Faculty Handbook

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

**Effective dates: All provisions of this Faculty Handbook were approved
by faculty at the March 28, 2025, faculty meeting**

I.   Faculty Orientation and Guidance

A.   New Faculty Orientation

Valdosta State University (VSU) and the Harley Langdale, Jr. College of Business Administration (the College) share responsibility for orientation of new full-time faculty. The College orientation will be conducted by the Associate Dean prior to Fall semester of the first year of employment. This orientation will include an overview of course syllabi, the faculty activity reporting system, and other College activities. Department Heads are responsible for orientation of part-time faculty (*e.g.*, faculty hired on a per-course or per-semester basis).

B.   Faculty Guidance

The roles of Department Heads include, but are not limited to, providing direction and feedback regarding progress towards tenure and promotion, criteria for sustaining faculty qualification, travel policies and procedures, assessment of learning outcomes, course management (*e.g.*, course syllabi and classroom management), and office hour requirements.

II.   Faculty Rank and Qualification

A.   Qualification

Each faculty member must satisfy requirements established by the external accrediting agencies that accredit the programs of VSU and the College. Satisfying these requirements is necessary but may not be sufficient to ensure promotion or tenure or both.

B.   Definitions

1.   Initial academic preparation is assessed by earned degrees and other academic credentials.

2.   Initial professional experience is assessed by the nature, level, and duration of leadership and management position(s) in the practice of business and/or other types of organizational work.

3.   Sustained academic and professional engagement is combined with initial academic preparation and initial professional experience to maintain and augment qualifications (i.e., currency and relevance in the field of teaching) of faculty members over time.

   a)   Academic engagement reflects faculty scholarly development activities that support the integration of relevant, current theory of business and management consistent with the school's mission, expected outcomes, and supporting strategies.

   b)   Professional engagement reflects faculty practice-oriented development activities that support the integration of relevant, current practice of business and management consistent with the school's mission, expected outcomes, and supporting strategies.

4.   Qualified Faculty Status applies to faculty members who sustain intellectual capital in their fields of teaching, demonstrating currency and

relevance of intellectual capital to support the school's mission, expected outcomes, and strategies, including teaching, scholarship, and other mission components. Categories for specifying qualified faculty status based on initial academic preparation, initial professional experience, and sustained academic and professional engagement are described below.

      a)   Scholarly Academics (SA) are faculty who have normally attained a terminal degree in a field related to the area of teaching and who sustain currency and relevancy through scholarship and activities related to the field of teaching. SA status is sustained as outlined below (Section II-C).

      b)   Practice Academics (PA) are faculty who have normally attained a terminal degree in a field related to the area of teaching and who sustain currency and relevancy through professional engagement, interaction, and activities related to the field of teaching. PA status is sustained as outlined below (Section II-C).

      c)   Scholarly Practitioners (SP) are faculty who have normally attained a master's degree related to the field of teaching; have professional experience substantial in duration and responsibility at the time of hire; and who sustain currency and relevancy through scholarship related to their professional background and experience in their field of teaching. SP status is sustained as outlined below (Section II-C).

      d)   Instructional Practitioners (IP) are faculty who have normally attained a master's degree related to the field of teaching; have professional experience substantial in duration and responsibility at the time of hire; and who sustain currency and relevancy through continued professional experience and engagement related to their professional background and experience in their field of teaching. IP status is sustained as outlined below (Section II-C).

      e)   Additional Faculty are faculty who do not meet the school's criteria for SA, PA, SP, or IP.

| | | Sustained engagement activities | |
		Academic (Research/Scholarly)	Applied/Practice
Initial academic preparation and professional experience	Master's degree; Professional experience, substantial duration and level of responsibility	Scholarly Practitioner (SP)	Instructional Practitioner (IP)
	Terminal Degree	Scholarly Academic (SA)	Practice Academic (PA)

5.   A Qualified Journal (QJ) is an academic journal that is: (1) peer-reviewed or subjected to an equivalently rigorous process; and (2) satisfies at least one of the following additional criteria at the time of submission:

a)   The journal, not found in Cabell's Predatory Reports, has an acceptance rate of less than or equal to 40%, as documented by a screenshot of the journal's page on the Cabell's website, a letter from the journal's editor or a screenshot of the journal's website. When a journal provides a range of acceptance rates, the effective acceptance rate will be the lower bound of that range.

b)   The journal, not found in Cabell's Predatory Reports, has a rank of "C" or better in the Australian Business Deans Council (ABDC) Journal Quality List, as documented by the most recent ABDC list found on the ABDC website.

6.   Tenure-Track and Non-Tenure-Track Faculty

a)   <u>Tenure-Track Faculty</u>: Only candidates meeting the initial requirements of either SA or PA Qualification may be hired for a tenure-track position. Exceptions to this requirement will be at the discretion of the Executive Committee; however, exceptions shall be limited to candidates currently pursuing a terminal degree and hired at the rank of Instructor. Tenure-track status will be stated on the faculty employment contract. Tenure requirements and procedures are stated in Section VI.

b)   <u>Non-Tenure-Track Faculty</u>: Faculty members hired for non-tenure-track positions may be full-time or part-time employees. A non-tenure-track faculty member should have SA, PA, SP, or IP Qualification at the time of employment.

7.   Participating and Supporting Faculty

a)   <u>Participating Faculty Members</u>: All full-time tenure-track and non-tenure-track faculty members are classified as Participating. Participating faculty members may be lecturers, senior lecturers, instructors, assistant professors, associate professors, or full professors. They teach, serve on College and VSU committees, attend faculty meetings, and have full voting rights regarding policy decisions. With rare exceptions (i.e., one-year appointments), they are expected to do research, perform service, and attain or maintain SA, PA, SP, or IP Qualification.

b)   <u>Supporting Faculty Members</u>: All part-time faculty members are classified as Supporting. They are generally hired for only one semester or one year to teach one course per semester. Their only responsibilities are teaching classes and maintaining office hours. Research and service activities are not required, nor are they required to participate in faculty meetings or College decision-making.

8.   Documenting faculty qualification status - The College classifies faculty members as "Scholarly Academics", "Practice Academics", "Scholarly Practitioners", or "Instructional Practitioners". Faculty who does not meet the criteria for these categories are classified as "Additional".

C.   Criteria

The five faculty classifications and their corresponding criteria are as follows.

1.   Criteria for Scholarly Academic (SA) Qualification

SA Qualification requires a combination of initial academic preparation and maintenance of intellectual activities related to their discipline.

a)   Initial SA Qualification: Newly hired faculty members will be considered SA if they have any one of the following:

(1)   a PhD or DBA from an Association to Advance Collegiate Schools of Business (AACSB) accredited institution with at least 18 semester hours of graduate credits in their teaching discipline.

(2)   a JD or LLM from an ABA-accredited law school (i.e., for someone primarily teaching business law or the legal environment of business).

(3)   a terminal degree in the field of medicine from an American Medical Association (AMA) accredited medical school (i.e., for someone primarily teaching healthcare administration).

(4)   a terminal degree in a business-related field from a discipline-accredited program with at least 18 semester hours of graduate credits in their teaching discipline (e.g., healthcare administration or supply chain management).

b)   Time Limit on Initial SA Qualification: Faculty members will sustain SA Qualification for six[1] years from the date of their SA-qualifying doctoral degree.

c)   Sustaining SA Qualification: To sustain SA Qualification, faculty members must produce at least three contributions related to their discipline within the most recent five-year period. These contributions must include:

(1)   two articles in QJs (see definition of QJ in Section II.B.5), and

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[1] Proposal made during the faculty meeting to move from five to six years to better align with the revised AACSB review cycle. However, the original language is retained to be consistent with the faculty evaluation model

        (2)   one additional contribution, which may include but is not limited to:

- intellectual contributions
    - an additional QJ publication
    - a peer-reviewed journal publication
    - a conference paper presentation
    - a textbook or a chapter publication
    - a conference proceeding
    - serving on the editorial board of an academic journal
    - a new professional certification
    - active leadership in an academic or professional association
- impact and engagement
    - a professional engagement
    - a community engagement

2.   Criteria for Practice Academic (PA) Qualification

PA Qualification requires a combination of initial academic preparation; business or business-related professional experience, significant in duration and level of responsibility, related to their teaching discipline; and maintenance of intellectual activities related to their teaching discipline.

    a)   <u>Initial PA Qualification:</u> Newly hired faculty members will be considered PA if they have significant professional experience related to their discipline and any one of the following:

        (1)   a PhD or DBA from an AACSB-accredited institution with at least 18 semester hours of graduate credits in their teaching discipline.

        (2)   a JD or LLM from an ABA-accredited law school (i.e., for someone primarily teaching business law or the legal environment of business).

        (3)   a terminal degree in the field of medicine from an AMA-accredited medical school (i.e., for someone primarily teaching healthcare administration).

        (4)   a terminal degree in a business-related field from a discipline-accredited program with at least 18 semester hours of graduate credits in their teaching discipline (e.g., healthcare administration or supply chain management).

    b)   <u>Time Limit on Initial PA Qualification:</u> Faculty members will sustain PA Qualification for six years from the date of their last significant professional experience.

c)   Sustaining PA Qualification: To sustain PA Qualification, faculty members must produce at least three contributions related to their discipline within the most recent five-year period. These contributions must include:

>   (1)   one article in a QJ (see definition of QJ in Section II.B.5), and
>
>   (2)   one business or business-related professional experience, significant in duration and level of responsibility, related to their teaching discipline, and
>
>   (3)   one additional contribution, which may include but is not limited to:
>   - an additional significant professional engagement
>   - an additional QJ publication
>   - a peer-reviewed journal publication
>   - a significant community engagement
>   - a conference paper presentation
>   - a textbook or a chapter publication
>   - a conference proceeding
>   - service on the editorial board of an academic journal
>   - a new professional certification
>   - active leadership in an academic or professional association
>   - a significant consulting activity
>   - a faculty internship
>   - sustained professional work supporting their PA-qualifying status
>   - relevant, active service on a board of directors
>   - documented continuing professional education

3.   Criteria for Scholarly Practitioner (SP) Qualification
SP Qualification requires a combination of initial academic preparation, professional experience, and maintenance of intellectual activities related to their discipline.

a)   Initial SP Qualification: Newly hired faculty members will be considered SP if, at the time of their appointment, they have:

>   (1)   at least a master's degree in a business or business-related field, including at least 18 semester hours of graduate credits in their teaching discipline; and,
>
>   (2)   business or business-related professional experience, significant in duration and level of responsibility within the last six years, related to their teaching discipline.

b)   Time Limit on Initial SP Qualification: Faculty members will

sustain SP Qualification for six years from the date of their last significant professional engagement.

c) Sustaining SP Qualification: To sustain SP Qualification, faculty members must produce at least two contributions related to their discipline within the most recent five-year period. These contributions must include:

  (1) one article in a QJ (see definition of QJ in Section II.B.5), and

  (2) one additional contribution, which may include but is not limited to:
  - intellectual contributions
    - an additional QJ publication
    - a peer-reviewed journal publication
    - a conference paper presentation
    - a textbook or a chapter publication
    - a conference proceeding
    - serving on the editorial board of an academic journal
    - a new professional certification
    - active leadership in an academic or professional association
  - impact and engagement
    - a professional engagement
    - a community engagement

4. Criteria for Instructional Practitioner (IP) Qualification
IP Qualification requires a combination of initial academic preparation and business or business-related professional experience, significant in duration and level of responsibility, related to their teaching discipline.

a) Initial IP Qualification: Newly hired faculty members will be considered IP if, at the time of their initial employment, they have at least a master's degree in a business or business-related field, including at least 18 semester hours of graduate credits in their teaching discipline and professional or business experience, significant in duration and level of responsibility. In limited cases, IP status may be appropriate for individuals without master's degrees if the depth, duration, sophistication, and complexity of their professional experience outweigh their lack of master's degree qualifications.

b) Time Limit on Initial IP Qualification: Faculty members will sustain IP Qualification for three years from the date of their last significant professional experience.

c) Sustaining IP Qualification: To sustain IP Qualification faculty members must produce at least two contributions related to their discipline within the most recent five-year period. These contributions

must include:

(1)   one business or business-related professional experience, significant in duration and level of responsibility, related to their teaching discipline, and
(2)   one additional contribution, which may include but is not limited to:
- intellectual contributions
    - a QJ publication
    - a peer-reviewed journal publication
    - a conference paper presentation
    - a textbook or a chapter publication
    - a conference proceeding
    - serving on the editorial board of an academic journal
    - a new professional certification
    - active leadership in an academic or professional association
- impact and engagement
    - a professional engagement
    - a community engagement

5. Additional
Individuals without a qualified faculty status will be classified as "Additional".

D. College Administrators
In order to sustain their qualified faculty status, an administrator will be held to the same criteria as other faculty with a one QJ publication reduction in those criteria. The Dean will maintain their qualified faculty status throughout their appointment with no requirement for intellectual contributions outlined above. An administrator who returns to a faculty role will be guaranteed maintenance of their status for a period of three years.

III. Faculty Responsibilities

Faculty responsibilities include teaching, research, and service.

A. Teaching
College faculty are expected to be effective teachers. Faculty teaching effectiveness will be determined based on the annual faculty evaluation criteria. Please see the LCOBA Faculty Workload Policy for teaching load criteria and office hours details.

B. Intellectual Contributions
Faculty must conduct research and make other intellectual contributions sufficient to maintain their qualified faculty status (Section II) and to meet the pre-tenure, promotion, tenure, or post-tenure research requirements (Section VI).

C. Service
Full-time faculty must perform service for VSU, the College, their department, and students. Faculty also are encouraged to provide service to the community and to their profession. The following service activities are required of all full-time faculty:

1. Commencement – Faculty must participate in commencements as determined by Department Head.

2. Committees – Faculty must serve on departmental committees commensurate with their rank.

IV. Faculty Support

The following faculty support is available to Participating Faculty. Staff support, teaching seminars, and other direct teaching support are available to Supporting Faculty.

A. Financial Support

1. Economic and community outreach projects. (Refer to the Faculty Workload Policy and Steele Grant Application Form for more information)

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2. **VSU Faculty Scholarships** may be provided for three types of activities:

   a) Instructional improvement.
   b) Course/curriculum development.
   c) Professional presentations.

   Faculty members must request funding prior to participation in an activity. Only full-time faculty members are eligible for these scholarships. Funds will be used for travelling to professional seminars, workshops or conferences, or for course and curriculum development. Funds may not be used for non-VSU personnel. Faculty Scholarships are awarded for a specific proposal and cannot be transferred. Additional information is available on the Faculty Scholarship website. There are also other grants available for international travel through the Office of International Programs.

3. **VSU Office of Sponsored Programs and Research Administration** awards faculty research grants 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. Additional information is available on the website.

4. **Departmental and College funds** may be available to supplement faculty development and research grants. Departmental travel funds are used to encourage faculty participation in professional associations, professional development seminars, and instructional development workshops. Prior to travel, faculty members must complete a Request for Authority to Travel and have it approved by the Department Head and the Dean. These forms and travel guidelines are available on the VSU website.

B. College Administrative Support

1. Administrative assistants assist all College faculty members in

producing, copying, and revising instructional materials, research manuscripts, and administrative documents.

2.   Subject to available funds, Student Assistants and Graduate Assistants may also be available to assist faculty.

C.   Institutional Support

VSU offers a variety of support services, including:

1.   The Access Office provides additional resources to faculty to assist with Americans with Disabilities Act compliance.

2.   The Center for Excellence in Learning and Teaching provides faculty development and training.

3.   The Center for eLearning provides support, training, and instructional design services to faculty teaching online, hybrid, and technology-enhanced courses using the Valdosta State BlazeVIEW or University System of Georgia (USG) collaborative learning management system, GoVIEW.

4.   Information Technology provides and supports many of the applications and hardware used by students, faculty, and staff.

5.   The Odum Library New Media Center aids in media content development, media presentations, and provides access to a variety of media equipment and software.

V.   Faculty Reporting, Evaluation, and Remediation

A.   Annual Faculty Activity Report and Action Plan (AFARAP)

Full-time faculty members must submit their AFARAP electronically for the previous calendar year. The AFARAP includes courses taught, enrollments, grade distributions, average Student Opinion of Instruction (SOI) scores, instructional improvement and assurance of learning activities, publications and other intellectual contributions, a reflection on scholarly impact, and service activities. The AFARAP also requires faculty members to outline goals for the upcoming year and to update their goals from the previous year. Supporting evidence such as copies of syllabi, publications, and presentations must be uploaded to the faculty activity reporting system.

B.   Annual Faculty Evaluation (AFE)

The AFE is primarily based on the information contained in the AFARAP. The AFEs, which must be generated in the faculty activity reporting system, are used for decisions regarding merit raises, retention, promotion and tenure, pre-tenure and post-tenure reviews, and for identification of faculty development needs. Each faculty member's Qualified Faculty Status is also reviewed each year. The Faculty Member Qualification Report is generated in the faculty activity reporting system or prepared by the faculty member. A copy of the faculty member's Faculty Member Qualification Report (including journal acceptance rates and contribution type, plus

working papers) is attached to the faculty member's AFE.

During the AFE process, department/unit heads meet with faculty members (a) to review the past year's activities, (b) to assure that faculty members' goals and plans for the upcoming year are aligned with departmental, college, and university goals, and (c) to determine that they are prioritized in a way that may lead to tenure and promotion where appropriate.

Both the faculty member and the department/unit head sign the AFE to certify that they have met and discussed this document. Faculty members have the right to append a response within 10 working days to this evaluation before it leaves the department. Within 10 working days of receiving the faculty member's response, the department/unit head will acknowledge the receipt of this response in writing, noting changes, if any, in the annual written evaluation made as a result of either the conference or the faculty member's written response. This acknowledgement will also become a part of the record. AFEs are not subject to discretionary review. Copies of the AFE document will be forwarded to the appropriate dean and then to the Provost and Vice President for Academic Affairs. A copy of this evaluation form as well as the schedule for the departmental and college review of this document appears online through the Office of Academic Affairs.

C.   Annual Faculty Evaluation Measures

The AFE employs a five-point scale: "Exemplary," "Exceeds Expectations," "Meets Expectations," "Needs Improvement," or "Does Not Meet Expectations". It includes written comments that explain and/or document the basis for the rating given in each category. It offers a personalized remediation plan if activity in any area or overall is rated as "Needs Improvement" or "Does Not Meet Expectations," specifically tailored to assist faculty in improving the outcome at their next AFE.

D.   Faculty Remediation

Performance Remediation Plan (PRP): Faculty members who receive a rating of "Needs Improvement" or "Does Not Meet Expectations" overall or in any part of the AFE, will work with their department/unit heads to develop a personalized PRP. The purpose of this plan is to scaffold faculty growth and development and strengthen the opportunities for the faculty member's success at the next AFE.

The PRP should include the following:
(1) clearly defined goals or outcomes,
(2) an outline of activities to be undertaken
(3) a timetable,
(4) available resources and supports,
(5) expectations for improvement,
(6) a monitoring strategy

The PRP must be approved by the Dean and submitted to Human Resources where permanent faculty files are housed. The Department Head and faculty member should meet twice in the spring as the PRP starts and twice during the following fall, according to the specified timeline, to review progress, document additional

needs/resources, and note planned accomplishments. After each meeting, the department/unit head should summarize the meeting and indicate whether the faculty member is on track to complete the PRP. Consequences for the failure to meet the expectations of the PRP must be stated at the conclusion of each meeting. Results will be assessed at the next year's AFE. If the faculty member continues to receive a rating of "Needs Improvement" or "Does Not Meet Expectations," overall or in any part of the AFE, the faculty member, depending on their tenure status, will encounter the following:

Tenure-track faculty: If tenure-track faculty members do not meet the expectations of the remediation plan, they may be subject to receiving a written notice of intent not to renew according to the schedule posted in the Board of Regents (BOR) Policy Manual 8.3.4.2 (https://www.usg.edu/policymanual/section8/C245)

Non-tenured lecturers, senior lecturers, and principal lecturers: If faculty in these positions do not meet the expectations of the remediation plan, they may be subject to receiving notification of non-reappointment according to the schedule posted in the BOR Policy Manual 8.3.4.3. (https://www.usg.edu/policymanual/section8/C245) or they may be assigned a corrective review if they have served over six years.

Tenured faculty: If tenured faculty members do not meet the expectations of the remediation plan, they will be assigned a corrective post-tenure review. According to BOR Policy (8.3.5.4): "That review will not alter the timing of the faculty member's regularly scheduled five-year post-tenure review thereafter."

Performance Improvement Plan (PIP): Full-time tenured or non-tenured faculty members who have an unsuccessful post-tenure or fifth-year review (described in Section VI.C) will be assigned a PIP: "If the results of the post-tenure review (or a fifth-year review for non-tenured faculty) are unfavorable, then a performance review plan shall be created by the applicable department chair and dean in consultation with the faculty member" (BOR Policy 8.3.5.4). The departmental promotion and tenure committee or appointed personnel committee should also be consulted in the development of this plan.

If the department/unit head recommends a performance improvement plan, it must include the following:
(1) clearly defined goals or outcomes,
(2) an outline of activities to be undertaken
(3) a timetable,
(4) available resources and supports,
(5) expectations for improvement,
(6) a monitoring strategy

The plan must be approved by the Dean and submitted to Human Resources where permanent faculty files are housed. Two meetings during the fall and the spring must be held to review progress, document additional needs/resources, and note planned accomplishments. After each meeting, the department/unit head should summarize the meeting and indicate whether the faculty member is on track to complete the PIP. Consequences for the failure to meet the expectations of the PIP must be stated at the conclusion of each meeting. Results will be assessed at the next year's AFE.

Faculty members who successfully complete the PIP as determined by the department/unit head (and with the concurrence of the Dean) will resume the regular five-year post-tenure review schedule.

 Faculty members who fail to make sufficient progress or who refuse to engage reasonably in the process as determined by the department/unit head will be subject to appropriate remedial action corresponding to the seriousness and nature of the deficiencies noted. Possible remedial actions may include, but are not limited to, reallocation of effort, salary reduction, tenure revocation, and dismissal. The department/unit head and Dean will propose an appropriate remedial action.

The department/unit head will provide the faculty member with a letter documenting the summary of post-tenure/fifth-year review findings; this letter must also include next steps and due process rights. The faculty member can provide a written rebuttal that will be attached to the final document; however, no action is required by the department/unit head.

E.   Retention, Non-Renewal, and Termination of Untenured Faculty

Department Heads in consultation with the Dean will make retention, non-renewal, 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 an appropriate Qualified Faculty Status, failure to progress toward tenure, or budgetary constraints. Offenses of an egregious nature may result in immediate termination. The BOR Academic Affairs Handbook and the VSU Faculty Handbook—both are available on the web—contain procedures for these decisions.

VI.   Tenure
A.   Pre-Tenure
1.   Pre-Tenure Review Process
Tenure track faculty must undergo pre-tenure review. The timing of the pre-tenure review is contingent upon the extent of prior service credit.

- Faculty with no prior service credit must apply for pre-tenure review on or before October 1 of their third academic year.

- Faculty with 1 year of prior service credit must apply for pre-tenure review on or before October 1 of their second academic year.

- Faculty with 2 or 3 years of prior service credit must apply for pre-tenure review on or before October 1 of their first academic year.

- The Department Head will notify faculty on or before September 1 that pre-tenure materials are due to the pre-tenure review committee. This committee will be determined by the Department Head and will consist of three tenured College faculty within the department if possible. The applicant will submit required documentation to the pre-tenure review committee no later than October 1.

2.   Pre-Tenure Evaluation Process

The pre-tenure review committee will evaluate the faculty member's progress towards tenure considering four areas of performance: teaching, intellectual contributions, service, and professionalism and institutional fit. Failure to demonstrate satisfactory progress may result in non-renewal of contract.

a)   Teaching

Faculty must submit three types of documentation for evaluation:
- All SOI scores for the period under review
- Any relevant course related material that demonstrates student learning, including a combination of course syllabi, final examinations, grade distributions, and any other material the candidate may wish to submit
- At least two peer evaluations of teaching with constructive feedback (one by the Department Head, and one by a tenured faculty member of the applicant's choosing)

b)   Intellectual Contributions

Faculty must submit documentation of intellectual contributions such as:
- Number and quality of publications in peer reviewed journals in the candidate's discipline
- Other publications, e.g. books, chapters in books, refereed proceedings, and instructional material development
- Number of presentations at professional meetings

c)   Service

Although candidates for tenure and promotion are expected to provide evidence of service at the university, college, departmental, professional, or regional level, significant service is not required at the pre-tenure stage.

d)   Professionalism and institutional fit

Evaluation of this requirement will be determined on the basis of the faculty member's ability to conduct their work with honesty, integrity, and objectivity and the respectful relationship they foster with students, colleagues, and others who participate in or benefit from their work.

3.   Pre-Tenure Recommendation Process

The Dean will notify candidates of the recommendations of the pre-tenure review committee, the Department Head, and the Dean on or before November 1. If deficiencies are identified, the faculty member may be subject to non-renewal of contract.

B.   Tenure
1.   Tenure Application Process

Applicants for tenure must undergo the tenure application process. The timing of the tenure review is contingent upon the extent of prior service credit.
- The time at VSU requirement, established by the BOR, is a

minimum of five consecutive years 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 towards this five-year requirement.
- Also, with written approval, a maximum of two years of leave-of-absence may interrupt the five consecutive year's requirement.
- A maximum of seven years is allowed in a tenure-track position without the award of tenure. Therefore, tenure-track faculty must apply for tenure no later than the Fall of the sixth year.

The Tenure and Promotion Committee (TPC) will consist of one full professor from each department on a rotating and staggered basis. Each member shall serve a three-year term and serve as chair of the TPC in their third year of service.

The Department Head will notify the faculty on or before September 1 that eligible faculty must submit their final dossier, which includes the required documentation as detailed in the Tenure and Promotion Procedures, to the TPC no later than October 1.

2. **Tenure and Promotion Standards**

Substantive Standard I: Mastery of Knowledge and Methods - Faculty members must be well-prepared and knowledgeable about developments in their respective fields. The ability to educate others, conduct meaningful research, produce creative works, and act as an advisor, mentor or supervisor in a professional capacity depends upon mastering existing knowledge in one's area of specialty. In addition, faculty members should use appropriate techniques, methods, and resources in their scholarly work and should subject their ideas to critical inquiry and independent review. In most cases, the latter occurs during the peer-review process.

Substantive Standard II: Effectiveness of Communication - Faculty members should communicate effectively with their audiences including colleagues, professional peers and students.

Substantive Standard III: Noteworthy Results - Faculty members should demonstrate the extent to which their scholarly or creative accomplishments have had noteworthy professional impact. Customarily, in the academy, such noteworthiness can be evidenced in various ways, including the testimony of academic peers or other experts, as well as by published documents such as reviews, citations, acknowledgments, professional correspondence regarding one's work, and records in such indexes as Google Scholar.

Substantive Standard IV: Consistently Professional Behavior - Faculty members should conduct their work with honesty, integrity, and objectivity. They should foster a respectful relationship with students, colleagues, and others who participate in or benefit from their work.

Faculty members should uphold recognized standards for academic integrity

and professional conduct.
3. Tenure Criteria

The voting constituencies for tenure and promotion decisions vary with the decision to be made. Tenure decisions are reviewed, evaluated, and voted on by all tenured faculty. Promotion decisions are reviewed, evaluated, and voted on by all tenured faculty with a rank higher than that of the applicant. Members of the University Tenure and Promotion Committee (UTPC) may not vote on either tenure or promotion.

The voting constituency will evaluate the candidate based on the following minimum criteria (BOR 8.3.7.3):
- Excellence and effectiveness in teaching and instruction;
- Outstanding involvement in student success activities;
- Academic achievement, as appropriate to the institution's mission;
- Outstanding service to the institution, profession, or community; and,
- Professional growth and development.

Noteworthy achievement is required in at least two of the above categories, but is not required in all categories

Performance in each of these areas will be evaluated as follows:

a) The <u>academic achievement requirement</u> is:
- a PhD or DBA from an AACSB-accredited institution with at least 18 semester hours of graduate credits in their teaching discipline;
- a JD or LLM from an ABA-accredited law school (i.e., for someone primarily teaching business law or legal environment of business);
- a terminal degree in the field of medicine from an AMA-accredited medical school (i.e., for someone primarily teaching healthcare administration);
- a terminal degree in a business-related field from a discipline-accredited program with at least 18 semester hours of graduate credits in their teaching discipline (e.g., healthcare administration or supply chain management).

b) The <u>excellence and effectiveness in teaching and instruction requirement</u> is a rating of exceeds expectation or above . This rating is equivalent to the minimum tenure criteria of excellence and effectiveness in teaching and instruction required by USG (BOR 8.3.7.3). This committee evaluates a candidate's performance using information from the AFEs, AFARAPs and other submitted documents as noted above.

c) The <u>professional growth and development requirement</u> varies by rank; however, regardless of rank a faculty member with an initial SA-qualified faculty status must be SA-qualified at the time of application, and a faculty member with an initial PA-

qualified faculty status must be SA- or PA-qualified at the time of application. The requirement at each rank is as follows:

    (1)   Assistant Professor:
- At least seven intellectual contributions
- At least four of these must be articles in QJs (see definition of QJ in Section II.B.5)
  - All four articles must be related to a field of business and/or pedagogy
  - All four articles must have a VSU affiliation

    (2)   Associate Professor:
- At least seven intellectual contributions
- At least four of these must be articles in QJs (see definition of QJ in Section II.B.5)
  - All four articles must be related to a field of business and/or pedagogy
  - All four articles must have a VSU affiliation

    (3)   Full Professor:
- At least twelve intellectual contributions
- At least seven of these must be articles in QJs (see definition of QJ in Section II.B.5)
  - All seven articles must be related to a field of business and/or pedagogy
  - At least five of these seven articles must have a VSU affiliation

    d)   The outstanding service requirement is a meets expectations rating by the voting constituency of the candidate's service to the university, college, department, region, and profession.

4.   Tenure Evaluation and Recommendation Process

- After receipt of a candidate's dossier the TPC will verify whether the candidate has met the minimum requirements for tenure.
- The Department Head must provide a letter summarizing the input from all full-time faculty in the department to be included in the dossier. [If the candidate is the Department Head, the Associate Dean will provide this letter.]
- The candidate's dossier will be available for review by members of the voting constituency during the second and third weeks of October.
- The candidate's dossier will be presented by the TPC Chair to the voting constituency at its annual fall meeting held in the fourth week of October.
- After discussion, an anonymous vote will be taken.
- The TPC Chair will submit a memorandum, including the vote count of the voting constituency, to the Dean. A copy of the memorandum will

be included in the dossier.

- Following the meeting, the TPC Chair will inform each candidate of the voting constituency's recommendation and the vote count.
- The Dean's letter of recommendation for each candidate will be added to the dossier which will be sent to the Vice President for Academic Affairs (VPAA).
- The VPAA will forward the dossier to the UTPC for review.
- The UTPC will make a recommendation to the VPAA who will then convey a decision to the President.
- The candidate will be notified of the final decision by the VPAA.

C. Post-Tenure and Fifth Year Review

1. Post-Tenure Review

According to BOR Policy Manual 8.3.5.4, updated October 13, 2021: "The post-tenure review process shall support the further career development of tenured faculty members as well as ensure accountability and continued strong performance from faculty members after they achieved tenure." With the exception of tenured administrators, the majority of whose duties are administrative (and have a separate administrative review process), all tenured faculty will be reviewed. Each faculty member must be assessed five years after the most recent promotion or personnel action, and reviews will continue at five-year intervals unless interrupted by a further review for promotion, an approved leave of absence or a corrective post-tenure review. Tenured faculty who leave administrative positions will have a post-tenure review five years after returning to a full-time teaching appointment. The AFE cover sheet, completed by the department/unit head, will inform the faculty member of the next scheduled personnel action, e.g. post-tenure review, and the anticipated date of this action.

A tenured faculty member may voluntarily elect to go up for a post-tenure review before the five-year time limit in order to take full advantage of the feedback and insight provided by their colleagues at a strategic point in their career. If the faculty member has a successful review, the next scheduled review will be five years from the date of the voluntary review. If the faculty member is unsuccessful, the regular date remains in place.

The review should focus on the faculty member's accomplishments, in the areas of teaching and student learning; research, scholarship, professional growth, and creative production; and service to the university, community, or profession, as well as emphasize the faculty member's engagement in activities contributing to student success in each of these areas.

The results of successful post-tenure reviews should be linked to rewards and professional development. Faculty members who are performing at a high level should receive recognition for their achievements. In the case of an unsuccessful post-tenure review, faculty members will be assigned a performance improvement plan.

Process

Since tenured faculty members continue to participate in the thorough AFE process required of all VSU faculty members, post-tenure review should require less documentation than promotion and tenure review.

In addition to the Personnel Action Cover Sheet, the primary documents should include:

(1) the five most recent annual evaluations,
(2) a current curriculum vita,
(3) a self-assessment, which should look both backward and forwards, including faculty members' reflections on their evaluations (SOIs, peer evaluations, annual evaluations), their engagement in activities contributing to student success, and their future plans in all areas.
(4) any additional supporting materials the faculty member chooses to submit in support of the application.

These materials will be submitted to department/unit heads by the dates identified by the faculty member's college.

Departmental Promotion and Tenure committees, or appointed personnel advisory committees, evaluate post-tenure reviews and submit recommendations to the department/unit head.

The department/unit head will meet with the faculty member to discuss the results of the review as well as prepare a letter to share with the faculty member. Both the department/unit head and the faculty member must sign the report indicating the results have been presented and discussed. These letters should be shared as information items with the Dean and Provost and placed in the faculty member's file in Human Resources.

If the review is successful, the faculty member will be scheduled for post-tenure review after five more years of service. If the review is unsuccessful, the faculty member has the right to append a response within 10 working days. Within 10 working days of receiving the faculty member's response, the department/unit head should also append a response that will be part of the record. The faculty member will then be assigned a PIP (described in Section V).

2. Fifth-Year Review

Faculty members in non-tenure track positions will also undergo review after their sixth year of service and then every five years thereafter, unless interrupted by a further review for promotion, an approved leave of absence, or a corrective review. This review is tailored to their specific duties and is designed to assure that non-tenure track faculty members are successfully meeting departmental standards for performance of these duties. Annual performance ratings in areas of their assigned duties will provide the basis for fifth-year reviews of non-tenure track faculty. These reviews should contain the same documentation as listed in the post-tenure guidelines. Departmental

Promotion and Tenure committees, or appointed personnel advisory committees evaluate fifth-year reviews and submit recommendations to the department/unit head. The department/unit head will then prepare a letter to share with the faculty member. Both the department/unit head and the faculty member must sign the report indicating the results have been presented and discussed. These letters should be shared as information items with the Dean and Provost and placed in the faculty member's file in Human Resources.

If the review is successful, the faculty member will be scheduled for another review after five more years of service. If the review is unsuccessful, the faculty member has the right to append a response within 10 working days. Within 10 working days of receiving the faculty member's response, the department/unit head should also append a response that will be part of the record. The faculty member will then be assigned a PIP (described in Section V).

VII.   Promotion

A.   Promotion Application Process

The voting constituencies for tenure and promotion decisions vary with the decision to be made. Tenure decisions are reviewed, evaluated, and voted on by all tenured faculty. Promotion decisions are reviewed, evaluated, and voted on by all tenured faculty with a rank higher than that of the applicant. Members of the UTPC may not vote on either tenure or promotion.

The TPC will consist of one full professor from each department on a rotating and staggered basis. Each member shall serve a three-year term and serve as chair of the TPC in their third year of service.

The Department Head will notify the faculty on or before September 1 that eligible faculty must submit their final dossier, as detailed in the Tenure and Promotion Procedures, to the TPC no later than the first week of October.

B.   Promotion Criteria

Promotion beyond the rank of Assistant Professor is limited to tenure-track faculty only. The voting constituency will evaluate the candidate based on the following minimum criteria (BOR 8.3.6.1):
- Excellent teaching and effectiveness in instruction;
- Noteworthy involvement in student success activities;
- Noteworthy professional service to the institution or the community;
- Noteworthy research, scholarship, creative activity, or academic achievement; and,
- Continuous professional growth and development.

Noteworthy achievement in all of the above areas is not required but should be demonstrated in at least three areas. The faculty member's length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be promoted.

The time in rank and time at VSU requirements (length of service) are established by the BOR. 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 2024 could apply for promotion to Associate Professor in Fall 2027. If approved, promotion would take effect Fall 2028.

- *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 2024 could apply for promotion to Full Professor in Fall 2028. If approved, promotion would take effect Fall 2029.

Performance in each of these areas will be measured as follows:

1. The terminal degree requirement is:

   - a PhD or DBA from an AACSB-accredited institution with at least 18 semester hours of graduate credits in their teaching discipline;
   - a JD or LLM from an ABA-accredited law school (i.e., for someone primarily teaching business law or legal environment of business);
   - a terminal degree in the field of medicine from an AMA-accredited medical school (i.e., for someone primarily teaching healthcare administration);
   - a terminal degree in a business-related field from a discipline-accredited program with at least 18 semester hours of graduate credits in their teaching discipline (e.g., healthcare administration or supply chain management).

2. The teaching and student success requirements are evaluated by the committee based on a candidate's performance using information from the AFEs, AFARAPs and other submitted documents as noted above. A rating of exceeds expectations or above is required for promotion. This is consistent with the minimum promotion criteria of excellent teaching and effectiveness in instruction established by USG (BOR 8.3.6.1)

3. The continuous growth and professional, and academic achievement requirements varies by rank; however, regardless of rank a faculty member with an initial SA-qualified faculty status must be SA-qualified at the time of application, and a faculty member with an initial PA-qualified faculty status must be SA- or PA-qualified at the time of application. The requirement for promotion to each rank is as follows:

   a) Assistant Professor:
      - At least three intellectual contributions

- At least two of these must be articles in QJs (see definition of QJ in Section II.B.5)
  - Both articles must be related to a field of business and/or pedagogy
  - Both articles must have a VSU affiliation

b)   Associate Professor:
- At least seven intellectual contributions
- At least four of these must be articles in QJs (see definition of QJ in Section II.B.5)
  - All four articles must be related to a field of business and/or pedagogy
  - All four articles must have a VSU affiliation

c)   Full Professor:
- At least twelve intellectual contributions
- At least seven of these must be articles in QJs (see definition of QJ in Section II.B.5)
  - All seven articles must be related to a field of business and/or pedagogy
  - At least five of these seven articles must have a VSU affiliation

4.   The noteworthy service requirement is evaluated by the voting constituency of the candidate's service to the university, college, department, region, and profession.

C.   Promotion Evaluation and Recommendation Process

- After receipt of a candidate's dossier the TPC will verify whether the candidate has met the minimum requirements for promotion.
- The Department Head must provide a letter summarizing the input from all full-time faculty in the department to be included in the dossier. [If the candidate is the Department Head, the Associate Dean will provide this letter.]
- The candidate's dossier will be available for review by members of the voting constituency during the second and third weeks of October.
- The candidate's dossier will be presented by the TPC Chair to the TPC at its annual fall meeting held in the fourth week of October.
- After discussion, an anonymous vote will be taken.
- The TPC Chair will submit a memorandum, including the vote count of the voting constituency, to the Dean. A copy of the memorandum will be included in the dossier.
- Following the meeting, the TPC Chair will inform each candidate of the voting constituency's recommendation and the vote count.
- The Dean's letter of recommendation for each candidate will be added to the dossier which will be sent to the VPAA.
- The VPAA will forward the dossier to the UTPC for review.

- The UTPC will make a recommendation to the VPAA who will then convey a decision to the President.
- The candidate will be notified of the final decision by the VPAA.

VIII. Non-Tenure-Track Faculty Ranks
A. Lecturer:
- This is a full-time position.
- This position can be renewed annually based on teaching effectiveness as determined by the Department Head, and budget availability.

- Lecturers who have served at the employing USG institution for at least six years may be considered for promotion to senior lecturer or principal lecturer at the discretion of the institution if the relevant title has been adopted by the institution and the institution has clearly stated promotion criteria. (BOR 8.3.8.3)

B. Senior Lecturer:
- This is a full-time position.
- This position can be renewed annually based on teaching effectiveness as determined by the Department Head, and budget availability.
- Additional duties may be assigned to a Senior Lecturer by the Department Head.

C. Instructor:
- This is a full-time position.
- This position can be renewed annually based on teaching effectiveness as determined by the Department Head, and budget availability.
- It is presumed that the instructor is pursuing a terminal degree in a timely manner
- Upon completion of a terminal degree an Instructor may be promoted to the rank of Assistant Professor.
- Upon completion of a terminal degree an instructor may be reassigned to a tenure-track position and the time spent at the rank of Instructor may be credited toward tenure if approved in writing at the time of the initial appointment.
- The maximum period of time that may be served at the rank of Instructor is seven (7) years.

D. Adjunct:
- This is a part-time position.
- Adjunct faculty are hired on a course-by-course basis.

IX. Merit Pay

A. Amounts

The USG and VSU may award pay raises based on merit rather than granting across-the-board increases. Annually, the BOR and the President of VSU may create a merit pay pool and specify general guidelines for distributing the amount in the

pool.

B.   Procedures

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 45%, 35%, and 20%, respectively. The Dean may reserve a portion of the merit pay pool to award for reasons such as market salary adjustment or extraordinary engagement and impact. 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 VPAA for final approval.