



Middle Georgia State University

School of Business Full-Time Faculty Handbook 2021-2022

Department of Accounting, Finance & Economics
Department of Management & Marketing
Department of Health Services & Sport Management
Masters of Management

I. Introduction

Message from the Interim Dean

This Faculty Handbook, created for the School of Business for the academic year 2021-2022, communicates important responsibilities specific to the School of Business. These policies are based on (but do not supersede) USG- or MGA-wide policies found on the MGA website:

- USG BOR Policy Manual
<https://www.usg.edu/policymanual/>
- USG Academic & Student Affairs Handbook
https://www.usg.edu/academic_affairs_handbook/
- Middle Georgia State University Faculty Handbook
https://www.mga.edu/faculty-staff/docs/MGA_Faculty_Handbook.pdf
- Middle Georgia State University Policy Manual (Human Resources)
<https://policies.mga.edu/>
- Middle Georgia State University Academic Catalog - Undergraduate
<https://mga.smartcatalogiq.com/2019-2020/Undergraduate-Catalog>
- Middle Georgia State University Academic Catalog – Graduate
<https://mga.smartcatalogiq.com/2019-2020/The-Office-of-Graduate-Studies-Academic-Catalog>
- Middle Georgia State University Student Handbook and Code of Conduct
<https://policies.mga.edu/policy-manual/section-4-student-affairs/4-1-student-handbook-code-of-conduct/index.php>

I hope these guidelines help faculty members develop a “clear target” for building a successful faculty portfolio of teaching, service, and scholarship. These policies along with open and regular communication with your department chairs and me ensure your initiatives and ambitions align with school strategies and goals. Your performance reflects both the quality and quantity of academic work as well as the degree of alignment of those activities with school strategy.

Please feel free to discuss any aspect of your ambitions, performance, and alignment with institutional imperatives with me.

Best,
Carol Sargent
Interim Dean, School of Business

About the School

Our Vision

To be a School of Business recognized for the quality of its academic programs, the diversity of its students, and the contributions to the business development of middle Georgia and beyond.

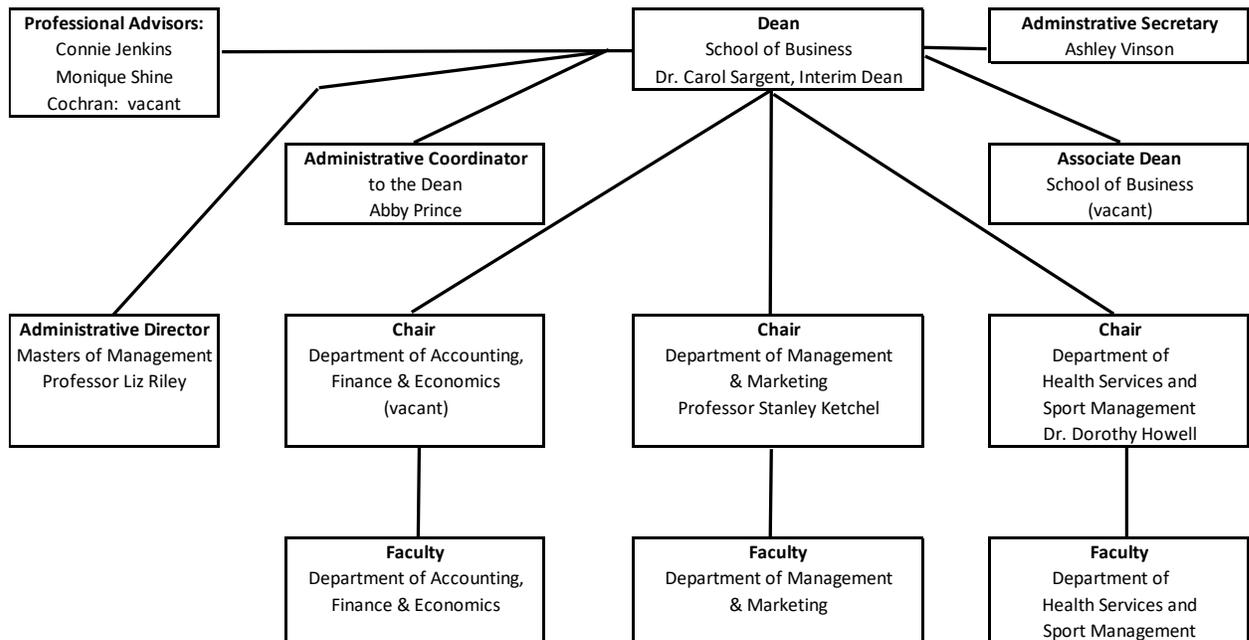
Our Mission

The Mission of the School of Business is to provide high quality undergraduate and graduate business programs targeted primarily to meet Central Georgia workforce needs. The School focuses on effective teaching and student learning for a diverse student population. Faculty engagement in scholarly activities, especially applied and pedagogical research, enhances classroom instruction. Faculty provide professional services to the community and their disciplines.

School of Business Departments:

- Department of Accounting, Finance & Economics
- Department of Management & Marketing
- Department of Health Services & Sport Management
- Masters of Management

School of Business Organizational Chart



II Administrative Guidelines

Faculty are responsible for familiarizing themselves with administrative policies and guidelines in the Middle Georgia State University Faculty Handbook and Policy Manual. The following information clarifies or amplifies institutional policy as specifically applicable to the School of Business.

As stated in the MGA Faculty Handbook (section 5.03.06 OTHER DUTIES AND EXPECTATIONS):

Faculty will attend all officially designated meetings of the faculty including, but not limited to, Academic Assembly, Faculty Orientation/ Convocation, Commencement, and Department/School/College meetings unless excused by the Provost. Faculty wishing to be excused must submit requests to their immediate supervisor for submission to the Provost. All faculty members will follow school policies in regards to attendance and participation in the work of the school.

Faculty Meetings and Committees

School of Business will meet in the Fall (generally right after Convocation) in order to discuss the upcoming academic year goals, discuss plans for the standing committees, celebrate the accomplishments of faculty members, and introduce new faculty.

The Dean, Department Chairs, and Committee Chairs also hold meetings at various times throughout the academic year. If you are not able to attend these mandatory meetings due to illness, or other emergencies, you must inform your Dean. Faculty govern the bulk of the school's policies and activities so attending these meetings matter. Please do not schedule other appointments during that designated day and time.

The School of Business participates in various Standing Committees and Boards of the University:

<https://www.mga.edu/faculty-staff/governance/2019-2020/standing-committees-boards.php>

Standing Committees

- Academic Affairs Committee
- Academic Quality
- Assessment Committee
- Diversity and Inclusion
- Executive Committee
- Faculty Affairs
- General Education Council
- Institutional Policy and Campus Affairs
- Intercollegiate Athletics
- Promotion, Tenure, and Post-Tenure Review Committee
- Strategic Plan Implementation and Assessment
- Student Academic Enhancement
- Student Affairs
- Teaching Resources and Budgetary Allocation

Boards

- Campus Safety Committee
- Faculty Development
- Institutional Effectiveness
- Institutional Review
- Student Conduct
- Student Fees
- Student Honors and Awards
- Student Media Advisory

Councils

- Graduate Studies

School of Business Committees

Every faculty will participate in one of the four school committees. These are working committees that take on the three important needs: (1) relevant curriculum and effective instruction, (2) belonging and campus presence and (3) professionalization and placement of our students and engagement with the community. Committee attendance, as well as subcommittee tasks assigned, help us continue to meet these important goals, foster collegiality, and guide continuous improvement. The committees are:

1. Curriculum and Assessment
2. Student Affairs
3. Professionalizing, placement and outreach
4. Graduate Program

Leave

If you are unable to attend office hours or class due to doctor's appointments, illness in the family or other personal issues, you must inform the Department Chair and Administrative Coordinator. Such leave is considered sick time and must be reported as such on your monthly time card. See the MGA Statutes and Bylaws that can be found in section 6.04 of the MGA Handbook for details.

Guidelines for Office Hours

Contact your Department Chair concerning the expectation of holding office hours. Post office hours outside the faculty member's office door and on all the faculty member's course syllabi. If you know you are not going to be in your office (or online) during your office hours, please announce it to your classes in D2L. As a courtesy, please also inform the Administrative Coordinator.

Travel

The Department Chair or Dean must approve all travel, whether it is intercampus travel or travel required for conference attendance. Conference travel requires paper presentation or significant

leadership participation. The guidelines, forms, and other information that pertains to travel are located at this link: <https://www.mga.edu/finance/travel.php> Communications

Student Attendance & “Last Date of Attendance” (LDA)

Full and part-time faculty at Middle Georgia State University are required to maintain attendance records in all classes (face-to-face, hybrid or online) per section 5.04.05 of the Faculty Handbook. It is critical that faculty keep complete and accurate records. Please note that “attendance” for online classes is documented via class participation or academic engagement (not logins).

When submitting final grades in SWORDS, faculty are required to enter students’ last date of attendance for non-passing grades (F, WF). Faculty must submit evidence of the last date of attendance in Brightspace/D2L at the end of term for all students with non-passing grades.

Communications

Faculty are expected to adhere to standard MGA University practices for setting up voicemail, formatting email signatures, and maintaining a directory profile. Faculty should provide contact information for students on syllabi. A current mobile phone must be on file with the administrative coordinator for emergencies.

Faculty Teaching Load

The faculty teaching load is specified by the MGA Faculty Handbook. Currently, the teaching load is 12 semester hours per semester for tenure-track faculty with a terminal degree and 15 semester hours per semester for faculty without a terminal degree or in a Lecturer/Senior Lecturer position.

Faculty Assignments/Course Scheduling

The Chair, Program Director, or his/her designee(s) schedule courses and faculty. Faculty may request a schedule. Those responsible for scheduling will attempt to accommodate as many requests as possible given the constraints of rooms, student demands and qualified faculty available to cover courses.

Summer Teaching

There is no obligation to teach during the summer term. If a faculty member does not plan to teach in the summer, s/he should let the chair know as early in the spring term as possible. Summer teaching opportunities are limited. There are many factors that go into the assignment of faculty to summer courses. These include uncertainties about enrollment, the splitting/merging of sections, last minute decisions, and the ability to contact faculty.

Overloads

Overloads refer to credit hours assigned beyond the normal teaching load. Overloads are discouraged, however, to accommodate large enrollments or special situations, faculty members may teach an overload under the following guidelines:

- The work is carried in addition to the normal full load.
- No qualified person is available to carry the work as part of his or her normal load.
- There is a written understanding that as soon as possible, and preferably within the academic year, they shall be given compensatory reassigned time or pay at the overload faculty rate of pay for the overload hours. Monetary compensation for overloads is possible only upon the recommendation of the Chair and the approval of the Dean, Provost and the President.

III. FACULTY PERFORMANCE: EXPECTATIONS & EVALUATION

Expectations: Teaching, Advising, Service, & Research/Scholarly Activities

Teaching is the primary focus. Advising, mentoring, and building (and sustaining) relationships with students are essential in students' retention, progression, and graduation. Research and scholarly activities shall complement teaching and contribute to knowledge. Service to the Department, the University, the community, and the profession are necessary for being good university citizens.

For faculty on a 4-4 load, teaching is 80% of the evaluation, service is 10% and scholarship/development is 10%. For faculty on a 5-5 load, teaching is 90% of the evaluation, service is 10% and research/development is encouraged but not required.

Teaching Evaluation

"Meeting Expectation"

- High assessment from students (this includes both quantitative and students' written comments)
- Evidence of continual modification for improving and currency of courses – the subject and delivery method
- Evidence of new method(s) of teaching (Constantly improving method of instructional delivery, face-to-face, online, and/or blended)
- Evidence of student retention and progression in courses taught
- Any other achievement(s) determined by the Dean to constitute meeting goals set in this area

"Exceeding Expectation" (three or more of these in a calendar year)

- Major revision of a course or courses
- Implementation of an instruction innovation in a course
- Evidence of teaching scholarship (measuring learning results and sharing in a scholarly format)
- More than two new course preparations in an academic year (excludes summer teaching and overload courses)
- New course creation and/or curricular re-design
- Submission and/or receipt of a teaching grant
- Receiving a teaching award (awarded by the Department, University, and/or Profession)
- Any other significant achievement(s) determined by the Dean to exceed goals set in this area

Career Advising/Mentoring

Faculty provide essential career advising and mentoring to students. This generally includes:

- Assisting students in consideration of life goals, including how their personal strengths align with possible career options and the demands of the workplace
- Assisting students in mapping these goals to course progression, meaningful campus activities, graduation and job placement
- Maintaining weekly office hours for the purpose of advising, mentoring, and building relationships with students
- Providing accurate information about institutional policies, procedures, resources, and programs of study
- Assisting students in developing decision-making skills.
- Making referrals to other institutional or community support services when necessary
- Assisting students in evaluation or re-evaluation of progress toward establishing goals and educational plans

Service to the School, University, and the Community

“Meeting Expectation”

- Active membership and professional contributions in one of the School’s committees
- Active membership and participation in at least one University committee
- Involvement in some school/college ad hoc or other community events
- Evidence of community service using your expertise

“Exceeding Expectation” (three or more constitutes exceeding)

- Active membership and participation in more than one school committee
- Active membership and participation in more than one University committee
- Serving on a University level taskforce
- Receiving a service award (awarded by the Department, University or Profession)
- Significant community or professional engagement, leadership roles or event management
- Any other significant achievement(s) determined by the Dean to exceed goals in this area

Research/Scholarly Activities and Professional Development

Note: Self-publishing of your work (articles, books, etc.) and the work published in predatory journals do not count as scholarly activities. These types of publications will receive no credit towards a faculty’s performance, tenure, promotion, and post tenure evaluation.

“Meeting Expectation”

- One article in refereed scholarly/professional journals every 5 years.
- At least one presentation (regional, national, or international) at refereed scholarly/professional conference every three years with the article published in the referred proceedings/serial publications of the conference
- Evidence of two or more on-going appropriate Scholarly Activities in the year (listed below).

Scholarly activities under the Boyer model:

- Development and sharing of teaching methods to include the extensive use of audio, video, or software tools to enhance the classroom learning environment
- Organizing and conducting workshops or seminars
- Member of Thesis or Dissertation Committees

- Serving as an external committee member for master’s thesis or doctoral dissertation
- Leadership in conference and professional society activities
- Students in Undergraduate or Graduate Research Projects
- Developing new degree programs
- Design, development, and implementation of materials for program accreditation
- Editorship of a major referred journal
- Active reviewer on an editorial board of a refereed or professional journal (reviewing at least 2 to 3 articles)
- Publication of a book relative to your professional discipline
- Publication of a chapter within a book relative to your professional discipline
- Editing a published book relative to your professional discipline
- Publication of a scholarly review of a book for a professional journal or other major publication
- Contribution to a major professional newsletter or an editorial statement in a major professional publication
- Writing or organizing grant proposals
- Obtaining campus or university-wide grants
- Receiving a research award (awarded by the Department, University or Profession)

“Exceeding Expectation”

- More than one refereed article in a scholarly/professional journal every five years
- More than one refereed presentation (regional, national, or international) at scholarly/professional conference every two years
- Evidence of three or more additional on-going appropriate scholarly activities from the above list in a given year
- Any other significant achievement(s) determined by the Dean to exceed goals in this area.

Performance Evaluations

It is important that faculty members receive feedback regarding their performance and receive appropriate suggestions for improvement when necessary. Performance evaluations are constructive tools used to stimulate the performance, morale, and development of the faculty. The evaluations provide the Chair and the Dean an opportunity to determine individual and departmental alignment of needs and goals, to promote productivity, to recognize excellent performance, and to work with faculty members experiencing problems meeting the expectations of the school and the university.

The school evaluates the performance of faculty members using a number of methods, including student evaluations, evaluation of online course sites, classroom observation, analysis of student performance data, review of syllabi, examination of student work products, and faculty self-evaluation. The form used for faculty self-evaluation is a standard form used by all faculty members at Middle Georgia State University. The Chair or Dean may decide to ask for additional information from the faculty to help document performance.

IV. INSTRUCTION RELATED EXPECTATIONS & PROCEDURES

Syllabus

The course syllabus will follow the template provide by the Office of Academic Affairs. Faculty will provide an electronic copy of the complete course syllabus to the school's administrative coordinator one week before a semester starts. Faculty will post the syllabus in MGA D2L at least one day before the start of the course.

Assessment

All undergraduate courses will administer a cumulative final exam to permit embedded departmental assessment questions. Faculty will report assessment question results to Department Chairs at the end of each semester.

Faculty teaching graduate courses in the MSM program will include the required research paper or project as stated in the MSM assessment plan. At the end of each semester, faculty will report results to the MSM Administrative Director.

D2L & Email

MGA D2L is the platform for course instruction, assessments, postings of activities/interaction, submission of assignments, creating/maintaining grade book, etc. Faculty will use MGA email and/or MGA D2L email for communication between the instructor and students. Faculty **will not use private email accounts** to communicate with students.

Faculty will make every attempt to respond within one business day of student contact. Please retain copies of student complaints for three years to permit follow up and investigation of student issues that may span across multiple courses.

Feedback

Faculty will provide timely feedback and grades to students (generally within a week). At least one graded assignment will be due by week three of full semester courses and week two of short session and summer course. Regular opportunities for feedback and active learning in a variety of formats are encouraged across the semester. Courses with only a mid-term and final exam provide feedback that is too little and too late.

Textbook Adoption

Instructors are encouraged to use the same textbook for all sections of a given course. Faculty who are interested in changing the textbook for a course will schedule a meeting or meetings to discuss the change with colleagues teaching that course. This meeting should include any faculty members that may have an interest in the discussion. Announcements about the meeting(s) time and location should go to all faculty in order to give everyone a chance to participate if they so desire.

Faculty Input

The dean will provide these policies annually to all faculty who may provide suggestions and edits in the spirit of improving the school of business, its faculty governance, and the outcomes for its students. I thank you in advance for your thoughtful professional feedback.