developing a Comprehensive Faculty Evaluation System*. Bolton, MA: Anker, 1995.

A. TEACHING AND INSTRUCTION

Teaching and instruction are defined as those activities associated with the design and delivery of instructional events to students. For purposes of evaluation, the instructional model will include the following: **classroom performance, materials preparation and relevancy, and record keeping and instructional management.**

1. Courses Taught:

[year]	Dept Prefix	Course Number	Section	New Prep?*	Enroll-ment	Average SOI	Grade Distribution (Percentages)									GPA**
							A	B	C	D	F	S	U	W	I	
Spring																
Summer																
Fall																

* New Preparation is defined as a course taught for the first time or a course which has not been taught for a period of three years.
** This is the average GPA for the class. These averages do not include grades of S, U, W or I.

2. Guided independent studies, internships, and other teaching responsibilities:

Semester, Year	Dept Prefix	Course Number	Name of Student	Description of Activity

3. **Evaluate what you have learned about your teaching effectiveness through reading your Student Opinions of Instruction (SOI).**

4. **Briefly cite any innovative or experimental teaching approaches used and the associated results. Modifications in course content, introduction of technology are also appropriate to mention here. Point out any modifications made to courses based on evaluations of your instruction, SOIs, and/or peer reviews, and/or department head evaluation.**

5. **Awards or special recognitions earned in this area.**

    ● *Please be prepared to include materials supporting your report if requested. Newly developed course materials should be included in departmental files.*

6. **Instructional Goals**
    Planning is an important part of the evaluation process. When completing this section include specific goals and objectives, remembering that goals should be broad and flexible and recognizing that they may be subject to change. Relate your goals to past Faculty Activity Reports; Department Head Evaluations; Departmental, College, and University Goals; and Strategic Plans. Some plans may need specific timelines or may need to be set within the context of other actions taking place within a department. These details should be included in this report.

    a. **Indicate the actions you have taken over the past year with respect to each of the teaching and instruction goals you set last year, and indicate the current status of each goal.**

Goal 1	Outcome	
2007	Planned Actions	
	Actions taken in 2008	
	Status at end of 2008	

    b. **List your teaching and instruction goals for next year. Note: Each goal should express a specific, measurable outcome that you intend to accomplish, and it should identify actions you intend to undertake in order to achieve that outcome.**

Goal 1	Outcome	
2008	Planned Actions	

B. PROFESSIONAL GROWTH AND PRODUCTIVITY
  Professional growth and productivity includes activities that improve the competence of faculty members to better fulfill the role and responsibilities of their position within the institution, as contributions to the teaching/learning process, or as professional achievements in the faculty member's area of expertise.

1. **Intellectual Contributions**
  Intellectual contributions are necessary for Academic Qualification, and they also support Professional Qualification. Please attach copies of all refereed journal articles to this report.

  a. **Publications, Performances, Exhibitions, and/or Creative Research:**
    LEARNING AND PEDAGOGICAL RESEARCH
      Refereed Journal Articles

      Proceedings/Presentations

      Other Intellectual Contributions

    CONTRIBUTIONS TO PRACTICE
      Refereed Journal Articles

      Proceedings/Presentations

      Other Intellectual Contributions

    DISCIPLINE-BASED RESEARCH
      Refereed Journal Articles

      Proceedings/Presentations

      Other Intellectual Contributions

  b. **Awards or special recognitions earned in this area.**

  c. **Research/Scholarship and/or Artistic Work in Progress:**
    Refereed Journal Articles

    Proceedings/Presentations

    Other Intellectual Contributions

2. **Professional training sessions/workshops attended**

Professional Development Activity	Date	Location	Topics Covered

3. **Professional Practice Activities.**
  Professional practice activities support the maintenance of Professional Qualification.

Type of Activity	Name of Organization/Client	Description of Activity

4. Awards or special recognitions earned in this area.

☐ *Please be prepared to include materials supporting your report if requested.*

5. Professional Growth and Productivity Goals
Planning is an important part of the evaluation process. When completing this section include specific goals and objectives, remembering that goals should be broad and flexible and recognizing that they may be subject to change. Relate your goals to past Faculty Activity Reports; Department Head Evaluations; Departmental, College, and University Goals; and Strategic Plans. Some plans may need specific timelines or may need to be set within the context of other actions taking place within a department. These details should be included in this report.

a. Indicate the actions you have taken over the past year with respect to each of the faculty growth and productivity goals you set last year, and indicate the current status of each goal.

Goal 1 2007	Outcome	
	Planned Actions	
	Actions taken in 2008	
	Status at end of 2008	

b. List your faculty growth and productivity goals for next year. Note: Each goal should express a specific, measurable outcome that you intend to accomplish, and it should identify actions you intend to undertake in order to achieve that outcome.

Goal 1 2008	Outcome	
	Planned Actions	

C. COLLEGE, PROFESSIONAL, AND COMMUNITY SERVICE
College, professional, and community service is defined as service rendered by a faculty member, whether or not the faculty member receives pay for that service. For purposes of evaluation, service to the college, profession or community does not include any functions defined and included else-where.

1. Advising:
    a. Number of advisees: _____   _____
                              Undergraduate   Graduate

    b. List any positive innovations used in advising.

2. University, Professional, and Community Service
    a. University Service Activities
        Committees, administrative duties, other service activities, etc.

    b. Langdale College Service Activities

    c. Regional Service
        Leadership roles in community organizations, participation in community service activities in ways that related to your professional skills, consulting, continuing education activities, etc.; not just membership.

    d. Professional Service
        Offices held in professional organizations, participation in professional organization activities, etc.; not just membership.

3. Advisor to Student Organizations.

4. Consultancies (paid or unpaid), workshops, professional development activities provided.

5. Memberships in professional associations

6. Meetings of professional associations attended:

Professional Association	Dates	Location	Important Sessions Attended

7. Appearance on professional programs:

8. Memberships in community organizations that are business or educationally oriented.

9. External Grants Applied For/Funding Received

10. Awards or special recognitions earned in this area.

☐ *Please be prepared to include materials supporting your report if requested. Letters of support or appreciation, reports, information from conferences shared or utilized by your department would be appropriate support material for evidence in this area.*

11. Service Goals

Planning is an important part of the evaluation process. When completing this section include specific goals and objectives, remembering that goals should be broad and flexible and recognizing that they may be subject to change. Relate your goals to past Faculty Activity Reports; Department Head Evaluations; Departmental, College, and University Goals; and Strategic Plans. Some plans may need specific timelines or may need to be set within the context of other actions taking place within a department. These details should be included in this report.

a. **Indicate the actions you have taken over the past year with respect to each of the college, professional and community service goals you set last year, and indicate the current status of each goal.**

Goal 1	Outcome	
2007	Planned Actions	
	Actions taken in 2008	
	Status at end of 2008	

b. **List your college, professional and community service goals for next year. Note: Each goal should express a specific, measurable outcome that you intend to accomplish, and it should identify actions you intend to undertake in order to achieve that outcome.**

Goal 1	Outcome	
2008	Planned Actions	

Appendix E: Annual Faculty Evaluation Form (AQ-track)

Valdosta State University
Annual Faculty Evaluation
(Calendar Year   2008)

Date of Evaluation: _____

I. BIOGRAPHICAL INFORMATION

College/Division: _____

Department: _____

Name: _____

Highest Degree Earned: _____   Year: _____

Appointment Year: _____   Appointment Rank: _____

Present Rank: _____   Present faculty qualification: _____

Year First Promotion: _____   Year Second Promotion: _____

Total Years at VSU: _____   Years in Present Rank: _____

Date Tenure Awarded: _____

FACULTY ANNUAL EVALUATION

After reading the faculty member's Faculty Activity Report and Action Plan, department/unit heads will complete this annual evaluation. The statement should evaluate the faculty member's performance in the areas of teaching and instruction, professional growth and productivity, and college and community service. It should also include recommendations if activity in any given area is determined to need improvement. Attention should be given in cases where a faculty member has any form of load adjustment related to their duties within the department/unit. The department/unit head should address the faculty member's planning and goals for the following year and determine if they are aligned with departmental, college, and university goals, and if they are prioritized in a manner that facilitates appropriate levels of activity that may lead to tenure and promotion. The department/unit head's assessment of the faculty member should be based on departmentally established standards of performance.

SATISFACTORY: Satisfactory performance is demonstrated by performance levels that are recognized as meeting all reasonable and acceptable standards compared to other professional faculty within the department.

UNSATISFACTORY: Unsatisfactory performance is demonstrated by performance levels that are clearly recognized as not meeting reasonable and minimal standards compared to other professional faculty within the department, or documentation is not provided by faculty when requested or prescribed in the evaluation process.

1. **Teaching and Instruction**

    a. **Summary information**

Year	Dept Prefix	Course Number	Section	New Prep?	Enroll-ment	Average SOI	GPA
Spring 2008							
Summer 2008							
Fall 2008							

Total sections taught: _____   Overall average SOI: _____
Total students taught: _____   Average class size _____

    b. **Analysis and Evaluation**

☐ **Satisfactory**   ☐ **Unsatisfactory**

2. **Professional Growth and Productivity**

    a. **Intellectual Contributions**

    Articles published in peer-refereed journals:

Presentations/Papers

Other intellectual contributions

b. Analysis and Evaluation

☐ **Satisfactory** ☐ **Unsatisfactory**

3. Service Activities

a. University, Professional, and Community Service

University Service Activities

Langdale College Service Activities
Committees, administrative duties, other service activities.

Regional Service
Leadership roles in community organizations, participation in community service activities in ways that related to your professional skills, consulting, continuing education activities, etc.; not just membership.

Professional Service
Offices held in professional organizations, participation in professional organization activities, etc.; not just membership.

b. Advisor to Student Organizations.

c. Consultancies (paid or unpaid), workshops, professional development activities provided.

d. Memberships in professional associations

e. Meetings of professional associations attended:

Professional Association	Dates	Location	Important Sessions Attended

f. Appearance on professional programs:

g. Memberships in community organizations that are business or educationally oriented.

h. External Grants Applied For/Funding Received

i. Professional Practice
Professional practice activities support the maintenance of Professional Qualification.

	Type of Activity	Name of Organization/Client	Description of Activity

j. Analysis and Evaluation

☐ **Satisfactory**   ☐ **Unsatisfactory**

4. Recommended Activities for Improvement

Overall Evaluation: ☐ **Satisfactory**   ☐ **Unsatisfactory**

_____   _____   _____   _____
Department/Unit Head   Date   Faculty Member   Date

The faculty member's signature on this document does not indicate agreement with its contents but that the faculty member has read the evaluation and discussed it with the evaluator. The faculty member has the right to append a response to this evaluation.

_____   _____
Dean's Signature   Date

_____   _____
VPAA Signature   Date

Appendix F: Annual Faculty Evaluation Form (PQ-track)

Valdosta State University
Annual Faculty Evaluation
(Calendar Year   2008   )

Date of Evaluation: _____

I. BIOGRAPHICAL INFORMATION

College/Division: _____

Department: _____

Name: _____

Highest Degree Earned: _____ Year: _____

Appointment Year: _____ Appointment Rank: _____

Present Rank: _____ Present faculty qualification: _____

Year First Promotion: _____ Year Second Promotion: _____

Total Years at VSU: _____ Years in Present Rank: _____

Date Tenure Awarded: _____

FACULTY ANNUAL EVALUATION

After reading the faculty member's Faculty Activity Report and Action Plan, department/unit heads will complete this annual evaluation. The statement should evaluate the faculty member's performance in the areas of teaching and instruction, professional growth and productivity, and college and community service. It should also include recommendations if activity in any given area is determined to need improvement. Attention should be given in cases where a faculty member has any form of load adjustment related to their duties within the department/unit. The department/unit head should address the faculty member's planning and goals for the following year and determine if they are aligned with departmental, college, and university goals, and if they are prioritized in a manner that facilitates appropriate levels of activity that may lead to tenure and promotion. The department/unit head's assessment of the faculty member should be based on departmentally established standards of performance.

SATISFACTORY: Satisfactory performance is demonstrated by performance levels that are recognized as meeting all reasonable and acceptable standards compared to other professional faculty within the department.

UNSATISFACTORY: Unsatisfactory performance is demonstrated by performance levels that are clearly recognized as not meeting reasonable and minimal standards compared to other professional faculty within the department, or documentation is not provided by faculty when requested or prescribed in the evaluation process.

1. **Teaching and Instruction**

   a. **Summary information**

Year	Dept Prefix	Course Number	Section	New Prep?	Enroll-ment	Average SOI	GPA
Spring 2008							
Summer 2008							
Fall 2008							

   Total sections taught: _____   Overall average SOI: _____
   Total students taught: _____   Average class size _____

   b. **Analysis and Evaluation**

   ☐ **Satisfactory**   ☐ **Unsatisfactory**

2. **Professional Growth and Productivity**

   a. **Intellectual Contributions**

   Articles published in peer-refereed journals:

Presentations/Papers

Other intellectual contributions

b. Professional Practice
   Professional practice activities support the maintenance of Professional Qualification.

	Type of Activity	Name of Organization/Client	Description of Activity

c. Analysis and Evaluation

    ☐ **Satisfactory**   ☐ **Unsatisfactory**

3. Service Activities

  a. University, Professional, and Community Service

    University Service Activities

    Langdale College Service Activities
    Committees, administrative duties, other service activities.

    Regional Service
    Leadership roles in community organizations, participation in community service activities in ways that related to your professional skills, consulting, continuing education activities, etc.; not just membership.

    Professional Service
    Offices held in professional organizations, participation in professional organization activities, etc.; not just membership.

  b. Advisor to Student Organizations.

  c. Consultancies (paid or unpaid), workshops, professional development activities provided.

  d. Memberships in professional associations

  e. Meetings of professional associations attended:

Professional Association	Dates	Location	Important Sessions Attended

  f. Appearance on professional programs:

  g. Memberships in community organizations that are business or educationally oriented.

h. External Grants Applied For/Funding Received

i. Analysis and Evaluation

☐ **Satisfactory**   ☐ **Unsatisfactory**

4. Recommended Activities for Improvement

Overall Evaluation: ☐ **Satisfactory**   ☐ **Unsatisfactory**

Department/Unit Head	Date	Faculty Member	Date

The faculty member's signature on this document does not indicate agreement with its contents but that the faculty member has read the evaluation and discussed it with the evaluator. The faculty member has the right to append a response to this evaluation.

Dean's Signature	Date

VPAA Signature	Date

Appendix G: AQ-Track Faculty Member Qualification Report

Valdosta State University
Langdale College of Business
AQ-Track Faculty Member Qualification Report
Based on activities for calendar years 2004 – 2008

[Name]
[Department]

Degree Information: Teaching area(s):

Year hired: Tenure status:

Faculty qualification as of January 1, 2008:   AACSB AQ category:

Record of Activities Supporting Academic Qualification

Type	Year	Description

Qualifications Summary
As of January 1, 2008, the Faculty Qualification Status of [Name] is **<u>AQ/Other</u>**, based on the standard of producing at least three intellectual contributions, of which at least two must be articles published in peer-reviewed journals, over the preceding five year period.

Analysis and Evaluation

Appendix H: PQ-Track Faculty Member Qualification Report

<div align="center">

Valdosta State University
Langdale College of Business
PQ-Track Faculty Member Qualification Report
Based on activities for calendar years 2004 – 2008

[Name]
[Department]

</div>

Degree Information: Teaching area(s):

Year hired: Faculty qualification as of January 1, 2008:

Original Professional Qualification

Dates	Organization	Job Title
2005 - Present	Valdosta State University	Professor of Accounting and Finance

Record of Activities to Maintain Professional Qualification

Type	Year	Description

Qualifications Summary

As of January 1, 2008, the Faculty Qualification Status of [Name] is P**Q/Other**, based on the standard of producing at least three intellectual contributions, of which at least two must be articles published in peer-reviewed journals, over the preceding five year period.

Analysis and Evaluation

Appendix I: Pre-Tenure Review Summary Sheet

Valdosta State University
Langdale College of Business
Pre-Tenure Review Summary Sheet
March 2, 2008

BIOGRAPHICAL INFORMATION

Name: _____

Department: _____

Highest Degree Earned: _____   Year: _____

Degree Field: _____

Appointment Year: _____   Years of service at VSU: _____

Appointment Rank: _____   Present Rank: _____

Years in Present Rank: _____

TEACHING AND INSTRUCTION AT VSU

a. Courses taught (last five years, or since arriving at VSU):

Semester	Dept Prefix	Course Number	Section	Enrollment	Avg. SOI	GPA

b. Guided independent studies, internships, and other teaching responsibilities (last five years, or since arriving at VSU):

Semester, Year	Dept Prefix	Course Number	Name of Student	Description of Activity

INTELLECTUAL CONTRIBUTIONS

Items published/presented while at VSU
Refereed Journal Articles

Other Intellectual Contributions

Items accepted for publication/presentation but not yet published/presented
Refereed Journal Articles

Other Intellectual Contributions

Items published/presented prior to coming to VSU
Refereed Journal Articles

Other Intellectual Contributions

SERVICE ACTIVITIES AT VSU

a. **University Service Activities** (committees, administrative duties, other service activities, etc.)

b. **Langdale College Service Activities** (committees, administrative duties, other service activities)

c. **Professional Service** (offices held in professional organizations, participation in professional organization activities, etc.; not just membership)

Appendix J: Summary Sheet for Application for Tenure

Valdosta State University
Langdale College of Business
Summary Sheet for Application for Tenure
March 2, 2008

BIOGRAPHICAL INFORMATION

Name: _____

Department: _____

Highest Degree Earned: _____   Year: _____

Degree Field: _____

Appointment Year: _____   Years of service at VSU: _____

Appointment Rank: _____   Present Rank: _____

Years in Present Rank: _____

Candidate is applying for tenure at rank of: _____

Langdale College Criteria for Tenure

Langdale College tenure criteria, apply to all tenure-track personnel, regardless of specific position or assignment. The criteria categories are Time at VSU, Degree Held, Teaching, Research, Service, Collegiality, and Organizational Fit. Meeting the minimum criteria in each category does **not** assure tenure

1. The <u>time at VSU requirement</u>, which is established by the Board of Regents, is a minimum of five consecutive years at VSU in a tenure-track position at the rank of Assistant Professor or higher. If established in writing at the time of employment, a maximum of three years of prior service may be allowed toward this five-year service rule. Also, with written approval, a maximum of two years of leave-of-absence may interrupt the consecutive rule. A maximum of seven years is allowed in a tenure-track position without the award of tenure.

2. The <u>terminal degree requirement</u> is a PhD or DBA in the candidate's teaching field (e.g., a PhD in Finance for someone who teaches finance) or a graduate degree (e.g., JD, LLM) in law for someone who primarily teaches business law or legal environment of business.
    A candidate without a terminal degree in the teaching field will be considered for tenure if *both* of the following conditions are met:

    *   First, the candidate has a terminal degree in a business field different from the primary teaching field (e.g., PhD in Economics for someone who teaches Finance), a doctoral degree in a business-related field (e.g., a PhD in Industrial Psychology for someone who teaches Human Resource Management), or a graduate law degree in a specialized business field (e.g., an LLM in International for someone who teaches international business).

    *   Second, the candidate has published at least five peer-reviewed journal articles in his or her teaching field. The candidate must be the sole or lead author on at least one of these articles.

    These two requirements establish the equivalence of an in-teaching-field terminal degree.

3. The <u>teaching requirement</u> is a satisfactory rating in teaching by the Langdale College P & T Committee. This committee evaluates each candidate's: teaching improvement activities, such as a teaching portfolio, participation at teaching seminars or workshops, course revisions, new course development, and authorship of peer-reviewed learning materials; course materials, including course syllabi, final examinations, and grade distributions; and student evaluation summary sheets.

4. The intellectual contribution requirement at each rank is:
    *   *Assistant Professor*: At least five intellectual contributions, three of which must be peer-reviewed articles in recognized journals. The three articles must have been published while at VSU and must relate to the candidate's teaching field.
    *   *Associate Professor:* At least seven intellectual contributions, four of which must be peer-reviewed articles in recognized journals. Three of the four articles must have been published while at VSU, and all four articles must relate to the candidate's teaching field.
    *   *Full Professor*: At least twelve intellectual contributions, seven of which must be peer-reviewed articles in recognized journals. Three of the seven articles must have been published while at VSU, and all seven articles must relate to the candidate's teaching field.
    Cabell's Directory provides examples of recognized journals. For tenure purposes, a confirmed letter of acceptance will be viewed as a published article.

5. The <u>service requirement</u> is a satisfactory rating by the Langdale College P & T Committee of the candidate's service to the university, college, region, and profession.

TEACHING AND INSTRUCTION AT VSU

a. Courses taught (last five years, or since arriving at VSU):

Semester	Dept Prefix	Course Number	Section	Enrollment	Avg. SOI	GPA

b. Guided independent studies, internships, and other teaching responsibilities (last five years, or since arriving at VSU):

Semester, Year	Dept Prefix	Course Number	Name of Student	Description of Activity

INTELLECTUAL CONTRIBUTIONS

<u>Items published/presented while at VSU</u>
Refereed Journal Articles

Other Intellectual Contributions

<u>Items accepted for publication/presentation but not yet published/presented</u>
Refereed Journal Articles

Other Intellectual Contributions

<u>Items published/presented prior to coming to VSU</u>
Refereed Journal Articles

Other Intellectual Contributions

SERVICE ACTIVITIES AT VSU

    d. University Service Activities (committees, administrative duties, other service activities, etc.)

    e. Langdale College Service Activities (committees, administrative duties, other service activities)

    f. Professional Service (offices held in professional organizations, participation in professional organization activities, etc.; not just membership)

The P&T Review Committee should answer the following:

Based on information provided and based on the Langdale College criteria for tenure,

Has the candidate met the minimum time requirement? _____

Has the candidate met the terminal degree requirement? _____

Has the candidate met the teaching requirement? _____

Has the candidate met the minimum intellectual contributions requirement? _____

Has the candidate met the service requirement? _____

Are there special circumstances the committee should be aware of? _____

If so, specify those circumstances:

_____

Signature of the chair of the P&T Review Committee

Appendix K: Summary Sheet for Application for Promotion

Valdosta State University
Langdale College of Business
Summary Sheet for Application for Promotion
March 2, 2008

BIOGRAPHICAL INFORMATION

Name: _____

Department: _____

Highest Degree Earned: _____   Year: _____

Degree Field: _____

Appointment Year: _____   Years of service at VSU: _____

Appointment Rank: _____   Present Rank: _____

Years in Present Rank: _____

Langdale College Criteria for Promotion

Langdale College promotion criteria apply to all tenure-track personnel, regardless of specific position or assignment. The criteria are Time in Rank, Time at VSU, Degree Held, Teaching, Research, Service, Collegiality, and Organizational Fit. Meeting the minimum standards does ***not*** assure promotion.

2. The <u>time in rank and time at VSU requirements</u> are established by the Board of Regents. The minimum requirements for the two levels of promotion are:

   - *Associate Professor*: At least four consecutive years at VSU at the rank of assistant professor. For example, an Assistant Professor in a tenure-track position who began employment in Fall 2005 could apply for promotion in Fall 2008. If approved, promotion would take effect Fall 2009.

   - *Full Professor*: At least five consecutive years at VSU at the rank of associate professor. For example, an Associate Professor in a tenure-track position who began employment in Fall 2005 could apply for promotion in Fall 2009. If approved, promotion would take effect Fall 2010.

     For early consideration of promotion, see Board of Regents requirements.

2. The <u>terminal degree requirement</u> for a candidate requesting promotion to associate or full professor is the same as for tenure. By Board of Regents directive, a candidate who does not have an in-teaching-field terminal degree must demonstrate strong qualifications in order to be promoted.

3. The <u>teaching requirement</u> for promotion is the same as for tenure: a satisfactory rating in teaching by the Langdale College P & T Committee. This committee evaluates each candidate's: teaching improvement activities, such as a teaching portfolio, participation at teaching seminars or workshops, course revisions, new course development, and authorship of peer-reviewed learning materials; course materials, including course syllabi, final examinations, and grade distributions; and student evaluation summary sheets.. However, for promotion the candidate must also demonstrate ability in such areas as the development or implementation of successful new teaching techniques, program or course development, or senior and graduate level instruction.

4. The <u>intellectual contribution requirement</u> for each level of promotion is:

   - *Associate Professor:* At least seven intellectual contributions, four of which must be peer-reviewed articles in recognized journals. Three of the four articles must have been published while at VSU, and all four articles must relate to the candidate's teaching field.

   - *Full Professor*: At least twelve intellectual contributions, seven of which must be peer-reviewed articles in recognized journals. Three of the seven articles must have been published while at VSU, and all seven articles must relate to the candidate's teaching field.

   *Cabell's Director*y provides examples of recognized journals. See Section IIIB for other examples of intellectual contributions. For promotion purposes, a confirmed letter of acceptance will be viewed as a published article.

5. The <u>service requirement</u> for promotion to Associate or Full Professor is the same as for tenure: a satisfactory rating by the Langdale College P & T Committee of the candidate's service to the university, college, region, and profession.

TEACHING AND INSTRUCTION AT VSU

a. Courses taught (last five years, or since arriving at VSU):

Semester	Dept Prefix	Course Number	Section	Enrollment	Avg. SOI	GPA

b. Guided independent studies, internships, and other teaching responsibilities (last five years, or since arriving at VSU):

Semester, Year	Dept Prefix	Course Number	Name of Student	Description of Activity

INTELLECTUAL CONTRIBUTIONS

Items published/presented while at VSU
Refereed Journal Articles

Other Intellectual Contributions

Items published/presented prior to coming to VSU
Refereed Journal Articles

Other Intellectual Contributions

SERVICE ACTIVITIES AT VSU
   a. **University Service Activities** (committees, administrative duties, other service activities, etc.)

   b. **Langdale College Service Activities** (committees, administrative duties, other service activities)

   c. **Professional Service** (offices held in professional organizations, participation in professional organization activities, etc.; not just membership)

The P&T Review Committee should answer the following:

Based on information provided and based on the Langdale College criteria for tenure,

Has the candidate met the minimum time requirement? _____

Has the candidate met the terminal degree requirement? _____

Has the candidate met the teaching requirement? _____

Has the candidate met the minimum intellectual contributions requirement? _____

Has the candidate met the service requirement? _____

Are there special circumstances the committee should be aware of? _____

If so, specify those circumstances:

_____

Signature of the chair of the P&T Review Committee

Appendix L: Summary Sheet for Post-Tenure Review

Valdosta State University
Langdale College of Business
Post-Tenure Review Summary Sheet
March 2, 2008

BIOGRAPHICAL INFORMATION

Name: _____

Department: _____

Highest Degree Earned: _____   Year: _____

Degree Field: _____

Appointment Year: _____   Years of service at VSU: _____

Appointment Rank: _____   Present Rank: _____

Years in Present Rank: _____   Current faculty qualification: _____

2. TEACHING AND INSTRUCTION

a. Courses taught:

Semester	Dept Prefix	Course Number	Section	Enrollment	Avg. SOI	GPA
Spring 2008						
Summer 2008						
Fall 2008						

b. Guided independent studies, internships, and other teaching responsibilities:

Semester, Year	Dept Prefix	Course Number	Name of Student	Description of Activity

3. INTELLECTUAL CONTRIBUTIONS
Items published/presented
Refereed Journal Articles

Other Intellectual Contributions

Items accepted for publication/presentation but not yet published/presented
Refereed Journal Articles

Other Intellectual Contributions

4. UNIVERSITY, PROFESSIONAL, AND COMMUNITY SERVICE
a. University Service Activities (committees, administrative duties, other service activities, etc.)

b. Langdale College Service Activities (committees, administrative duties, other service activities)

c. Regional Service (leadership roles in community organizations, participation in community service activities, consulting, continuing education activities, etc.; not just membership)

d. Professional Service (offices held in professional organizations, participation in professional organization activities, etc.; not just membership)

[Note: Append a print-out of candidate's current curriculum vita to the back of this report.]

Appendix M: Expectations for Ethical Behavior

Langdale College of Business Administration

Expectations for Ethical Behavior

Statement of Commitment: We, the administration, faculty, and staff of the Langdale College of Business Administration, strive to maintain a student-centered learning environment with the following characteristics: responsibility, trustworthiness, honesty, respect, and fairness. We are committed to the principles of professional behavior and integrity as a community of scholars and business professionals.

In support of the Langdale College of Business Administration Mission Statement, the administrators, faculty, and staff are committed to:

➤ fostering an environment where respect, fairness, a tolerance of differing ideas, and an opportunity for learning and success flourish.

➤ representing Valdosta State University and the Langdale College of Business Administration with reliability and diligence in university, community, and professional activities.

In addition, the administrators and faculty are committed to:

➤ pursuing research activities with integrity and honesty.

➤ respectfully using the governing documents set forth by Valdosta State University and the University System of Georgia as general guides and instruments in all aspects of ethical behavior. The governing documents include:

- the Academic Code of Professional Ethics in the VSU Faculty Handbook,
- the Board of Regents Policy Manual: Section 800 Personnel,
- the Business Procedures Manual, Volume 3A Classified Personnel,
- the VSU Classified Employee Handbook, and
- the Code of Conduct in the VSU Student Handbook, Volume 1.